Campus Improvement Plan
2023-2024

SAISD

Carvajal 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 District and Campus Goals

SAISD 5 Year Board Goals

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

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Development Dates	Meeting Topics and Actions
Meeting #1: May 23, 2023	2022-2023 EOY Evaluation: CAC members were organized in small groups of three to four to analyze the specific data they were assigned. They wrote their pluses and deltas on the data. Areas of concern were then prioritized and problem statements were created. A root cause analysis was then initiated and written. The data used to create this information included, MAP data, historical STAAR data, Circle data, historical attendance data, Insight Survey data.
Meeting #2: May 31, 2023	2023-2024 Draft: CAC members reviewed the CNA and discussed the work presented in small groups. CAC members engaged in a feedback session of the data reviewed and discussed the problem statements, and root causes.

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

The summative CIP evaluation from 2022-2023 was used as a foundation for determining the effectiveness and inform decisions for the current year. The following strategies showed effectiveness.
- Grade level weekly PLC meetings focused on data driven instruction to plan for individual students needs through small group instruction: DDI Calendars, create and analyze daily exit tickets and common assessments to monitor and adjust instruction, student data trackers, and reflection of lesson plans and instruction.
- Students in third, fourth, and fifth grade will be placed in tiered grouping based on formative assessments such as CBA's and unit exams. Within these groups students will receive targeted intervention from certified retired teachers.
- Implement a strong and successful PBIS curriculum with administration presenting and reviewing the campus wide behavior systems and practice with students and staff once a semester. Materials will be purchased to support motivation and morale boosters.
- Offer social emotional resources to students, staff, and families support a variety of needs such as, social emotional development, counseling support, positive behavior choices, and attendance motivators focused on improving student and staff morale through kindness. Resources needed, healthy snacks, kindness motivators, rewards, instructional supplies, instructional resources, bulletin board sets, supplies to engage teachers, home visits, students and families at community and school events.
- The campus will hold monthly parent engagement events such as principal's coffee, open house, meet the teacher, Title I meetings, and other events that enhance the school culture and creates opportunities for positive interactions between stakeholders.
- Literacy intervention (check out with instructional coach) tubs aligned to areas of need. Student individualization & academic intervention will be provided based on student areas of need from circle data and teacher observations during whole-group instructions, small-group instruction, and intersession interventions.
- Support classroom literacy instruction and practices through the use of materials and activities according to the developmental level of each child per Head Start Readiness Goals 1304.21, SAISD PK focus Documents and TEA PK Guidelines. Materials will be purchased to support our activities and goals.
- Data Driven Instruction: Implementation of student trackers that monitor learning progression. Support student track of data and practices through the use of materials and activities according to the developmental level of each child per Head Start Readiness Goals 1304.21, SAISD PK focus Documents and TEA PK Guidelines.
- Literacy intervention (check out with instructional coach) tubs aligned to areas of need. Student individualization & academic intervention will be provided based on student areas of need from circle data and teacher observations during whole-group instructions, small-group instruction, and intersession interventions.

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

The summative CIP evaluation from 2022-2023 was used as a foundation for determining the effectiveness and inform decisions for the current year. The following strategies showed effectiveness.
- Lesson plans that align to circle assessments and PREK guidelines
- Grade level weekly PLC meetings focused on data driven instruction to plan for individual students needs through small group instruction: DDI Calendars, create and analyze daily exit tickets and common assessments to monitor and adjust instruction, student data trackers, and reflection of lesson plans and instruction.
- Students will have opportunities for experiential learning in science, technology, enginering, art, and math that will be fostered through targeted field trips and events to places such as NASA in Houston, The DoSeum, The San Antonio Museum of Art, The Witte Museum, the McNay Art Museum, the San Antonio Zoo, Devine Acres, the San Antonio Botanical Gardens and more. This strategy will also address the social emotional needs of students by allowing them to experience nature which is scientifically proven to help maintain good mental health outcomes.

Bratman, G. N., Hamilton, J. P., & Daily, G. C. (2012). The impacts of nature experience on human cognitive function and mental health. Annals of the New York academy of sciences, 1249(1), 118-136.

Tillmann, S., Tobin, D., Avison, W., & Gilliland, J. (2018). Mental health benefits of interactions with nature in children and teenagers: A systematic review. J Epidemiol Community Health, 72(10), 958-966.

Comprehensive Needs Assessment – Demographics

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Attendance	TAPR, Frontline Reports	PS DE-1	Attendance rates for the 22-23 School Year was 87.3% which is below the goal of 90%.
		RC DE-1	Campus instructional leaders do not meet on a weekly basis to focus on student progress and formative data. (1.1d); Data system do not exist to track attendance and interventions and the data is regularly reviewed to identify trends and adapt accordingly. (3.2d)
Staff Data	TAPR	PS DE-2	63% of teachers have less than 2 years of experience in their grade level from K-5. K-2 77% of teachers have less than 2 years. 3-5 43% of teachers have less than 2 years experience.
		RC DE-2	Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.(5.1a)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	While our campus attendance rate still hovers in the high 80's we have improved our overall attendance rate in 3rd-5th grade. We continue to improve incrementally in our PK/HS-2nd attendance but that is an area we are focusing on. Given the current young corp of teachers our instructional leadership team continues to offer support in the areas of mentorship (assigning veteran mentors to each 1st and 2nd year teacher), continuous PD on building lesson plans, model teach, and data analysis.		

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

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Academic Performance	STAAR data results	PS SL-1	Math STAAR scores were at 32% Approaches 12% Meets 3% Masters Reading STAAR scores were at 41% Approaches 17% Meets 1% Masters
		RC SL-1	Due to lack of consistency on campus wide systems and strategies such as POP, focus on extended constructed response, and RACE students do not have the adequate tools to be more successful in their formative assessments. Additionally, the levels of instructional rigor and instructional alignment are in need of improvement, along with the use of STAAR Prep materials to ensure we are preparing students for the assessment.
Phonological Awareness	CIRCLE data results	PS SL-2	53% of PK students did not meet the campus and district benchmark on CIRCLE in the area of Phonological Awareness.
		RC SL-2	Phonological awareness curriculum has not been properly implemented and is outdated for current needs. (1.2b)
STEAM	STAAR data results	PS SL-3	There is little depth of knowledge in Science, Technology, Engineering, Art, and Math among the entire student body. based on 9% passing rate in 5th grade math.
		RC SL-3	There is a lack of opportunities for experiential learning to expand student depth of knowledge. (4.1b) There is a gap in test prep knowledge in all tested areas.
		PS SL- 4	
		RC SL-4	
Data Determinations	STAAR data in achievement has increased year to your from 2021-2022, but overall growth fell. It has been determined that we need to improve our overall growth in Reading and Math from 44% growth to 65% growth. Phonological awareness is a focus of our Head Start department for this school year. The adoption of a new curriculum focused on phonological awareness has rolled out successfully and we anticipate an increase in CIRCLE scores for MOY. A lack of emphasis and prioritization for our Science offerings has contributed to our low scores in 5th STAAR Science. As we further develop our Science offerings campus wide, we have intentionally allotted time to integrate our Reading and Science block to ensure students get quality Science instruction daily.		

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

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Initiatives and process	Insight Survey	PS PP-1	Based on survey data 100% of staff stated they were not prepared to implement district and campus initiatives.
		RC PP-1	Approximately 50% yearly teacher turnover and an average of 2 years as the level of teacher experience coupled with inadequate onboarding or training has caused a vacuum in supports to ensure teachers are prepared to implement district and campus initiatives.
Staff Data	TAPR, HR Data	PS PP-2	Teacher retention year to year has not been sustainable. On average there is a 50% teacher turnover rate which in turn creates a loss of institutional knowledge.
		RC PP-2	Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.(5.1a)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	In analyzing staff data on being prepared to implement district and campus initiatives it was discovered that most of this sentiment stems from a lack of training and follow up both on campus and from district systems. With the resumption of school business subs we hope to be able to engage in more specific training to ensure our staff are confident in their knowledge of initiative implementation. Although teacher turnover went down 30% year to year a turnover rate of 50% is still not sustainable for developing a robust instructional culture at a campus. Upon reflection some of that turnover was due to pandemic realities but some can also be attributed to lack of stability in the administrative ranks of the campus. Good leadership and a clear instructional plan can help mitigate the departure of teachers year to year.		

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Comprehensive Needs Assessment – Perceptions

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

Perceptions (Minimum 2 Areas)			
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
School/Staff Culture	Survey data, attrition rates	**PS PE-1**	Insight survey data indicates that staff divisions permeate and have caused a lack of individual and team efficacy.
		RC PE-1	Lack of systems in place to monitor and adjust collaboration, opportunities for engagement, reflective practice, and alignment to common goals.
Community engagement	Survey data, anecdotal observations	**PS PE-2**	Parent participation in school events is currently estimated at 10% of possible participation levels.
		RC PE-2	Systems of communication are ineffective and inadequate to properly inform and encourage participation.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	From staff reflections we have discovered that there is still some trepidation from the Rodriguez to Carvajal move several years ago. In some ways there are two schools, the Head Start side and the K-5 side. Some of this sentiment is also attributed to the different systems between Head Start and the regular school systems. This includes more money for supplies, and a grant bonus paid out in January to Head Start staff. In parent meetings we have discovered that much of the reason that parents do not participate in school engagement activities has to do with the following, lack of timely communication, lack of incentives for families to attend, lack of interest in topics being covered.		

Plan for Improvement – Demographics

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1, 2, 3, 4	By the EOY, student attendance will increase to 92%. **DE-1**	Establish a attendance incentive program students.	PBIS Team Attendance Committee City Year	282/Incentives/$1,000
		Quarterly KPIs	By the end of Quarter I, student attendance will increase by .25% as evident on Frontline Report and committee meeting minutes. By the end of Quarter II, student attendance will increase by .25% as evident on Frontline Report and committee meeting minutes. By the end of Quarter III, student attendance will increase by .25% as evident on Frontline Report and committee meeting minutes. By the end of Quarter IV, student attendance will increase by .25% as evident on Frontline Report and committee meeting minutes.		
DE-2	1, 2, 3, 4	By the EOY, teachers will report an increase of 10% on the Insight Survey as receiving adequate overall support. **DE-2**	Professional Development for teachers in identified areas of need, such as Student Engagement, Behavior Management, and Social Emotional Learning.	ACT Administration	
		Quarterly KPIs	By the end of Quarter I, 50% of teachers received BOY professional development in Student Engagement, Behavior Management, and Social Emotional Learning as evidenced by pd presentations and sign in sheets. By the end of Quarter II, 60% of teachers received BOY professional development in Student Engagement, Behavior Management, and Social Emotional Learning as evidenced by pd presentations and sign in sheets. By the end of Quarter III, 80% of teachers received BOY professional development in Student Engagement, Behavior Management, and Social Emotional Learning as evidenced by pd presentations and sign in sheets. By the end of Quarter IV, 90% of teachers received BOY professional development in Student Engagement, Behavior Management, and Social Emotional Learning as evidenced by pd presentations and sign in sheets.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

Plan for Improvement – Student Learning

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1, 2, 3, 4	By EOY student STAAR scores will increase in all grade levels by 20%. **SL-1**	Through the PLC process teachers will receive structured professional development on lesson planning and aligning those lessons to state standards with particular care for at level Tier I instruction being taught. Additionally, the campus will contract certified retired teachers to deliver targeted instruction to students identified by formative data as needing additional support. Finally, the school will purchase STAAR preparation materials to help increase grade level STAAR scores from year to year.	3rd-5th teaches Instructional Coaches Campus Administrators	211-11-6339-00-24 1-30-0-00/$10,000
		Quarterly KPIs	By the end of Quarter I formative assessment data will demonstrate a 5% increase from BOY formative assessments.. By the end of Quarter II formative assessment data will demonstrate a 10% increase from BOY formative assessments.. By the end of Quarter III formative assessment data will demonstrate a 15% increase from BOY formative assessments.. By the end of Quarter IV formative assessment data will demonstrate a 20% increase from BOY formative assessments..		
SL-2	1, 2, 3, 4	By EOY student phonological awareness will increase by 20%. **SL-2**	Teachers will be trained on updated Phonological Awareness curriculum and monitor progress through BOY, MOY, EOY circle data along with other formative assessments throughout the academic year.	PK teachers Instructional Coaches Campus Administrators	211-11-6339-00-24 1-30-0-00/$10,000
		Quarterly KPIs	By the end of Quarter I formative assessment data will demonstrate a 5% increase from BOY formative assessments. By the end of Quarter II formative assessment data will demonstrate a 10% increase from BOY formative assessments. By the end of Quarter III formative assessment data will demonstrate a 15% increase from BOY formative assessments. By end of Quarter IV formative assessment data will demonstrate a 20% increase from BOY formative assessments..		
SL-3	1, 2, 3, 4	By EOY students will demonstrate a heightened depth of knowledge in Reading and Math. **SL-3**	The campus will hire Certified Retired Teachers to help pull groups in need of remediation or acceleration/enrichment to ensure students meet their individualized STAAR goals.	Grade level teachers Instructional Coaches Campus Administrators	211-11-6339-00-24 1-30-0-00/$10,000
		Quarterly KPIs	By the end of Quarter I formative assessment data will demonstrate a 5% increase from BOY formative assessments. By the end of Quarter II formative assessment data will demonstrate a 10% increase from BOY formative assessments. By the end of Quarter III formative assessment data will demonstrate a 15% increase from BOY formative assessments. By the end of Quarter IV formative assessment data will demonstrate a 20% increase from BOY formative assessments.		
SL-4					
		Quarterly KPIs			

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)					
The CAC will create **Processes and Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1, 2, 3, 4	By EOY Carvajal will train 100% of its teachers in critical areas such as planning, curriculum, data analysis and team building culture.	Through the PLC process teachers will receive structured professional development on lesson planning, curriculum, data analysis, and team building culture.	Principal Assistant Principal Instructional Coaches	
		Quarterly KPIs	By the end of Quarter I, teacher culture and engagement survey data will improve by 5%. By the end of Quarter II, teacher culture and engagement survey data will improve by 20%. By the end of Quarter III, teacher culture and engagement survey data will improve by 15%. By the end of Quarter IV, teacher culture and engagement survey data will improve by 20%.		
PP-2	1, 2, 3, 4	By EOY Carvajal will improve the year to year teacher retention from 50% to 70%.	Carvajal leadership will initiate strategies to ensure retention of teaching staff will be initiated. This includes ensuring teachers are adequately supplied with the tools, training, mentoring, and sponsorship necessary to ensure a retention rate higher than 50%.	Principal Assistant Principal Instructional Coaches	
		Quarterly KPIs	By the end of Quarter I, teacher survey data will demonstrate an increase in teacher satisfaction of 5%. By the end of Quarter II, teacher survey data will demonstrate an increase in teacher satisfaction of 10%. By the end of Quarter III, teacher survey data will demonstrate an increase in teacher satisfaction of 15%. By the end of Quarter IV, teacher survey data will demonstrate an increase in teacher satisfaction of 20%.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

Plan for Improvement – Perceptions

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1, 2, 3, 4	By EOY survey data will demonstrate an improvement of school staff culture as evidenced by Insight Survey data.	Carvajal leadership will create opportunities for culture building amongst staff in all grade levels This will include team building activities such as teacher family events, individual award presentations, staff meals, and other incentives..	Principal Assistant Principal Instructional Coaches	
		Quarterly KPIs	By the end of Quarter I, teacher culture and engagement survey data will improve by 5% By the end of Quarter II, teacher culture and engagement survey data will improve by 10% By the end of Quarter III, teacher culture and engagement survey data will improve by 15% By the end of Quarter IV, teacher culture and engagement survey data will improve by 20%		
PE-2	1, 2, 3, 4	By EOY parent/community participation in school events will improve to 50%.	Carvajal Elementary School will initiate a series of school events aimed at providing opportunities for engagement with the community and parents. These events will be based on the Carvajal STEM model and will highlight Science, Technology, Engineering, and Math. Additionally, events will highlight the dual language program of the school.	Principal Assistant Principal Instructional Coaches	
		Quarterly KPIs	By the end of Quarter I, parent/community participation will be at 20% of possible attendees. By the end of Quarter II, parent/community participation will be at 30% of possible attendees. By the end of Quarter III, parent/community participation will be at 40% of possible attendees. By the end of Quarter IV, parent/community participation will be at 50% of possible attendees.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

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Quarter 1 Formative Review

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	According to attendance data our attendance rate from the first nine weeks is 88% as of 11/1/23 our attendance rate is 87%.	NP	There was little consistency and fail safes in place to ensure we were proactive in maintaining our attendance program in place. We will initiate a new plan in 2024 in conjunction with PBIS.
DE - 2	A number of PD opportunities have been presented both on campus and via district resources. However, more targeted PD is necessary to work on a number of concerns in regards to student engagement.	GP	We were able to conduct several on campus PD's that helped with instruction but more district resources are needed. We will engage the district about school business subs and off campus PD opportunities that are in line with our CNA.
SL - 1	Lesson planning expectations have been established and general trainings have been implemented.	GP	Lesson planning system is in place and continues to be monitored for efficiency.
SL - 2	No specific phonological awareness training has been implemented to date.	NP	We continue to engage the district about future K-5 specific PD opportunities in phonological awareness.
SL - 3	The use of CRT will be implemented in semester two quarter three.	NP	This is a semester two strategy. Currently we have a CRT in place to start in February 2024.
PP - 1	There is ongoing PD on structured lesson planning, alignment, data analysis and overall campus culture.	GP	Lesson planning system is in place and continues to be monitored for efficiency.
PP - 2	All first and second year teachers have been assigned a mentor, all teachers have been given starter supplies and a process for requesting more supplies has been established. Additionally, a monthly campus climate committee works towards ensuring campus operations are in keeping with the retention of teachers through collaboration.	GP	We continue to monitor new teacher retention strategies and have engaged the staff needs thorough a monthly staff climate meeting where they discuss how the school can best support them professionally.
PE - 1	A campus climate committee has been established to help ensure teacher voice is heard and that collaboration is consistent. Additionally, there are a number of staff luncheons scheduled for this semester to include the holidays.	GP	We continue to work on morale boosting activities and engaging our staff in building a process for them to find satisfaction in their work.
PE - 2	There have been a number of events including, literacy night, yoga, open house, meet the teacher, trunk o treat, Dia de Los Muertos Parade. These events have led to a renewed interest in community participation.	GP	We have begun to engage parent groups both formally through Principal's Coffee's and informally through conversations about how the school can best engage the community.

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	**By the end of Quarter II, student attendance will increase by 1% as evident on Frontline Report and committee meeting minutes.**	GP	Although we have not implemented all attendance interventions the rate is holding steady. We recommend adjusting the goal to .25% per quarter. We will implement an incentive program for attendance in the 3rd quarter to include prizes, field trips and parties for perfect and improved attendance.
DE - 2	**By the end of Quarter II, 60% of teachers received BOY professional development in Student Engagement, Behavior Management, and Social Emotional Learning as evidenced by pd presentations and sign in sheets.**	SP	All teachers with the exception of our 2nd semester hires have completed Rhithm training, and continue to develop the PBIS process for the campus.
SL - 1	**By the end of Quarter II formative assessment data will demonstrate a 10% increase from BOY formative assessments.**	NP	No progress has been noted based on MAP data to date.
SL - 2	**By the end of Quarter II formative assessment data will demonstrate a 10% increase from BOY formative assessments.**	NP	No progress has been noted based on MAP data to date.
SL - 3	**By the end of Quarter II formative assessment data will demonstrate a 10% increase from BOY formative assessments.**	NP	No progress has been noted based on MAP data to date.
PP - 1	**By the end of Quarter II, teacher culture and engagement survey data will improve by 20%.**	GP	The creation of a campus climate committee has helped give staff voice and continues to engage them in the process of improving the campus culture.
PP - 2	**By the end of Quarter II, teacher survey data will demonstrate an increase in teacher satisfaction of 10%.**	NP	No survey was submitted in 2nd quarter but a survey is in development for Q3 and Q4.
PE - 1	**By the end of Quarter II, teacher culture and engagement survey data will improve by 10%**	GP	Based on culture committee data engagement by teachers in the culture building of the campus is on the upswing.
PE - 2	**By the end of Quarter II, parent/community participation will be at 30% of possible attendees.**	NP	No survey was submitted in 2nd quarter but a survey is in development for Q3 and Q4.
			Meeting was held 1/22/24

Quarter 2 Formative Review

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

Quarter 3 Formative Review

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

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

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

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

Quarter 4 Formative Review

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

Quarter 4 Summative Review

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

Performance Objective	Q4 Rating	Findings / Next Steps

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

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

Name	Role	Name	Role
Albert Clayton	Head Start Teacher		
Gina Munoz	Kinder Teacher		
Rayven Haygan	1st Grade Teacher		
Cynthia Bever	2nd Grade Teacher		
Joe Perez	3rd Grade Teacher		
Ashley Holmes	4th Grade Teacher		
Danielle Salgado	5th Grade Teacher DL		
James Jurica	SPED GEC Teacher		
Veronica Ramirez	Art Teacher		
Janie Cruz	Parent		
Janie Vigil Perez	Parent		
Maria Elvira Ayala	Assistant Principal		
Dawn Cardenas	Instructional Coach		
Janice Garces	Instructional Coach		
Sarah Benavides	Library IA		
Blanca Morales	Administrative Assistant		

Committee Members

Assurances and Approval Information

Assistant Superintendent Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Carvajal Elementary School	15907- 241
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Jonelda De Leon
Principal	**SAISD Board Approval Date**
Dr. Hugo Saucedo	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
9/29/2023	10/18/2023

District Purchases

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

Always Learning GPS	Problem Statement & Root Cause	

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

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

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

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning	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 / Enrollment	X
Physical Activity	X	Social and Emotional Support	X	Student Attendance	X	Transition PK to Elementary	X
Quality of Learning Environment	x	CCMR - Secondary		MTSS – Behavioral Interventions	X		

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	Front Office/Online
Languages Available	English/Spanish Upon Request
URL to Online Version	https://schools.saisd.net/upload/template/0180/docs/241_05 carvajal_cip_2023_2024.pdf

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Front Office/Online
Languages Available	English/Spanish Upon Request
URL to Online Version	https://schools.saisd.net/upload/template/0305/docs/Compact23-24Carvajal.pdf

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	Front Office/Online	How and When was the PFE Policy Distributed
Languages Available	English/Spanish Upon Request	
URL to Online Version	https://schools.saisd.net/upload/template/0305/docs/Policy20232024Carvajal.pdf	

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

Documentation and Submissions

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

Data Tables