Campus Improvement Plan
2023-2024

Lanier High School

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Development Dates	Meeting Topics and Actions
Meeting #1 **May 1, 2023**	The CNA was evaluated during CLT meeting. the CNA was presented to CLT for feedback and revision. Focus: Parent and Family Engagement Demographics
Meeting #2 **May 15, 2023**	The CNA was evaluated during CLT meeting. the CNA was presented to CLT for feedback and revision. Focus: Process and Programs Student Learning

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

Feedback was received during CLT (CAC) meetings.The feedback was used to adjust our current plan.

1. Elimination of strategies no longer relevant
2. Condensing strategies that overlap
3. Focus on strategies that can be tracked by data

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	
Social Emotional Learning	Relationship Mapping Survey	PS DE-1	Only 41% positive relationships in school between students and teachers.	
		RC DE-1	Campus has not actively tracked student and teacher relationships. ESF 3.2	
Social Emotional Learning	SEL Teacher Engagement	PS DE-2	Last year, no data was collected to track teacher implementation of Social Emotional curriculum	
		RC DE-2	Campus has not tracked teacher implementation of Social Emotional curriculum. ESF 3.1	
Discipline	Discipline Referrals (Freshman Class)	PS DE-2	Freshmen continue to have highest referral requests on campus (39% of incidents).	
		RC DE-2	Campus has not developed and implemented positive behavior intervention focusing on freshmen. ESF 3.1	
		PS DE-4		
		RC DE-4		
Data Determinations	As indicated by Mapping Survey, freshmen students with positive teacher relationships were less likely to have discipline referrals.			

Comprehensive Needs Assessment – Student Learning

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

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Grade Level Readiness	EOC Scores	**PS SL-1**	While approaches scores improved, the number of students scoring at the meets level was stagnant. English I - 15% (2022) to 22% (2023) Meets level English II - 25%(2022) to 20% (2023) Meets level Math - 19% (2022) to 21% (2023) Meets Level Science - 17% (2022) to 20% (2023) Meets level Social Studies - 44% (2022) to 44% (2023) Meets level)
		RC SL-1	Systems to address the diverse needs of students were not consistently implemented. ESF 4.1
TSI	TSI Data	**PS SL-2**	TSI passing rates in both ELAR and Math continue to remain low: 2022: 2.2% and 2023: 2.0%
		RC SL-2	Timely, teacher-level, research-based intervention for students has not been implemented campus-wide. ESF 4.1
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations		We found that during the past three years STAAR "Meets or Masters" levels to be significantly lower than state average.	

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 and Programs (Minimum 2 Areas)			
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
Attendance	Attendance Data	**PS PP-1**	The attendance rate of 85% is among the lowest of all comprehensive high schools in San Antonio ISD.
		RC PP-1	Campus has not refined attendance strategies to better align with unique requirement of students. ESF 1.3
CIty Year	City Year Survey Sign-in Sheets	**PS PP-2**	50% of teachers working with City Year gave neutral rating to overall satisfaction with program.
		RC PP-2	There no campus monitoring system for City Year. ESF 1.3
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	In the feedback comments, most teachers wanted more collaboration with City Year member.		

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
Parental Engagement	Event Sign-ins Parent Survey	PS PE-1	Number of parents attending meetings/events remains to be low: average in 2021-2022 was 21 parents and average in 2022-2023 was 26 parents.
		RC PE-1	Campus does not have an effective streamlined system of scheduling parent meetings/events. ESF 3.3
Specialized Programs	Industry Certifications Dual Credit Attainment	PS PE-2	Industry certifications (363 in 2023) needs to continue to increase.
		RC PE-2	Campus does not have an effective streamlined system to promote and recruit for specialized programs. ESF 1.3
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Sign-ins showed that same parents went to meetings.		

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	Lanier will increase positive relationships between students and teacher by 40% by the end of the 2023-2024 school year using Relationship Mapping Survey. **Demographics 1**	Lanier will implement a system of positive behavior intervention with support, supplies, books, incentives and field trips focusing on Social Emotional Learning and Restorative Practices.	SEAD Instructional Coach Behavior Specialist Administration Counselors	282 5,000.00
		Quarterly KPIs	Quarter I : Increase of 10% in positive relationship between students in teachers. Quarter 2: Increase of 10% in positive relationship between students in teachers. Quarter 3: Increase of 10% in positive relationship between students in teachers Quarter 4: Increase of 10% in positive relationship between students in teachers.		
DE-2	4	Lanier will increase teacher implementation of SEL curriculum in the 2023-2024 school year using SEL Canvas teacher engagement data. **Demographics 2**	Lanier will develop and implement Social Emotional Curriculum based on Jim Knight's Seven Principles. Students will use supplemental resources and student supplies to participate in high impact teaching strategies such as metacognition strategies, focused notes, graphic organizers, and manipulatives.	SEAD Instructional Coach	282 5,000.00
		Quarterly KPIs	Quarter I: 5% increase in student engagement with SEL curriculum. Quarter 2: 5% increase in student engagement with SEL curriculum. Quarter 3: 5% increase in student engagement with SEL curriculum. Quarter 4: 5% increase in student engagement with SEL curriculum.		
DE-3	4	Lanier will increase positive relationships between students and teacher by 40% by the end of the 2023-2024 school year using Relationship Mapping Survey. **Demographics 1**	Lanier will implement a system of positive behavior intervention with nutritional snack incentives focusing on Social Emotional Learning and Restorative Practices as we continue to build social emotional and cultural awareness.	SEAD Instructional Coach Behavior Specialist Administration Counselors	282 5,000.00
		Quarterly KPIs	Quarter I : Increase of 10% in positive relationship between students in teachers. Quarter 2: Increase of 10% in positive relationship between students in teachers. Quarter 3: Increase of 10% in positive relationship between students in teachers Quarter 4: Increase of 10% in positive relationship between students in teachers.		
DE-4	4	Lanier will decrease freshman discipline referrals by 10% by then end of the 2023-2024 school year. **Demographics 2**	Lanier will implement will develop and implement positive behavior intervention for freshmen class focusing on Social Emotional Learning and Restorative Practices.	Administration Dean of Discipline	199 83,251
		Quarterly KPIs	Quarter I : Decrease of freshmen referrals by 2%. Quarter 2 : Decrease of freshmen referrals by 2%. Quarter 3 : Decrease of freshmen referrals by 3%. Quarter 3 : Decrease of freshmen referrals by 3%.		

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	Increase 10% of students meeting grade level performance on STAAR EOC in all content areas for the 2023-2024 school year. **Student Learning 1**	Students will have access to quality instructional technology to increase grade-level performance by giving students access to the necessary tools. Campus will ensure that all students have access to devices such as laptops to provide equal opportunities for learning.	Instructional Deans Administration	**164** Supply Materials: 25,998.00 **211** General Supplies: 60,000.00 **282** 45,281.67
		Quarterly KPIs	Q1 - Increase of 2% in all 4 content areas. Q2 - Increase of 2% in all 4 content areas. Q3- Increase of 3% in all 4 content areas. Q4- Increase of 3% in all 4 content areas.		
SL-2	1	Increase 10% of students meeting grade level performance on STAAR EOC in all content areas for the 2023-2024 school year. **Student Learning 1**	Lanier will enhance academic success and performance among students at risk of failing in the STAAR exam by offering additional learning opportunities for identified at-risk students before, after school, and on Saturdays. • Provide supplemental funds (extra duty pay) to incentivize teachers' participation in these tutoring sessions. • Offer snacks and refreshments to participating students during tutoring sessions to create a positive and inviting learning environment.	Instructional Deans Administration	**211** Tutoring- 23,000 Snacks- 2,000
		Quarterly KPIs	Q1 - Increase of 2% in all 4 content areas. Q2 - Increase of 2% in all 4 content areas. Q3- Increase of 3% in all 4 content areas. Q4- Increase of 3% in all 4 content areas.		
SL-3	1	Increase 10% of students meeting grade level performance on STAAR EOC in all content areas for the 2023-2024 school year. **Student Learning 1**	Students will use supplemental resources and student supplies to participate in high impact teaching strategies such as text reading strategies (using various novels), metacognition strategies, focused notes, graphic organizers, and manipulates to enhance tier 1, 2, and 3 instruction and measure student growth in highly tested TEKS.	Instructional Deans Administration	**164** Supply Materials: 25,998.00 **211** General Supplies: 60,000.00
		Quarterly KPI	Q1 - Increase of 2% in all 4 content areas. Q2 - Increase of 2% in all 4 content areas. Q3- Increase of 3% in all 4 content areas. Q4- Increase of 3% in all 4 content areas.		
SL-4	1	Increase 10% of students meeting grade level performance on STAAR EOC in all content areas for the 2023-2024 school year. **Student Learning 1**	Lanier will purchase English I, English II, and Algebra I teacher to provide high quality instruction, rigor and increase EOC performance. Students will receive targeted intervention in a double block period.	Instructional Deans Administration	**211** 295,500
			Q1 - Increase of 2% in English and Math. Q2 - Increase of 2% in English and Math. Q3- Increase of 3% in English and Math. Q4- Increase of 3% in English and Math		

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-5	3	Increase the TSI passing rates in both ELAR and Math by 4% among our students for the 2023-2024 school year. **Student Learning 2**	Lanier will provide contracted services with consultants who will provide tutorial camp for students to increase their performance on the TSIA test.	Administration Academic Deans	**211** 4,800
		Quarterly KPIs	Quarter I : Increase TSI scores by 1%. Quarter 2: Increase TSI scores by 1%. Quarter 3: Increase TSI scores by 1%. Quarter 4: Increase TSI scores by 1%.		
		Quarterly KPIs			
		Quarterly KPI			
		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	4	Implement a campus-wide system for monitoring student attendance to increase the attendance rate by 90% the end of 2023-2024 school year. **Processes and Programs 1**	The Lanier Attendance team will proactively conduct family outreach to ensure students are in school every day, The campus will develop processes for monitoring attendance and provide timely interventions.	Administration FACE Specialist Attendance Clerk Counselors	
		Quarterly KPIs	Q1 - Increase attendance rate by 1%. Q2 - Increase rate attendance by 1%. Q3 - Increase attendance rate by 1%. Q4 - Increase attendance rate by 2%.		
PP-2	1	Implement camus system Implement a campus-wide system for monitoring City Year program to increase teacher collaboration between teachers and City Year members by 20% the end of 2023-2024 school year **Processes and Programs 2**	Lanier will develop and implement a system to monitor collaboration between teacher and City Year members by facilitating goal setting meeting and providing protocols to provide each other feedback.	Administration Academic Deans	
		Quarterly KPIs	By the end of Quarter 1, Teacher and City Year member had one goal-setting session. By the end of Quarter 2, teacher and City Year member will have at least one feedback session. By the end of Quarter, teacher and City Year member will have at least three feedback sessions. By the end of the year, teachers will indicate a 70% or higher positive rating on City Year Feedback Survey.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

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

Plan for Improvement – Perceptions

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	Increase parent and family engagement by 10% for the 2023-2024 school year as indicated by sign-ins and parental surveys. **Perceptions 1**	The campus, through the work of the FACE Specialist, CIS and counselors will provide numerous educational resources and opportunities to engage parents in activities that will assist them in supporting their child's learning. FACE Specialist will attend PD and implement the learned activities/strategies with our parents to further support their child's academics. Funding Source 211 General Supplies $5.630.00, Refreshments $5.630.00, Transportation, Training FACE Specialist Professional development to include registration fees, transportation, hotel accommodations Parent trainings/workshops to include registration fees, and transportation Transportation Communication platforms such as Smore newsletter account, REMIND messaging, Parent Square Technology Books for library to include social emotional wellness, self-care, parenting teens, etc Family educational experiences College and Career readiness to include family college trips Frontline Parent portal training Attendance forums Volunteer opportunities Parent grade level and information meetings Community resources Showcases Cultura events Social emotional wellness Academic Nights Progress report and report card night Teacher-parent conferences	FACE Specialist Counselors CIS	**211** General Supplies-5,630.00 Refreshments-5,000.00 Refreshments PI-5,630.00
		Quarterly KPIs	Quarter I: Increase parent family engagement by 3%. Quarter 2: Increase parent family engagement by 3%. Quarter 3: Increase parent family engagement by 2 %. Quarter 4: Increase parent family engagement by 2%.		
PE-2	3	Increase overall student enrollment in co-curricular programs to include P-Tech and CTE that attract students and families to attend Lanier High School by 4% by the end of 2023-2024 school year. **Perceptions 2**	Promote and recruit for specialized programs including P-Tech and CTE Program focused on Industry certifications.	P-Tech Coordinator Administration	
		Quarterly KPIs	Quarter I: Increase enrollment in co-curricular programs by 1%. Quarter 2: Increase enrollment in co-curricular programs by 1%. Quarter 3: Increase enrollment in co-curricular programs by 1%. Quarter 4: Increase enrollment in co-curricular programs by 1%.		
PE-3					
		Quarterly KPIs			

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

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	Increase of 10% in positive relationship between students in teachers	NP	The initial round of surveys needs to be completed.
DE-2	5% increase in student engagement with SEL curriculum	GP	727 students have engaged with SEL curriculum on Canvas. SEAD Specialist will continue to promote curriculum.
DE-3	Increase of 10% in positive relationship between students in teachers	NP	The initial round of surveys needs to be completed.
DE-4	Decrease of freshmen referrals by 2%	NP	We have 233 Freshmen referrals for the year. Dean of Discipline will continue implement a system of positive behavior intervention
SL-1	Increase of 2% meeting grade level performance in all 4 content areas	NP	Achieving grade-level performance, mathematics alone has show 2% increase. At present, our classrooms have limited access to laptops. To address this deficiency, we are strategically allocating Title 1 funding to enhance our laptop resources.
SL-2	Increase of 2% meeting grade level performance in all 4 content areas	NP	Achieving grade-level performance, mathematics alone has show 2% increase. We are actively planning to enrich our educational resources by incorporating supplementary tools such as Khan Academy to bolster tutoring support.
SL-3	Increase of 2% meeting grade level performance in all 4 content areas	NP	Achieving grade-level performance, mathematics alone has show 2% increase. Orders for instructional resources have been placed.
SL-4	Increase of 2% meeting grade level performance in all 4 content areas	NP	Progress towards achieving grade-level performance is evident, with mathematics demonstrating a notable 2% improvement. In the realm of English, we are committed to providing increased resources and enhancing feedback mechanisms.
SL-5	Increase TSI scores by 1%	NP	Progress has been challenging to achieve, leading us to utilize ESSER funding to engage Singh Consulting as a strategic partner.
PP-1	Increase attendance rate by 1%	NP	Attendance has consistently held at 85%, mirroring the previous year's rate. Efforts are underway to implement attendance incentives.
PP-2	Teacher and City Year member had one goal-setting session	NP	We were unable to fulfill the goal-setting session.
PE-1	Increase parent family engagement by 3%	SP	We have seen significant increase in family meeting attendance, with an average of 129 parents now participating.
PE-2	Increase enrollment in co-curricular programs by 1%	NR	Still need to collect data.

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 – 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

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%)

Quarter 4 Formative Review

	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**

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

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.	

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment	

Equitable Availability of the Campus Improvement Plan to Parents

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan		Physical Locations of the Plan	
Languages Available		Languages Available	
URL to Online Version		URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy		How and When was the PFE Policy Distributed	
Languages Available	English and Spanish		
URL to Online Version			

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

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		

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
Lanier High School	15907- 008
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	
Principal	**SAISD Board Approval Date**
Dr. Rick Flores	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**

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

Committee Members

Name	Role	Name	Role
Dr. Rick Flores	Principal	Ashley Chavez	Parent
Margarita Sifuentes	Assistant Principal	Marisol Morales	Parent
Herman Fayad	Assistant Principal	Oscar Morales	Parent
Jennifer Sanchez	Assistant Principal	Arabela Sanchez	9th Grade English Teacher
Dr. Irene Cruz	Assistant Principal	Jennifer Arce	9th-12th Fine Arts Teacher
Jennifer Ingram	P-Tech Coordinator	Devin Hogan	11th Grade Science Teacher
Yvonne Solis-Hernandez	FACE	Carolina Flores	9th and 10th Grade Math Teacher
Cindy Newlun	Math Academic Dean	Juan Morales	9th-12th CTE Teacher
Axel Tapia	Social Studies Academic Dean	Carlos Borrego	Science Department Chair
Mary Bethel	English Academic Dean	Elissa Gonzalez	English Department Chair
Michael Flores	Science Academic Dean	Jo Ann Perez	Math Department Chair
Salvador Tellez	Athletics	Matthew Heine	Social Studies Department Chair
Amanda Gould	Special Education		
Angelica Lozano	Counselor		
Denise Trevino	Secretary		
Rose Andrade	Clerk		
Viviana Cruz	Booster Athletics		
Elvira Leal	Community Member		
Pete Oviedo	Community Member		