

# Campus Improvement Plan

## 2023-2024



**Carvajal Elementary School**

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# Board of Trustees



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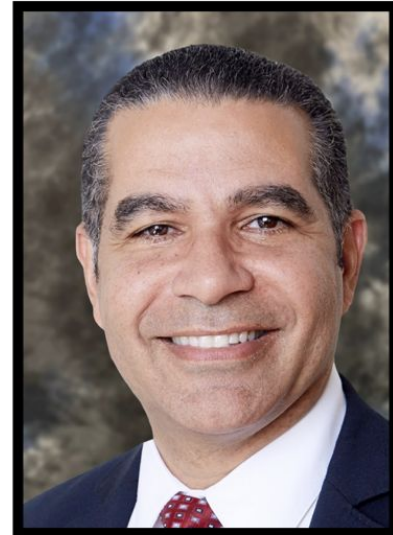
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**Superintendent of Schools  
Dr. Jaime Aquino**

## **VISION**

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

## **MISSION**

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

## **CORE VALUES**

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

## **CORE BELIEFS**

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

**SAISD 5 Year Board Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **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 23, 2023	2022-2023 EOY Evaluation
Meeting #2: May 31, 2023	2023-2024 Draft

**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.

**Performance Objective 1**

By the end of the 2022-2023 school year, approaches, meets and masters student achievement in reading and math STAAR will increase by 20% in 3rd grade for Math and 10% for Reading. 4th through 5th grade reading and math combined with reach 75% growth.

**Strategy 1**

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.

**Strategy 4**

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.

## 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 required 95%.
		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			

## 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 inadequate time spent on planning, Tier I instruction was not adequately aligned or at level to state standards. (4.1a)
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.
		RC SL-3	There is a lack of opportunities for experiential learning to expand student depth of knowledge. (4.1b)
		PS SL-4	
		RC SL-4	
Data Determinations			

## 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			

## 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			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> 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%. <b>DE-1</b>	Establish a attendance incentive program students.	PBIS Team Attendance Committee City Year	282/Incentives/\$1,000
		<b>Quarterly KPIs</b>	By the end of Quarter I, student attendance will increase by 1% as evident on Frontline Report and committee meeting minutes. By the end of Quarter II, student attendance will increase by 1% as evident on Frontline Report and committee meeting minutes. By the end of Quarter III, student attendance will increase by 1% as evident on Frontline Report and committee meeting minutes. By the end of Quarter IV, student attendance will increase by 1% 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. <b>DE-2</b>	Professional Development for teachers in identified areas of need, such as Student Engagement, Behavior Management, and Social Emotional Learning.	ACT Administration	
		<b>Quarterly KPIs</b>	By the end of Quarter I, 100% 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, 100% of teachers By the end of Quarter III, By the end of Quarter IV,		
DE-3					
		<b>Quarterly KPIs</b>			
DE-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> 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%. <b>SL-1</b>	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.	3rd-5th teaches Instructional Coaches Administrators	
		<b>Quarterly KPIs</b>	By the end of Quarter I formative assessment data will demonstrate a 5% increase from BOY MAP. By the end of Quarter II formative assessment data will demonstrate a 10% increase from BOY MAP. By the end of Quarter III formative assessment data will demonstrate a 15% increase from BOY MAP. By the end of Quarter IV formative assessment data will demonstrate a 20% increase from BOY MAP.		
SL-2	1, 2, 3, 4	By EOY student phonological awareness will increase by 20%. <b>SL-2</b>	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 Administrators	
		<b>Quarterly KPIs</b>	By the end of Quarter I formative assessment data will demonstrate a 5% increase from BOY CIRCLE data. By the end of Quarter II formative assessment data will demonstrate a 10% increase from BOY CIRCLE data. By the end of Quarter III formative assessment data will demonstrate a 15% increase from BOY CIRCLE data. By end of Quarter IV formative assessment data will demonstrate a 20% increase from BOY CIRCLE data.		
SL-3	1, 2, 3, 4	By EOY students will demonstrate a heightened depth of knowledge in Reading and Math. <b>SL-3</b>	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 Administrators	
		<b>Quarterly KPIs</b>	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					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes and Programs</b> 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	
		<b>Quarterly KPIs</b>	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	
		<b>Quarterly KPIs</b>	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					
		<b>Quarterly KPIs</b>			
PP-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> 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	
		<b>Quarterly KPIs</b>	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	
		<b>Quarterly KPIs</b>	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					
		<b>Quarterly KPIs</b>			
PE-4					
		<b>Quarterly KPIs</b>			

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

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

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

<div>2.2 – Fourth Quarterly Review Meeting</div> <div>The CAC will use artifacts and data to check KPI progression for all strategies.</div>			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

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

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		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level			
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment			
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary			
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions					
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan	Front Office/Online				Physical Locations of the Plan				
Languages Available	English/Spanish Upon Request				Languages Available				
URL to Online Version	<a href="https://schools.saisd.net/page/241.homepage">https://schools.saisd.net/page/241.homepage</a>				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									

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		

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
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

## 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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[illegible]

