

# Campus Improvement Plan

## 2023-2024



**Thomas Jefferson IB World High 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**

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
<p><b>Meeting #1</b>  <b>May 3, 2023</b></p>	<p>Documents that were shared with the group</p> <ul style="list-style-type: none"> <li>• 2022-23 comprehensive needs assessment</li> <li>• priority problem statements</li> <li>• data documentation for CNA (staar results, attendance, cba)</li> </ul> <p>Measures reviewed</p> <ul style="list-style-type: none"> <li>• Demographics</li> <li>• Student Learning</li> <li>• Processes &amp; Procedures</li> <li>• Perceptions</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>• divide into group</li> <li>• Reviewed and revised problem statements/root causes</li> </ul>
<p><b>Meeting #2</b>  <b>May 31, 2023</b></p>	<p>Documents that were shared</p> <ul style="list-style-type: none"> <li>• Jefferson CIP 2023-2024 PPT</li> <li>• 2022-23 comprehensive needs assessment</li> <li>• priority problem statements</li> <li>• data documentation for CNA (staar results, attendance, cba)</li> </ul> <p>Measures reviewed</p> <ul style="list-style-type: none"> <li>• Summative June Review</li> <li>• Problem Statements/Root Cause for Jefferson CIP 2023-2024</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>• Summative June Review of CIP 2022-2023</li> <li>• Jefferson CIP 2023-2024 PPT (Problem Statement)</li> <li>• Title One Funding-Purchase Extra Staff for Academic Needs (6), Lead Counselor, Counseling Supplies</li> <li>• 1882 3 total Staff Purchased</li> <li>• Divide into groups</li> <li>• Goals, Objective, Strategies for 2023-2024 CIP</li> </ul>

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process**

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CNA Development Dates	Meeting Topics and Actions
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**How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?**

The summative evaluation and prior problem statements were used to determine the progress being made toward goals and help make informed decisions for continued academic and campus concerns from the previous year that will still need to be addressed for the next year.

EOC Assessment Data Spring 2023  
 Attendance  
 CCMR  
 SAISD Dashboard Data  
 Student Progress Data  
 Staff Data (Attendance)  
 Title One Funding-Purchase Extra Staff for Academic Needs (6), Lead Counselor, Counseling Supplies  
 1882 3 Staff Allocations

<b>ESSA Title I Compliance - 1.1 Critical Needs Assessment</b> The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
<b>Demographics (Minimum 2 Areas)</b>			
<b>Area Examined</b>	<b>Data Sources</b>	<b>Problem Statements and Root Causes</b>	
Demographics/Attendance  Student Attendance Data	Attendance Rates on SAISD Dashboard & Frontline	<b>PS DE-1</b>	Based on the 2022-2023 attendance rate of 84.5%, a laser focus will be used to improve the attendance rate back above 92% for 2023-2024.
		<b>RC DE-1</b>	Many students continue to struggle to return to an in-person campus learning environment due to social emotional issues and families continuing to cope with lingering effects of COVID. Large number of students, mostly Emergent Bilingual students, do not attend school despite home visits and parent contact. Students who are withdrawn by campus, due to attendance, are re-enrolled by District offices without evidence of parent contracts, or intervention in explaining attendance expectations.
Demographics/Emergent Bilingual and Eco Dis	TAPR Report/Dashboard	<b>PS DE-2</b>	Based on closing the gap progress data for our EB students 19% and 86% Economically Disadvantaged, continued support for special pops is needed in the classroom environment to increase student performance.
		<b>RC DE-2</b>	All staff are not engaged in coordinated and proactive planning to identify students who have significant learning gaps or lack key foundational skills and provide them with timely interventions throughout the year.
Staff Data	Teacher Attendance State Certified & Highly Qualified staff data T-TESS In-sight Surveys	<b>PS DE-3</b>	Campus educator turn-over rate is currently 30%; disrupting continuity of teacher efficacy and training in the highly specialized instructional practices required as International Baccalaureate educational institution.
		<b>RC DE-3</b>	Campus lacks a focused plan for specific instructional coaching in required practices that include individual student-centered coaching cycles, model teaching, learning walks, and individual follow up meetings.
		<b>PS DE-4</b>	
		<b>RC DE-4</b>	
<b>Data Determinations</b>			



<b>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</b> The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
<b>Student Learning (Minimum 2 Areas)</b>			
<b>Area Examined</b>	<b>Data Sources</b>	<b>Problem Statements and Root Causes</b>	
College Testing CCMR	PSAT, SAT, ACT, and TSI Results	<b>PS SL-1</b>	Less than 50% of Jefferson students have met the college readiness benchmark standards for the PSAT, SAT, ACT, and TSI scores creating a gap in opportunities for college admission and enrollment.
		<b>RC SL-1</b>	Campus does not have focused plan designed to assist students in preparing for or increasing performance in PSAT, SAT, ACT, or TSIA. There needs to be a clear campus plan/system in place with focused priorities, clear timelines, milestones, metrics and task owners that address root cause of low performance.
CCMR	CCMR Tracking Data for the Campus.	<b>PS SL-2</b>	Students achieving CCMR status before their senior year is less than 55% overall for our campus.
		<b>RC SL-2</b>	Campus does not have a clearly communicated & focused plan in place to early identify & prepare students for College Readiness or Career pathways available and understood by all parents, students, faculty & staff.
STAAR Performance	EOC STAAR Results District & Campus Walk-Thru Data	<b>PS SL-3</b>	STAAR Performance Spring 2023: Campus (Reading 54% and Math 59% Passing Rate) performance rates are below region and state averages by 10% or more.
		<b>RC SL-3</b>	As a PLC campus, there is a need to refine the system to create targeted, differentiated, and aligned learning experiences, monitor and adjust instruction, and evaluating assessment data,  Tier 1 instruction is not as successful in all classrooms across the campus. Campus/Departments does/do not have a focused plan developed for PLC for regular monitoring of implementation and outcomes of data and adjustments made with data informed instruction.
		<b>PS SL-4</b>	
		<b>RC SL-4</b>	
<b>Data Determinations</b>			

**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	
PERSONNEL	PLC Data State Certified/HQ Staff Data Professional Development Needs Assessment	PS PP-1	Teachers need differing levels of tier 1 instructional support with limited opportunities to engage in relevant and appropriately paced professional development sessions, (including follow up) designed to equip educators with the tools and skills to increase instructional rigor in the classroom.
		RC PP-1	Limited number of professional development hours/days available that are not already assigned to annual IB training, compliance, informational, or administrative functions.
PLCs & PLNs	Professional Learning Community Data Staff Surveys/Feedback	PS PP-2	Professional Learning Communities are at different levels of success and frequency in data analysis, data driven instruction, and reflection/reporting to Dean/Department Chair or Administrator.
		RC PP-2	Campus/Departments does/do not have a focused plan developed for PLC for regular monitoring of implementation and outcomes of data and adjustments made with data informed instruction.
Frontline System SAISD Dashboard	Academic Progress Reports Discipline Reports Attendance Reports	PS PP-3	Students who are considered At-Risk, Economically Disadvantaged, and Special-Pops are considered higher risk of dropping out of school without academic, motivational and social & emotional support.
		RC PP-3	The campus will develop a laser focus on social/emotional wellness to support students who have not been successful. Restorative practices will be used to build positive relationships and support.
		PS PP-4	
		RC PP-4	
Data Determinations			

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	
Student Engagement	Campus Observations Attendance Data Discipline records	PS PE-1	A large number of students (approximately 30-40) are not engaged in academic activities for more than 80% of the class time (90 minute blocks).
		RC PE-1	Affected students often do not report to classes during the academic day; students are not escorted to class for instruction. Affected students do not complete assignments or perform well academically, when assessed.
Parent Engagement	Sign-In Sheets Parent Event Calendar Website Weekly Newsletter	PS PE-2	Parent participation is not at the preferred level higher than 50% for academic focused events and assisting their student to complete college applications/ FAFSA form.
		RC PE-2	The campus needs to develop partnerships that involve parents in the decision making process for student academic success and continue to educate families in the junior year on the benefits of completing college applications/FAFSA forms.
		RC PE-3	
		RC PE-3	
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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	Increase student attendance rate for the year from 84.5% to 90% using a campus wide system to monitor attendance. <b>Demographics 1</b>	Supportive attendance strategies, rewards program, and effective monitoring systems for the campus will be implemented and monitored by the Campus Leaver Team to improve student attendance, academic performance, and lower the dropout rate.	Leaver Team/Attendance Committee FACE Specialist Teachers Administrative Team	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of all staff are trained on attendance strategies, reward program and monitoring systems for the campus. A;; campus strategies are being implemented and accountability is monitored for the campus.		
DE-2	4	By the end of the year, the campus will retain 100% of all high-performing teachers, especially those who have less than 5 years of experience. <b>Demographics 2</b>	Provide a series of internal and job-embedded professional learning sessions for all teachers with less than 5 years of experience as a teacher and/or are new to the grade level or subject including PBIS PD (behavioral expectations, routines, procedures), PD on physical learning environments, and online subscription for SEL activities	SEAD and Behavior Specialist Coordinators Communities in School Social Worker Counseling Team Administrative Team	164 - materials for PD Implementation for participating teachers - \$3000
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of all staff will have been provided professional development on PBIS, Physical Learning Environments, and SEL activities and 30% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts. By the end of Quarter 2, 60% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts. By the end of Quarter 3 100% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts. By the end of the year EOY student conferences will indicate a 70% positive rating of how supported students felt as compared to previous years.		
DE-3	1	By the end of the year, the campus will retain 100% of all high-performing teachers, especially those who have less than 5 years of experience. <b>Demographics 3</b>	Refine the campus teacher mentorships for all teachers with less than 2 years of experience as a teacher, or have less than 5 years of experience and are new to the grade level or subject.	IB and AVID Coordinators Instructional Coaches Academic Deans Administrative Team	164 - PD for mentor teachers, PD supplies, and supplemental pay for PD - \$7000
		<b>Quarterly KPIs</b>	By the end of Quarter 1, all assigned mentees will have had one goal-setting session and one co-teach opportunity with their mentor. By the end of Quarter 2, all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation. By the end of Quarter 3 all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation. By the end of the year, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the administrative team.		
DE-4					

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		Increase the percent of students meeting TSI/SAT/ACT college-ready performance from ___% to ___%.	Through individual student conferences and counseling team presentation in the Fall, counselors will provide students with resources on preparing for the SAT, ACT, TSI exams. This information will also be share with parents through grade level parent meetings during the school year. (Resources include Khan Academy, SchoolLinks, Cafe College, College Board)	Counselors, College Advisors, Administration, Academic Deans, Lead Teachers		
		<b>Student Learning 1</b>				
		<b>Quarterly KPIs</b>				
SL-2	3	Increase the percentage of high school seniors who are College, Career, & Military Ready (CCMR) to over 80% for the 2023-2024 school year.	Purchase of supplies/resources (ex. books) for the lead counselor to assist students, parents, and staff in the area of college readiness. Travel expense to counselors for professional development.	Lead Counselor HOS		211 - ESEA Title I, Part A - Regular \$389 - Supplies Materials and Books
		<b>Student Learning 2</b>				
		<b>Quarterly KPIs</b>				
SL-3	1	Increase our Campus overall grade under State Accountability from an 83 in 2022 to an 85 by the end of 2024.	Additional teachers will be purchased for EOC intervention purposes to increase student performance and close the achievement gap for learning.	Teaching Staff Department Chair Academic Deans Administration		211-Purchased 6 additional teachers from Title 1 funds. 5.95 from Title 1 and .05 from 1882 (to complete the 6th teacher purchased) 196-Purchased 2 additional teachers from 1882.
		<b>Student Learning 3</b>	ELA Intervention Support Teacher (Jocelyn Meline) - 211 - ESEA Title I Mathematic Intervention Support Teacher (Kevin McCormick) - 211 - ESEA Title I Science Intervention Support Teacher (Angela Sanchez) - 211 - ESEA Title I Science Intervention Support Teacher (Chantal Babcock) - 211 - ESEA Title I I&S Intervention Support Teacher (Alejandro Johnson) - 211 - ESEA Title I I&S Intervention Support Teacher (Carlos Bazaldua) - 211 - ESEA Title I Science Intervention Support Teacher (Thomas Garcia) - 196 - 1882 UTSA I&S Intervention Support Teacher (Hannah Hazlett) - 196 - 1882 UTSA			
		<b>Quarterly KPIs</b>	Quarterly data from learning walks, lesson plans, students work, AVID binders			
		Increase our Campus overall grade under State Accountability from an 83 in 2022 to an 85 by the end of	AVID strategies and IB teaching methods will be taught and used school wide in order to prepare students for success in high school, college and a career, especially students traditionally underrepresented in higher education.	AVID and IB Coordinators, Academic Deans, Department		

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-5		Increase our Campus overall grade under State Accountability from an 83 in 2022 to an 85 by the end of 2024.	A PLC Model with data driven collaborative team planning time will continue to be used in core subject areas to clearly identify essential learning targets, review/monitor student progress data, and develop/deliver rigorous engaging lessons with blended AVID and IB strategies, and provide effective intervention methods along with challenging extended learning opportunities.	Academic Deans, Department Chairs, IB and AVID Coordinators, Administrators		
		<b>Student Learning 3</b>				
		<b>Quarterly KPIs</b>	CT Meeting Documentation, Student Informal/Formal Assessment Data, Lesson Plans, Feedback from Learning Walks			
SL-6						
		<b>Quarterly KPIs</b>				
SL-7						
		<b>Quarterly KPIs</b>				
SL-8						
		<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	4	Jefferson will support the comprehensive development of the whole child to include social, emotional, academic, and integrated student supports which address trauma-informed care and decrease incidents of behavioral health challenges by the end of the 2023-2024 school year.	Jefferson will continue to effectively implement the campus Restorative Justice Program using restorative practices to support the whole child and decrease behavioral incidents/suspensions.	Behavior Specialist, SEAD Coordinator, Social Worker, Communities In School, Counselors, Administration	
		<b>Processes &amp; Programs 3</b>			
		<b>Quarterly KPIs</b>	Measurements: Discipline Reports, Behavior Logs, PEACE Room Logs, Social Worker/CIS Reports, Discipline Incidents, Attendance		
PP-2	4	Jefferson will support the comprehensive development of the whole child to include social, emotional, academic, and integrated student supports which address trauma-informed care and decrease incidents of behavioral health challenges by the end of the 2023-2024 school year.	Staff will participate in the campus PBIS Program to recognize students who demonstrate appropriate behavior to achieve success. School wide PBIS reward recognition system will be implemented to increase attendance, reduce referrals and promote positive behavior and morale.	Behavior Specialist, SEAD Coordinator, Social Worker, Communities In School, Counselors, Teachers, Administration	
		<b>Processes &amp; Programs 3</b>			
		<b>Quarterly KPIs</b>	Measurements: Academic Progress Reports, Discipline Reports, Attendance Reports		
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	Jefferson will devise an effective method to monitor use of Instructional time in the classroom on a weekly consistent basis throughout the the school year to ensure learning, interventions, and extending opportunities for all students are taking place throughout the 90 minute class period.	Teacher will create and provide lesson plans that include scheduled times for learning activities 2 weeks ahead, to allow appraisers, Academic Deans, and Coordinators to monitor. Feedback will be provided on review of lesson plans, coaching cycles, learning walks and frequent walk-throughs on a weekly consistent basis.	IB & AVID Coordinators, Academic Deans, Administration	
		<b>Perception 1</b>			
		<b>Quarterly KPIs</b>			
PE-2	3	By the end of the 2023-2024 school year, Jefferson will increase family and community engagement by 10% across the campus.	Jefferson will provide various family engagement, academic, and college readiness events to be communicated to families through campus newsletter, campus website/social media, Remind 101 app, School Messenger, campus calendar and school flyers. Events flyers will also be visible near the attendance office for parents checking students in/out.	Webmaster, Communications Director, Lead Counselor, FACE Specialist, IB & AVID Coordinators, HOS	
		<b>Perception 2</b>			
		<b>Quarterly KPIs</b>	Calendar of Events, Documentation of Communication, Event Sign-in Sheets (Percentage of Attendance)		
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

**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

### 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**

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

**Equitable Availability of the School-Parent Compact to Parents**

Physical Locations of the Plan	
Languages Available	
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	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		



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
	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders



## Data Tables