

Campus Improvement Plan

2024 - 2025



Carvajal Elementary School

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Board of Trustees



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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

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

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

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

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

SAISD 2024-2025 Board Goals

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

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

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

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

SAISD 2024-2025 Campus Goals

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

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

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

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

| CNA Meeting Dates | Meeting Topics and Actions |
|--------------------|---|
| Meeting #1 5/20/24 | Reviewed 4th Quarter data in regards to Assessment/Acheivement, Attendance, Parent Engagement |
| Meeting #2 | |

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

Comprehensive Needs Assessment Process

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

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

Comprehensive Needs Assessment Process

Demographics

| | | | | | | | |
|-----------------------------------|---|-----------------------------------|--|-------------------------------|---|------------------------------|---|
| At-Risk Rates (Branching Minds) | | Student Graduation/Promotion Rate | | Bilingual Service Records | | Anecdotal data from programs | |
| STAAR Domain 3 Data | x | GT Service Records | | Classroom Observation Data | x | 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 | x | Local Benchmark Results | | State Interim Results | | MAP Data | x |
| CIRCLE Data | x | CBA and Local Formative Results | | 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 | x | Feedback Given To Teachers | x |
| Coaching Cycle | x | SEAD Activities & Effectiveness | | Effectiveness of Restorative Practices | x | Rhythm Data | |
| 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 | | Classroom Observations | x | Parental Involvement Data | x |
| Parent Volunteers | | Calendar of Parent Engagement | x | Feedback to Teachers | x | Mission, Values, and Vision | |
| Other (Indicate to the Right) | | | | Other (Indicate to the Right) | | | |

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

Demographics (Minimum 2 Areas)

Comprehensive Needs Assessment - Demographics

| Area Examined | Problem Statements and Root Causes | |
|---|--|---|
| Teacher Turnover | PS DE-1 | 63% of teachers have less than 2 years of experience in grades 1-5. 8/10 teachers in grades 3-5 are new to the campus/profession. |
| | RC DE-1 | The past three years, the campus has seen over 60% turnover rate each year. |
| Student Attendance | PS DE-2 | Attendance rate for the 2023-2024 SY is 86.5% |
| | RC DE-2 | Campus leaders have not implemented a system to track attendance. The Attendance Team has not met to review and respond to data. |
| Student Discipline | PS DE-3 | The amount of dicipline issues were not eported using the Frontline or Branching Minds Systems |
| | RC DE-3 | With the teacher turnover rate over 50%, Student Discipline has not been consistenct due to lack of implementation of PBIS and campus Behaviorsal Expectations. |
| Choose One | PS DE-4 | |
| | RC DE-4 | |
| Strengths & Areas for Improvement Based on your Data Analysis | Strengths- The campus has six veteran teachers that have been on staff for over five years with two have Master Teacher distinctions. Areas for Improvement- Since the campus has been a traditional elementary school, the turnover rate remains at over 60%. The campus had 5-9 vacancies during the 2023-2024 school year. The student attendance rate is the lowest elementary prcentage in the district. | |

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

Student Learning (Minimum 2 Areas)

| Area Examined | Problem Statements and Root Causes | |
|--|--|--|
| EOY Assessment Outcomes | PS SL-1 | The campus performance on the 2024 STAAR Test were below district and state averages for all areas. RLA STAAR Scores were 41% Approaches 13% Meets 3% Masters Math STAAR Scores 23% Approaches 10% Meets 1% Masters Science STAAR Scores 10% Approaches 0% Meets 0% Masters |
| | RC SL-1 | The lack of consistency in implementing campus and district curriculum and assessment practices. |
| Grade Level Readiness | PS SL-2 | Grade Level Readiness as evidenced by the % of students who met their instructional goals as evidence by the MAP Assessment. Students at the Tier I Proficiency in grades K-5 decreased from BOY (28%) to EOY (23%). |
| | RC SL-2 | The campus vacancies have caused many staff members to take on multiple roles without fidelity to instructional practices. |
| Choose One | PS SL-3 | |
| | RC SL-3 | |
| Choose One | PS SL-4 | |
| | RC SL-4 | |
| Strengths & Areas for Improvement Based on your Data Analysis | Strength-Clubs implemented in the 2023-2024 SY focused on reading comprehension strategies. Areas for Improvement--Student attendance and teacher vacancies. | |

Comprehensive Needs Assessment - Processes & Programs

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

Processes & Programs (Minimum 2 Areas)

| Area Examined | Problem Statements and Root Causes | |
|--|--|---|
| Teacher Feedback | PS PP-1 | Teacher feedback has not been consistent due to campus vacancies and the fidelity of the district curriculum practices. |
| | RC PP-1 | Teacher retention has not be sistained. The campus is experiencing a 50% turnover rate fromt he previous school year.. |
| Implementation of PD | PS PP-2 | Student outcomes for all grade levels as indicated by MAP data show that 30% of our students are on grade and met their growth in the the 2023-2024 SY. |
| | RC PP-2 | Teachers receive professional development but there is no clear protocol to measure its effectiveness. |
| Behavioral / SEAD Needs | PS PP-3 | This year, campus reported numerous discipline issues but they were not documented in the Frontline system or Branching Minds. |
| | RC PP-3 | As a campus, we are inconsistent with the implementation of campus wide PBIS and behavioral expectations that promote student physical and mental health safety |
| Choose One | PS PP-4 | |
| | RC PP-4 | |
| Strengths & Areas for Improvement Based on your Data Analysis | Strengthss-Professional development was provided. Areas for improvement-There was no follow through on the PD offered. teacher turnover rate increased from the previous school year. and continues to cause the campus not to sustain academic standards and protocols. Administrative vacancies have not allowd for quality feedback and adherence to academic protocols. | |

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 | |
|--|---|---|
| Parent Engagement Attendance | PS PE-1 | Parent attendance averages about 10% for campus events. |
| | RC PE-1 | Methods of communication need to be updated to reach all parents in a variety of formats. |
| Teacher Support | PS PE-2 | Based on survey data, over 70% of the staff stated they were not prepared to implement district curriculum. |
| | RC PE-2 | Approximately 50% year;y turnover rate and the average years of experience are less than 2 years. |
| 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-There is a core of 10 families that the support the campus in a variety of ways. Areas for Improvement--The campus continues to experience trauma from the closure of Rodriguez amd the expansion of Carvajal from am Early Childhood Center. The attendance at campus events is inconsistent. | |

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 | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|---|---|------------------------------------|------------------------|
| DE-1 | PS #2 | By the end of the year, Campus leaders will implement targeted and personalized strategies to | Walkback data, assessment results, and PLCs will be used to identify areas of need for teacher in order to provide additional support such as professional development and plans of action. | Principal, AP, Instructional Coach | |
| | | Quarterly KPIs | By the end of the first quarter, teachers will be identified based on walkthrough feedback and coaching cycles and/or action plans implemented. | | |
| | | | By the end of the second quarter, the teachers in need of coaching cycles to support growth/development by 3%. | | |
| | | | By the end of the third quarter, By the end of the second quarter, the teachers in need of coaching cycles to support growth/development by 5%. | | |
| | | | By the end of the fourth quarter, By the end of the second quarter, the teachers in need of coaching cycles to support growth/development by 7%. | | |
| DE-2 | PS #1 | By the end of the year, the campus attendance will increase by 10% . | The campus will develop three will metrics to track attendance and incentivize students with perfect attendance. | Principal, FACE, Counselor,, Data | 500/211 |
| | | Quarterly KPIs | By the end of the first quarter, the campus will see a 2% increase in the daily attendance. | | |
| | | | By the end of the second quarter, the campus will see a 3% increase in the daily attendance. | | |
| | | | By the end of the third quarter, the campus will see a 4% increase in the daily attendance. | | |
| | | | By the end of the fourth quarter, the campus will see a 5% increase in the daily attendance. | | |
| DE-3 | PS #3 | By the end of the year, By the end of the year, All students will participate in the PBIS program and | Students will earn "Bucks" based upon exhibited PBIS strategies and Kindness. | Teachers, FACE, Counselor, PBIS | 1000/282 |
| | | Quarterly KPIs | By the end of the first quarter, 25% of students earned bucks to participate in incentives. | | |
| | | | By the end of the second quarter, 50% of students earned bucks to participate in incentives. | | |
| | | | By the end of the third quarter, 75% of students earned bucks to participate in incentives. | | |
| | | | By the end of the fourth quarter, 100% of students earned bucks to participate in incentives. | | |
| DE-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, | | |

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

| GPS | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|--|--|-------------------------------------|------------------------|
| SL-1 | PS #1 | By the end of the year, student STAAR scores will increase the meets level in all grade levels in the | Teachers will engage in the Gap Analysis Protocol in which they will backwards plan and develop unit formative and summative assessments that will be tracked in Eduphoria. | Principal, AP, Instructional Coach, | 500/211 |
| | | Quarterly KPIs | By the end of the first quarter, 10 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria | | |
| | | | By the end of the second quarter, 12 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria | | |
| | | | By the end of the third quarter, 15 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria | | |
| | | | By the end of the fourth quarter, 20 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria | | |
| SL-2 | PS #2 | By the end of the year, every week, 10% of students in grade K-2 will meet grade level readiness as evidenced on the MAP Reading and Math test | Teachers will implements a variety of targeted content based intervention and enrichment strategies with the use of materials and resources in the classroom(Ex. interactive journals, science labs, compositions books, glue sticks, markers, etc.) | Principal, AP, Instructional Coach | 500/211 |
| | | Quarterly KPIs | By the end of the first quarter, MAP scores will increase by 3% in Reading and Math. | | |
| | | | By the end of the second quarter, MAP scores will increase by 5% in Reading and Math | | |
| | | | By the end of the third quarter, MAP scores will increase by 7% in Reading and Math. | | |
| | | | By the end of the fourth quarter, MAP scores will increase by 10% in Reading and Math. | | |
| SL-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, | | |
| SL-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, | | |

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

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

| GPS | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount | |
|------|------------|---|--|--|---------------------------------|----------|
| PP-1 | PS #1 | Quarterly KPIs | By the end of the year, Campus instructional leaders will use established tools and processes to conduct | The administrative team will engage in collaboration walks to ensure the instructional practice teachers are trained on in Professional Development is being implemented to fidelity. such as interactive journaling, | Principal, AP | |
| | | | By the end of the first quarter,6 collaboration walks will be conducted and debriefed with teachers. | | | |
| | | | By the end of the second quarter, 10 collaboration walks will be conducted and debriefed with teachers. | | | |
| | | | By the end of the third quarter, 12 collaboration walks will be conducted and debriefed with teachers. | | | |
| | | | By the end of the fourth quarter, 15 collaboration walks will be conducted and debriefed with teachers. | | | |
| PP-2 | PS #2 | Quarterly KPIs | By the end of the year, the campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any | Focused PLCs that address the campus foci: Gap Analysis, Writing Across the Curriculum, and Read Talk Write. and its effects on student achievement. | Instructional Coach, Admin Team | |
| | | | By the end of the first quarter, 10 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria | | | |
| | | | By the end of the second quarter, 15 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria | | | |
| | | | By the end of the third quarter, 20 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria | | | |
| | | | By the end of the fourth quarter, 25 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria | | | |
| PP-3 | PS #3 | Quarterly KPIs | By the end of the year, All students will participate in daily Harmony Strategies and Morning Message to ensure students are ready to learn for the day. | Harmony curriculum and resources will be used to ensure teachers are reaching the whole child. | Counselor | 1000/282 |
| | | | By the end of the first quarter, 30% of students will take the harmony self assessment and rithim app. | | | |
| | | | By the end of the second quarter, 50% of students will take the harmony self assessment and rithim app. | | | |
| | | | By the end of the third quarter, 75% of students will take the harmony self assessment and rithim app. | | | |
| | | | By the end of the fourth quarter, 90% of students will take the harmony self assessment and rithim app. | | | |
| PP-4 | PS #1 | Quarterly KPIs | By the end of the year, the Face Specialist will participate in at least two professional development opportunities to increase services provided to | the Face Specialist will participate in at least two professional development opportunities to increase services provided to families to support the academic and social-emotional development of students by the end of the year. | FACE | 3000/211 |
| | | | By the end of the first quarter, the FACE Specialist will participate in one professional development opportunities . | | | |
| | | | By the end of the second quarter, the FACE Specialist will participate in one professional development opportunities | | | |
| | | | By the end of the third quarter, the FACE Specialist will participate in two professional development opportunities | | | |
| | | | By the end of the fourth quarter, the FACE Specialist will participate in two professional development opportunities | | | |

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 #1 | By the end of the year, the campus will host at least seven events for parents that extend learning | Increase parental engagement activities for families that promote academic experiences, social emotional learning/activities, and community partnerships. | FACE | 750/282 | |
| | | Quarterly KPIs | By the end of the first quarter, the camous will host two events for parents that feature activities that extend learning at home. | | | |
| | | | By the end of the second quarter, the camous will host four events for parents that feature activities that extend learning at home. | | | |
| | | | By the end of the third quarter, the camous will host six events for parents that feature activities that extend learning at home. | | | |
| | | | By the end of the fourth quarter, the camous will host seven events for parents that feature activities that extend learning at home. | | | |
| PE-2 | PS #2 | By the end of the year, Carvajal will train 100% of its teachers in the following areas: backwards planning, data analysis, and SEAD practices. | Through the PLC process teachers will receive structural professional development on lesson planning, curriculum, data analysis and SEAD Culture. | Principal, AP | | |
| | | Quarterly KPIs | By the end of the first quarter, Review the topics of PLCs each month and track data to support teacher mastery. and its corealtion to student data at 5%. | | | |
| | | | By the end of the second quarter, Review the topics of PLCs each month and track data to support teacher mastery. and its corealtion to student data at 10% | | | |
| | | | By the end of the third quarter, Review the topics of PLCs each month and track data to support teacher mastery. and its corealtion to student data at 12%. | | | |
| | | | By the end of the fourth quarter, Review the topics of PLCs each month and track data to support teacher mastery. and its corealtion to student data 15%. | | | |
| PE-3 | PS #3 | | | | 1000/282 | |
| | | 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 the first quarter, teachers will be identified based on walkthrough feedback and coaching cycles and/or action plans implemented. | Choose One | |
| DE-2 | By the end of the first quarter, the campus will see a 2% increase in the daily attendance. | Choose One | |
| DE-3 | By the end of the first quarter, 25% of students earned bucks to participate in incentives. | Choose One | |
| DE-4 | By the end of the first quarter, | Choose One | |

STUDENT LEARNING

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| SL-1 | By the end of the first quarter, 10 % of students will meet grade level expectations in each subject area unit assessments based on Edunhoria. | Choose One | |
| SL-2 | By the end of the first quarter, MAP scores will increase by 3% in Reading and Math. | Choose One | |
| SL-3 | By the end of the first quarter, | Choose One | |
| SL-4 | By the end of the first quarter, | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PP-1 | By the end of the first quarter, 6 collaboration walks will be conducted and debriefed with teachers. | Choose One | |
| PP-2 | By the end of the first quarter, 10 % of students will meet grade level expectations in each subject area unit assessments based on Edunhoria. | Choose One | |
| PP-3 | By the end of the first quarter, 30% of students will take the harmony self assessment and rhythm app. | Choose One | |
| PP-4 | By the end of the first quarter, the FACE Specialist will participate in one professional development opportunities. | Choose One | |

PERCEPTIONS

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PE-1 | By the end of the first quarter, the camous will host two events for parents that feature activities that extend learning at home. | Choose One | |
| PE-2 | By the end of the first quarter, Review the topics of PLCs each month and track data to support teacher mastery and its correlation to student data at 5%. | 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 the second quarter, the teachers in need of coaching cycles to support growth/development by 3%. | Choose One | |
| DE-2 | By the end of the second quarter, the campus will see a 3% increase in the daily attendance. | Choose One | |
| DE-3 | By the end of the second quarter, 50% of students earned bucks to participate in incentives. | Choose One | |
| DE-4 | By the end of the second quarter, | Choose One | |

STUDENT LEARNING

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| SL-1 | By the end of the second quarter, 12 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria. | Choose One | |
| SL-2 | By the end of the second quarter, MAP scores will increase by 5% in Reading and Math. | Choose One | |
| SL-3 | By the end of the second quarter, | Choose One | |
| SL-4 | By the end of the second quarter, | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PP-1 | By the end of the second quarter, 10 collaboration walks will be conducted and debriefed with teachers. | Choose One | |
| PP-2 | By the end of the second quarter, 15 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria. | Choose One | |
| PP-3 | By the end of the second quarter, 50% of students will take the harmony self assessment and rhythm app. | Choose One | |
| PP-4 | By the end of the second quarter, the FACE Specialist will participate in one professional development opportunities. | Choose One | |

PERCEPTIONS

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PE-1 | By the end of the second quarter, the camous will host four events for parents that feature activities that extend learning at home. | Choose One | |
| PE-2 | By the end of the second quarter, Review the topics of PLCs each month and track data to support teacher mastery and its correlation to student data at 10%. | 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.

Third Quarterly Review

DEMOGRAPHICS

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| DE-1 | By the end of the third quarter, By the end of the second quarter, the teachers in need of coaching cycles to support growth/development by 5% | Choose One | |
| DE-2 | By the end of the third quarter, the campus will see a 4% increase in the daily attendance | Choose One | |
| DE-3 | By the end of the third quarter, 75% of students earned bucks to participate in incentives | Choose One | |
| DE-4 | By the end of the third quarter, | Choose One | |

STUDENT LEARNING

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| SL-1 | By the end of the third quarter, 15 % of students will meet grade level expectations in each subject area unit assessments based on Edunhoria | Choose One | |
| SL-2 | By the end of the third quarter, MAP scores will increase by 7% in Reading and Math | Choose One | |
| SL-3 | By the end of the third quarter, | Choose One | |
| SL-4 | By the end of the third quarter, | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PP-1 | By the end of the third quarter, 12 collaboration walks will be conducted and debriefed with teachers | Choose One | |
| PP-2 | By the end of the third quarter, 20 % of students will meet grade level expectations in each subject area unit assessments based on Edunhoria | Choose One | |
| PP-3 | By the end of the third quarter, 75% of students will take the harmony self assessment and rhythm app | Choose One | |
| PP-4 | By the end of the third quarter, the FACE Specialist will participate in two professional development opportunities | Choose One | |

PERCEPTIONS

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PE-1 | By the end of the third quarter, the camous will host six events for parents that feature activities that extend learning at home | Choose One | |
| PE-2 | By the end of the third quarter, Review the topics of PLCs each month and track data to support teacher mastery and its correlation to student data at 12% | Choose One | |
| PE-3 | By the end of the third quarter, | Choose One | |
| PE-4 | By the end of the third quarter, | Choose One | |

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

DEMOGRAPHICS

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| DE-1 | By the end of the fourth quarter, By the end of the second quarter, the teachers in need of coaching cycles to support growth/development by 7% | Choose One | |
| DE-2 | By the end of the fourth quarter, the campus will see a 5% increase in the daily attendance | Choose One | |
| DE-3 | By the end of the fourth quarter, 100% of students earned bucks to participate in incentives | Choose One | |
| DE-4 | By the end of the fourth quarter, | Choose One | |

STUDENT LEARNING

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| SL-1 | By the end of the fourth quarter, 20 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria | Choose One | |
| SL-2 | By the end of the fourth quarter, MAP scores will increase by 10% in Reading and Math | Choose One | |
| SL-3 | By the end of the fourth quarter, | Choose One | |
| SL-4 | By the end of the fourth quarter, | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PP-1 | By the end of the fourth quarter, 15 collaboration walks will be conducted and debriefed with teachers | Choose One | |
| PP-2 | By the end of the fourth quarter, 25 % of students will meet grade level expectations in each subject area unit assessments based on Eduphoria | Choose One | |
| PP-3 | By the end of the fourth quarter, 90% of students will take the harmony self assessment and rhythm app | Choose One | |
| PP-4 | By the end of the fourth quarter, the FACE Specialist will participate in two professional development opportunities | Choose One | |

PERCEPTIONS

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PE-1 | By the end of the fourth quarter, the camous will host seven events for parents that feature activities that extend learning at home | Choose One | |
| PE-2 | By the end of the fourth quarter, Review the topics of PLCs each month and track data to support teacher mastery and its correlation to student data 15% | Choose One | |
| PE-3 | By the end of the fourth quarter, | Choose One | |
| PE-4 | By the end of the fourth quarter, | Choose One | |

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

DEMOGRAPHICS

| GPS | Performance Objective | Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| DE-1 | By the end of the year, Campus leaders will implement targeted and personalized strategies to support and retain staff particularly high performing staff and the | Choose One | |
| DE-2 | By the end of the year, the campus attendance will increase by 10% . | Choose One | |
| DE-3 | By the end of the year, By the end of the year, All students will participate in the PBIS program and earn bucks to be able to participate in incentives activities every | Choose One | |
| DE-4 | By the end of the year, | Choose One | |

STUDENT LEARNING

| GPS | Performance Objective | Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| SL-1 | By the end of the year, student STAAR scores will increase the meets level in all grade levels in the following increments: ELA-15% Math -12% and Science-10% | Choose One | |
| SL-2 | By the end of the year, every week,10% of students in grade K-2 will meet grade level readiness as evidenced on the MAP Reading and Math test | Choose One | |
| SL-3 | By the end of the year, | Choose One | |
| SL-4 | By the end of the year, | Choose One | |

PROCESSES & PROGRAMS

| GPS | Performance Objective | Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PP-1 | By the end of the year, Campus instructional leaders will use established tools and processes to conduct observations capture trends and track progress over time | Choose One | |
| PP-2 | By the end of the year, the campus instructional leaders provide training and support so that teachers consistently implement research based best practices for | Choose One | |
| PP-3 | By the end of the year, All students will participate in daily Harmony Strategies and Morning Message to ensure students are ready to learn for the day | Choose One | |
| PP-4 | By the end of the year, the Face Specialist will participate in at least two professional development opportunities to increase services provided to families to | Choose One | |

PERCEPTIONS

| GPS | Performance Objective | Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PE-1 | By the end of the year, the campus will host at least seven events for parents that extend learning opportunities at home | Choose One | |
| PE-2 | By the end of the year, Carvajal will train 100% of its teachers in the following areas: backwards planning, data analysis, and SEAD practices | Choose One | |
| PE-3 | | Choose One | |
| PE-4 | By the end of the year, | Choose One | |

| Committee Members | Committee Members | | | | |
|-------------------|--|------|--|------|------|
| | Listed below are the members who were part of developing the Campus Improvement Plan | | | | |
| | Name | Role | | Name | Role |
| | | | | | |
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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 |
|-----------------------------------|-----------------------------------|
| | 15907- ### |
| Superintendent | Assistant Superintendent |
| Dr. Jaime Aquino | |
| Principal | SAISD Board Approval Date |
| | |
| 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 | | |

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