

Campus Improvement Plan

2024 - 2025



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Board of Trustees



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**Superintendent of Schools
Dr. Jaime Aquino**

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
- 3 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.
- 4 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.
- 5 Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

- Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.
- Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.
- Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in August 2024, to ___ in August 2025.
- Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

- Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.
- Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.
- Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in 2024, to ___ in August 2025.
- Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions	
Meeting #1 May 16, 2024	<p>In teams, analyze data sets to identify strengths and areas of growth (Circle, MAP, STAAR interim, SEL, Attendance, Insight Survey, STAAR pending) Create problem statements using the areas of growth identified from the data analysis Conduct a root cause analysis based on data sets</p>	
Meeting #2 May 20, 2024	<p>Create performance objectives to address root causes Create high impact strategies that align to performance objective and address root causes to problems statements. Each statement was reviewed from the previous meeting, as well as the root cause, then shifted to the applicable piece of the plan to write a CIP that aligned to CNA. CAC members provided feedback and suggestions to improve the plan. Ms. Lopez shared her analysis of the MAP data and the conclusions her team came to. Ms. Pimentel discussed her findings of the Circle data analysis and then Ms. Reyes provided feedback on the STAAR interim data. Some root causes were re-written to be more within the control of the campus and campus staff. The sources of data used were reviewed and put into the plan document. Teachers assisted in completing the strengths and weakness summary at the bottom of each CNA tab. All data, problem statements and root causes were accepted by the committee.</p> <p>Teachers were broken up into small groups based on performance objectives. CAC members led discussion around each performance objective and strategies associated with it. Each team rotated after 5-7 minutes to provide feedback. Many expressed the need for an interventionist. However, allocations do not support the implementation of an interventionist. The principal expressed that ESSER funds are depleted which means there will be less money for tutoring and supplemental resources. All teams were in agreement with the final draft of the CIP.</p>	
Meeting #3 May 23, 2024	<p>CNA Review & Feedback The principal presented the CNA root cause and problem statements. Teachers were given the opportunity to provide feedback. PreK discussed wanting more training on centers. Third grade teachers expressed the need to plan explicit lessons to support revise and edit. Fifth grade's feedback was in support of more Science vertical alignment discussions to ensure all grade levels are teaching to the rigor of TEKS.</p> <p>CIP Review & Feedback Teachers were broken up into small groups based on performance objectives. CAC members led discussion around each performance objective and strategies associated with it. Each team rotated after 5-7 minutes to provide feedback. Many expressed the need for an interventionist. However, allocations do not support the implementation of an interventionist. The principal expressed that ESSER funds are depleted which means there will be less money for tutoring and supplemental resources. All teams were in agreement with the final draft of the CIP.</p>	

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

For end of year data, the PK has 93.4% perfect attendance and K-5 has 95.18. Cumulatively we are at 94.29. Students with perfect attendance all year will have a trip to Peter Piper. Students with perfect attendance for the first quarter are attending an event at Burbank. Several other incentives have been implemented. Tier 2 and 3 students have had phone calls, home visits, and documentation.

We are at 368 (below the goal of 405.) Social media had multiple weekly postings showcasing our events. Families that were withdrawing had a personal meeting or phone call with the parents to try to keep them. Website was updated monthly. Potential families were given tours of the campus. Goal was not met.

At the end of all CBA's and STAAR interims we are showing that we are doing better in achievement than where we ended the year last year. We are already hitting our EOY goal in most content areas. Teachers will continue to small group students based on needs until the end of the school year. MAP data does not demonstrate that we met the 10% of growth or increase in achievement. We anticipate STAAR will reflect the goal.

IC and IA have participated in small groups and planning. Let met weekly with teachers and sometimes more than once a week, so they met the goal of 8 sessions. Lesson planning has focused on rigor and alignment. Some increases in growth. Teachers are meeting regularly with IC and Principal to review student progress and achievement in relation to student goals. One on one meetings focus on goals and support for students that are not on track. Lower grade teachers met to review Phonics, Reading Comprehension, and Math goals and their prediction for meeting it.

Individual needs assessments and appropriate instructional grouping happen as a result of these meetings. Using sign in sheets we were able to determine that parent event attendance is still meeting goals. We had several events and have been meeting the expected growth. We have 6 consistent parent volunteers which is 4 shy of our goal. Goal met for students in extracurriculars and during school day counseling. There was an active recruitment for special education students to join clubs and extracurriculars to ensure their SEL needs are met. All PLCs and many faculty meetings had SEL self care activities for teachers to connect with each other and/or reflect. Therefore, we met the goal stating that all teachers will participate in at least one self care activity.

Based on the CIP for the 2023-2024 School Year, the campus advisory committee recommended to continue the goals that were not met. They also suggested modifying the percentage points of increased MAP achievement and growth from 10% to 7%, as they felt it was a more attainable goal.

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

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

Comprehensive Needs Assessment Process

Demographics

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

Student Learning

STAAR/EOC Results		Local Benchmark Results	x	State Interim Results	x	MAP Data	x
CIRCLE Data	x	CBA and Local Formative Results	x	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data	x	Sign-Ins / Minutes	x	Calendar of Events	x	RDA (PBMA) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	x
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	x	Parent/Student Surveys	x	Classroom Observations	x	Parental Involvement Data	x
Parent Volunteers	x	Calendar of Parent Engagement		Feedback to Teachers	x	Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

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

Demographics (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	Attendance rate decreased 3% from 97% to 94.5% in our 5-year historical data.
	RC DE-1	Additional Support and incentives for tier 2 and tier 3 Students are needed.
Student Attendance	PS DE-2	Attendance rate decreased 3% from 97% to 94.5% in our 5-year historical data.
	RC DE-2	Additional Support and incentives for tier 2 and tier 3 parents are needed.
Programs Enrollment	PS DE-3	Enrollment is on a 5 year decline.
	RC DE-3	Campus does not adequately promote academic or extracurricular programs to the community.
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths:</p> <ul style="list-style-type: none"> * Attendance Committee hyper-focuses on Tier 2 and 3 students by tracking contact made, contracts, and parent responses. Homevisits along with multiple phone calls and texts were made for each parent. * Teachers implemented class incentives such as treasure box, extra recess, fun events when the class spelled Attendance Matters. * Campus wide quarter inventives and Special events on highly missed days were successful <p>Areas for Improvement:</p> <ul style="list-style-type: none"> * Bulletin board tracker was not updated * Parent incentives were not implemented. Majority were reactive strategies such as contracts and home visits. * Better Advertisement for incentives 	

Comprehensive Needs Assessment - Demographics

Strengt
hs:

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

Student Learning (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Grade Level Readiness	PS SL-1	Reading Student Achievement on STAAR Interim shows no change in students scoring Meets or higher and 65% of students below Tier 1 in MAP Reading Achievement.
	RC SL-1	Teachers need to target building student fluency and vocabulary along with comprehension skills.
Grade Level Readiness	PS SL-2	Math STAAR Interim shows no change in students scoring Meets or higher and 48% of students below Tier 1 MAP Math Achievement. Science interim shows no change in students scoring approaches, with 42% of students scoring does not meet.
	RC SL-2	Teachers need to build math fluency and visualization skill for problem solving to increase students performing at meets or higher in math. This is due to a lack of fidelity to multimodal learning, including using the concrete, pictorial, abstract development of math concepts. Science instruction with consistent hands on exploration is not implemented with fidelity across all grade levels.
Grade Level Readiness	PS SL-3	MAP growth demonstrates 55% growth in Math, 46% growth in Reading English and 43% in Reading Spanish. STAAR interim growth demonstrated 68% growth in Reading and 59% in Math.
	RC SL-3	Lack of a comprehensive system and understanding of providing enrichment to students who are already scoring above grade level at the beginning of the school year. More focus is placed on intervention for students on or below grade level.
Choose One	PS SL-4	
	RC SL-4	

Strengths & Areas for Improvement Based on your Data Analysis

Strengths for students on grade level:

- * There was a significant increase in students scoring Masters in all content areas
- * There was a significant increase in student scores in Science for Meets and Masters
- *

Areas of Improvement for students on grade level:

- * MAP Reading English shows there was a decrease from the number of students performing at Tier 1 from BOY to EOY (52% to 35%) and a decrease in Reading Spanish (54% to 49%)
- * MAP Math showed only a 1% increase in the number of students performing on grade level.
- * There was a decrease in the percent of students scoring Meets in Reading and Math.

Strengths for growth:

- *BOY to EOY growth in math is above the district 50% goal at 55%
- *5/7 of Dual Language classes were over 50% in growth for Spanish Reading
- *Based on interim data, teachers were able to identify students who were near their growth goal and projected increases in growth.

Areas of improvement for growth:

- *Reading English and Reading Spanish had growth below 50%
- *STAAR interim growth was well below the campus goal of 80% (Reading 69%, Math 58%)
- *Special Education students showed less than 50% growth in areas (Reading English 27%, Reading Spanish 25% and Math 44%)

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

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Teacher PD	PS PP-1	According to end of year MAP data, we currently have 46% of students in Tier 3 for reading and 19% in Tier 2 for reading. There are 30% of students in Tier 3 for Spanish Reading and 21% in Tier 2 for Spanish Reading. Math has 32% of students in Tier 3 and 16% in Tier 2. This is a significant number of students performing below the grade level norm.
	RC PP-1	Teachers, instructional coach, instructional assistants, and librarian are in need of PD for high impact strategies and planning.
Tutoring	PS PP-2	According to end of year MAP data, we currently have 46% of students in Tier 3 for reading and 19% in Tier 2 for reading. There are 30% of students in Tier 3 for Spanish Reading and 21% in Tier 2 for Spanish Reading. Math has 32% of students in Tier 3 and 16% in Tier 2. This is a significant number of students performing below the grade level norm.
	RC PP-2	The traditional school day does not allow enough time for the additional practice and scaffolding under achieving students need to show accelerated progress for Tier 1 level mastery.
Behavioral / SEAD Needs	PS PP-3	According to counseling and CIS referrals, students in need of social/emotional support make up 1/3 of the student population.
	RC PP-3	Lack of 100% fidelity in implementing Harmony throughout the school year, as well as the need for continued training for SEL strategies.
Behavioral / SEAD Needs	PS PP-4	Our staff survey shows that 70% of staff are in need of self-care and continued SEL training.
	RC PP-4	Campus professional development plan lacks self care practices and consistent discussion on SEL practices/exemplars for students.
Strengths & Areas for Improvement Based on your Data Analysis	Strengths: * Experienced Instructional Coach able to turn around and deliver PD (Trainer of teachers) * Dedicated PLN time for data analysis and creating instructional next steps * Scheduled intervention time within the school day/instructional minutes Areas of Improvement: * Fidelity to intervention curriculum & progress monitoring * Number of students needing intervention makes it difficult to serve all students during the allotted time * Support for Dual Language teachers/students	

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

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Engagement Opportunities	PS PE-1	There were no parent led events.
	RC PE-1	Lack of campus out reach for parents to incorporate their skill sets into parent led meetings.
Parent Engagement Attendance	PS PE-2	The highest attendend meetings was only 74 parents.
	RC PE-2	Lack of parent input into events that will yield more involvement.
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: * FACE Specialist has good rapport with family and community members. * An established core group of parent volunteers (6) *Communication with families via flyers, phone calls, and Facebook Areas of Improvement: * Keep website up to date * We are not targeting fathers as a demographic beyond the father daughter dance *Need to incorporate more parent education events so they can build capacity to lead events	

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	By end of year, attendance will increase from 94.5% to 95.5% through the use of individual and campus wide student and parent incentives.	Parent incentives will be offered throughout the school year to encourage parents of tier 2 and 3 to bring students to school.	Attendance Clerk FACE Specialist Attendance Committee Teacher of Record	2000 164, 211, 199
	PS #	Quarterly KPIs	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher.		
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			By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher.		
DE-1					
DE-2	1	By end of year, attendance will increase from 94.5% to 95.5% by the end of the school year through the use of individual and campus wide student and parent incentives.	The school will promote sign up opportunities for Hazel Health and bus route to improve health related attendance.	Attendance Clerk FACE Specialist Attendance Committee Teacher of Record	2000 164, 211, 199
	PS #	Quarterly KPIs	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher.		
			By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher.		
			By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher.		
			By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher.		
DE-2					
DE-3	1	By end of year, attendance will increase from 94.5% to 95.5% by the end of the school year through the use of individual and campus wide student and parent incentives.	Student individual incentives for perfect attendance will increase from 4 to 6 per year and may include special events, field trips, treats, prizes, and celebrations as evidenced by calendars and attendance trackers.	Attendance Clerk FACE Specialist Attendance Committee Teacher of Record	2000 164, 211, 199
	PS #	D	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher.		
			By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher.		
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			By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher.		
DE-2					
DE-4	1,2,3	By end of year, enrollment will increase from 367 to 397 students	By end of year, Wilson Elementary will increase enrollment by improving community outreach from 1 consistent platform to 3 consistent platforms as evidenced by a website that is updated monthly, 2 facebook posts per week, and daily visible signage around campus.	Attendance Clerk FACE Specialist Administration	2000 164, 211, 199
	PS #	Quarterly KPIs	By the end of the first quarter, enrollment will be at 367		
			By the end of the second quarter, enrollment will be at 377		
			By the end of the third quarter, enrollment will be at 387		
			By the end of the fourth quarter, enrollment will be at 397		
DE-3					

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount	
SL-1	1,2, 3	By the end of the 24-25 school year, we will increase the number of students performing on grade level by 7% as measured by STAAR, MAP and Circle, in reading-language arts.	In Reading and Writing, all teachers will implement the Science of Teaching Reading that will embed the gradual release of responsibility model, TEKS aligned literacy centers, on grade level text with a reader's response and pre-planned and rigorous questions with a focus on comprehension, assessment with daily exit tickets, and other best practices that demonstrate student-to- student communication and student led activities. Teachers will used TEKS aligned rubrics (K-2) and STAAR released rubrics (3-5) to guide feedback to students on reader responses. Explicit instruction for phonics and grammer in lessons that are TEKS aligned.	Principal Assistant Principal Instructional Coach Teachers	10000 164, 211, 199	
	PS #	Quarterly KPIs	By the end of the first quarter, we will increase the number of students performing on grade level by 2%			
	SL-1		By the end of the second quarter, the number of students performing on grade level will have increased by 4%.			
			By the end of the third quarter, the number of students performing on grade level will have increased by 6%.			
			By the end of the fourth quarter, the number of students performing on grade level will have increased by 7%.			
SL-2	1,2,3	By the end of the 24-25 school year, we will increase the number of students performing on grade level by 7% as measured by STAAR, MAP and Circle, in Math and Science	In Math and Science teachers will implement discovery learning and problem solving with the use of hands-on activities including manipulatives and lab experiments. Teachers will embed checks for understanding throughout the lesson with rigorous and scaffolded questioning, as well as assessments through the use of exit tickets at the end of each lesson.	Principal Assistant Principal Instructional Coach Teachers	10000 164, 211, 199	
	PS #	Quarterly KPIs	By the end of the first quarter, we will increase the number of students performing on grade level by 2%			
	SL-2		By the end of the second quarter, the number of students performing on grade level will have increased by 4%.			
			By the end of the third quarter, the number of students performing on grade level will have increased by 6%.			
			By the end of the fourth quarter, the number of students performing on grade level will have increased by 7%.			
SL-3	1,2,3	By the end of the 24-25 school year, we will increase the number of students demonstrating growth by 7% as measured by MAP and Circle, in Reading-Language Arts and Mathematics	Using formative and summative data, paired with agressive monitoring to drive differentiated instruction, teachers will provide small group, intervention, and enrichment instruction that implements an action plan with target TEKS based on student needs.	Principal Assistant Principal Instructional Coach Teachers	10000 164, 211, 199	
	PS #	Quarterly KPIs	By the end of the first quarter, we will increase the number of students showing growth by 2%			
	SL-3		By the end of the second quarter, the number of students showing growth will have increased by 4%.			
			By the end of the third quarter, the number of students showing growth will have increased by 6%.			
			By the end of the fourth quarter, the number of students performing on grade level will have increased by 7%.			
SL-4						
	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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the 24-25 school year, we will increase the number of students demonstrating growth by 7% as measured by MAP and Circle, in Reading-Language Arts and Mathematics	Instructional coach, librarian, and instructional assistants will provide support in all content areas by assisting with lesson plans, small groups, professional development, intervention and implementation of curriculum. Teachers along with the aforementioned staff will engage in training that aligns everyone's instruction with high impact strategies and time for backwards planning. (Close Reading, Concrete and Digital Manipulatives, Phonics, Rubric with Reader's Response).	Administration Instructional Coach Instructional Assistant Teachers	10000 164, 211, 199
	PS #	Quarterly KPIs	By the end of the first quarter, we will increase the number of students showing growth by 2%		
			By the end of the second quarter, the number of students showing growth will have increased by 4%.		
			By the end of the third quarter, the number of students showing growth will have increased by 6%.		
			By the end of the fourth quarter, the number of students performing on grade level will have increased by 7%.		
PP-2		By the end of the 24-25 school year, we will increase the number of students demonstrating growth by 7% as measured by MAP and Circle, in Reading-Language Arts and Mathematics	Teachers will provide tutoring and small group sessions that will focus on enrichment and intervention based on data and student needs.	Administration Instructional Coach Instructional Assistant Teachers	10000 164, 211, 199
	PS #	Quarterly KPIs	By the end of the first quarter, we will increase the number of students showing growth by 2%		
			By the end of the second quarter, the number of students showing growth will have increased by 4%.		
			By the end of the third quarter, the number of students showing growth will have increased by 6%.		
			By the end of the fourth quarter, the number of students performing on grade level will have increased by 7%.		
PP-3		By the end of the school year we will reduce the number of students needing counseling and SEL referrals from 120 to 90 students.(PP-1)	By the end of the school year, all teachers will receive training on SEL strategies that increases their capacity to implement Social Emotional lessons.	Administration CIS Counselor	10000 164, 211, 199
	PS #	Quarterly KPIs	By the end of the first quarter, there will be 120 students participating in counseling groups.		
			By the end of the second quarter, there will be 110 students participating in counseling groups.		
			By the end of the third quarter, there will be 100 students participating in counseling groups.		
			By the end of the fourth quarter, there will be 90 students participating in counseling groups.		
PP-4		By the end of the year, 100% of teachers will have the opportunity to participate in campus-based self-care events and activities.(PP-2)	By the end of the year the campus will host a minimum of 4 self-care events and activities.	Administration Counselor	2000 164, 211, 199
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will host 1 self-care event/activity for teachers.		
			By the end of the second quarter, the campus will host 1 additional self-care event/activity for teachers.		
			By the end of the third quarter, the campus will host 1 additional self-care event/ activity for teachers.		
			By the end of the fourth quarter, the campus will host 1 additional self-care event/ activity for teachers.		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	PS #	By the end of the year, we will host one parent-led event per quarter	Provide training opportunities for parents to build their capacity to lead events.	FACE Specialist Principal	3000 164, 211, 199
		Quarterly KPIs	By the end of the first quarter, we will host one parent led event.		
			By the end of the second quarter, we will host two parent led events.		
			By the end of the third quarter, we will host three parent led events.		
			By the end of the fourth quarter, we will host four parent led events.		
PE-2	PS #	By the end of the year, we will increase parent attendance to 90 parents at events.	Provide incentives such as door prizes, refreshments for parents and incentives for teachers that promote events.	FACE Specialist Principal	3000 164, 211, 199
		Quarterly KPIs	By the end of the first quarter, at least 70 parents will attend events.		
			By the end of the second quarter, at least 78 parents will attend events.		
			By the end of the third quarter, at least 85 parents will attend events.		
			By the end of the fourth quarter, at least 90 parents will attend events.		
PE-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-2	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-3	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-4	By the end of the first quarter, enrollment will be at 367	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, we will increase the number of students performing on grade level by 2%	Choose One	
SL-2	By the end of the first quarter, we will increase the number of students performing on grade level by 2%	Choose One	
SL-3	By the end of the first quarter, we will increase the number of students showing growth by 2%	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, we will increase the number of students showing growth by 2%	Choose One	
PP-2	By the end of the first quarter, we will increase the number of students showing growth by 2%	Choose One	
PP-3	By the end of the first quarter, there will be 120 students participating in counseling groups	Choose One	
PP-4	By the end of the first quarter, the campus will host 1 self-care event/activity for teachers	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, we will host one parent led event.	Choose One	
PE-2	By the end of the first quarter, at least 70 parents will attend events.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	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 each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-2	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-3	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-4	By the end of the second quarter, enrollment will be at 377	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, the number of students performing on grade level will have increased by 4%	Choose One	
SL-2	By the end of the second quarter, the number of students performing on grade level will have increased by 4%	Choose One	
SL-3	By the end of the second quarter, the number of students showing growth will have increased by 4%	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, the number of students showing growth will have increased by 4%	Choose One	
PP-2	By the end of the second quarter, the number of students showing growth will have increased by 4%	Choose One	
PP-3	By the end of the second quarter, there will be 110 students participating in counseling groups	Choose One	
PP-4	By the end of the second quarter, the campus will host 1 additional self-care event/activity for teachers	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, we will host two parent led events.	Choose One	
PE-2	By the end of the second quarter, at least 78 parents will attend events.	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-2	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-3	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-4	By the end of the third quarter, enrollment will be at 387	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, the number of students performing on grade level will have increased by 6%	Choose One	
SL-2	By the end of the third quarter, the number of students performing on grade level will have increased by 6%	Choose One	
SL-3	By the end of the third quarter, the number of students showing growth will have increased by 6%	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, the number of students showing growth will have increased by 6%	Choose One	
PP-2	By the end of the third quarter, the number of students showing growth will have increased by 6%	Choose One	
PP-3	By the end of the third quarter, there will be 100 students participating in counseling groups	Choose One	
PP-4	By the end of the third quarter, the campus will host 1 additional self-care event/activity for teachers	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, we will host three parent led events.	Choose One	
PE-2	By the end of the third quarter, at least 85 parents will attend events.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-2	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-3	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher	Choose One	
DE-4	By the end of the fourth quarter, enrollment will be at 397	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, the number of students performing on grade level will have increased by 7%	Choose One	
SL-2	By the end of the fourth quarter, the number of students performing on grade level will have increased by 7%	Choose One	
SL-3	By the end of the fourth quarter, the number of students performing on grade level will have increased by 7%	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, the number of students performing on grade level will have increased by 7%	Choose One	
PP-2	By the end of the fourth quarter, the number of students performing on grade level will have increased by 7%	Choose One	
PP-3	By the end of the fourth quarter, there will be 90 students participating in counseling groups	Choose One	
PP-4	By the end of the fourth quarter, the campus will host 1 additional self-care event/activity for teachers	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, we will host four parent led events.	Choose One	
PE-2	By the end of the fourth quarter, at least 90 parents will attend events.	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By end of year, attendance will increase from 94.5% to 95.5% through the use of individual and campus wide student and parent incentives	Choose One	
DE-2	By end of year, attendance will increase from 94.5% to 95.5% by the end of the school year through the use of individual and campus wide student and parent	Choose One	
DE-3	By end of year, attendance will increase from 94.5% to 95.5% by the end of the school year through the use of individual and campus wide student and parent	Choose One	
DE-4	By end of year, enrollment will increase from 367 to 397 students	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the 24-25 school year, we will increase the number of students performing on grade level by 7% as measured by STAAR MAP and Circle in	Choose One	
SL-2	By the end of the 24-25 school year, we will increase the number of students performing on grade level by 7% as measured by STAAR MAP and Circle in Math	Choose One	
SL-3	#REF!	Choose One	
SL-4	By the end of the 24-25 school year, we will increase the number of students demonstrating growth by 7% as measured by MAP and Circle in Reading-	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the 24-25 school year, we will increase the number of students demonstrating growth by 7% as measured by MAP and Circle in Reading-	Choose One	
PP-2	By the end of the 24-25 school year, we will increase the number of students demonstrating growth by 7% as measured by MAP and Circle in Reading-	Choose One	
PP-3	By the end of the school year we will reduce the number of students needing counseling and SEL referrals from 120 to 90 students (PP-1)	Choose One	
PP-4	By the end of the year, 100% of teachers will have the opportunity to participate in campus-based self-care events and activities (PP-2)	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, we will host one parent-led event per quarter	Choose One	
PE-2	By the end of the year, we will increase parent attendance to 90 parents at events.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Cynthia Lopez Odesky	Principal		
Yvette Cantu	Assistant Principal		
Rosa Narvaez	FACE Specialist		
Irene Renteria	Kindergarten		
Rose Guadian	First Grade		
Reyna Pimentel	Second Grade		
Brenda Reyes	Third Grade		
Kim Anderson	Fourth Grade		
Lilliana Maldonado	Fifth Grade		
Natalie Blanco	Pre-Kindergarten		
Vanessa Cruz	Secretary		
Rose Daniel	Library IA		
	Family Member		
	Family Member		
	Business Member		
	Business Member		
	Community Member		
	Community Member		
	District Representative		

Assurances and Approval Information

Principal Supervisor Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Wilson Elementary	15907- 174
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Robert Hernandez
Principal	SAISD Board Approval Date
Cynthia Lopez O'Desky	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

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

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

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

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

Staff Training: Value & Utility of Parents	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	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		