



# Campus Improvement Plan

## 2023-2024



**Young Women's Leadership Academy**

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**Trustee  
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District 5**



**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** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the SAISD Standard for Social Emotional Readiness from the August 2024 baseline to baseline

**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> June 2, 2023</p>	<ul style="list-style-type: none"> <li>- Reviewed and discussed data from EOY MAP Data and identified target areas</li> <li>- Reviewed and discussed data from EOC STAAR Data and identified target areas</li> <li>- Problem/Root Cause/PO and Strategies for Demographics/started Student Achievement; waiting on survey data for perceptions et al</li> </ul>
<p><b>Meeting #2P</b> July 26, 2023</p>	<p>During the meeting, department chairs and CAC members reviewed initiatives relevant to them from last year and reviewed available data from AP and STAAR scores received up to that point. The focus was to identify our campus wide targets.</p>

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

The CIP from the previous year was used to determine effectiveness and inform decisions for the next year by reviewing what strategies were successful and need to be continued and what performance objectives were successful and can be discontinued. Strategies that were successful were the implementation of writing across the curriculum to improve ELAR writing skills, data dig days to look intervention groups. What did not work with the lack of a consistent data collection system and the commitment was that the school would create one data template for consistency. This was to be created by teachers (and it was) with administration.

**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 Groups	PEIMS	PS DE-1	According to BOY PEIMS data, African American and White students are underrepresented in our total population (each at 5% of total enrollment).
		RC DE-1	Currently, recruitment sites have not different from previous years (that did not yield high Afr. Amn and Wh student applications.)
Student Attendance	Student Attendance Data	PS DE-2	According to EOY PEIMS data, the average daily attendance rate decreased from 98% to 96.7%.
		RC DE-2	Currently there are no consistent front office and administrative monitoring of the implementation of attendance procedures among all teachers and substitutes.
<b>Data Determinations</b>	<p>Increase percentage of students from 5% total population.</p> <p>Working well: Hosting parent info sessions on different evening and at different sites. Visiting elementary schools with high eco dis populations, participating in city wide recruitment fairs through Charter Moms Network, and hosting tours for families. We need to target 78207 zip codes and other zip codes with high % of underrepresented ethnicity groups and eco dis.</p> <p>Need to increase our student group numbers in ethnic grps: Afr. Amn, White from 5% to 6% (increase incrementally annually). = Strategy</p>		

**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	
Math Grade level readiness trends	STAAR Data	<b>PS SL-1</b>	According to preliminary STAAR data, in 6th grade 69% of students were identified in the Likely Passed and 31% in Likely Did Not Pass.
		<b>RC SL-1</b>	Current resources,practices, and strategies provide students with some opportunities to think critically about the content and standards.
Social Studies Grade level readiness trends	STAAR Data	<b>PS SL-2</b>	In 8th grade 11% of students in 8th grade SS were identified in the Zone of Uncertainty and 1% Likely Did Not Pass.
		<b>RC SL-2</b>	Current resources,practices, and strategies provide students with some opportunities to think critically about the content and standards.
AP Scores Improving Scores in English and Social Studies	AP Scores	<b>PS SL-3</b>	100% of our students enrolled in AP courses have not qualified on AP exams.
		<b>RC SL-3</b>	We are not starting early enough to fill in gaps for the different needs of students such as low lexile and reading levels, learning disabilities, and writing skills.
Passing Rates	Report Cards Attendance Reports	<b>PS SL-4</b>	Attendance rates are below our typical 98%, lack of motivation and inefficiencies in academic skills and success.
		<b>RC SL-4</b>	Students are at higher risk of failing their content area courses without academic, motivational and social & emotional support.

<b>Data Determinations</b>	<p>Math STAAR <u>6th Grade</u></p> <ul style="list-style-type: none"> <li>- 69% Likely Passed</li> <li>- 27% Zone of Uncertainty</li> <li>- 8% Likely Did not Pass</li> </ul> <p>MAP Data</p> <p>Math Met Growth <u>6th</u> 76%</p> <p>STAAR Data 2023 Spring With current state standards: Math 6 and Math 8 are the target areas; AP scores saw double digit increases with increase in AP Scholars</p> <p>AP Scores for 2023 71% qualifying rate</p>	<p>Social Studies STAAR <u>8th Grade</u></p> <ul style="list-style-type: none"> <li>- 73% Likely Passed</li> <li>- 25% Zone of Uncertainty</li> <li>- 2% Likely Did Not Pass</li> </ul>
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**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

**Processes and Programs (Minimum 2 Areas)**

Area Examined	Data Sources	Problem Statements and Root Causes	
Talent Management	Teacher Insight Survey	<b>PS</b> <b>PP-1</b>	There is no codified system for celebrating highly qualified teachers.
		<b>RC</b> <b>PP-1</b>	Initiatives to recognize teachers, seek teacher input, and onboard new teachers have not been codified explicitly.
PLCs	PLC Agendas Teacher Insight Survey	<b>PS</b> <b>PP-2</b>	Teacher led PLCs did not occur each month and were led mostly by administrators and less than 4 were led b teachers according to agendas from 2022 - 2023.
		<b>RC</b> <b>PP-2</b>	Teachers were not included in presentation of PLC material.
<b>Data Determinations</b>	Teachers participate in monthly PLCs. Administrators deliver monthly PLCs. Teacher led PLCs did not happen this past year. Teacher input on what they like did occur and provided guidance on PLC topics.		

**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	
Social Emotional Wellness - Student	Teacher Insight Survey Prob: there is no codified system for recording students who are identified as needing SEL supports.	<b>PS PE-1</b>	There is no system for recording students who are identified as needing SEL supports.
		<b>RC PE-1</b>	Protocols for identifying students needs at all grade levels are not codified, thus gathering of data is not systemic and do not have a system to monitor student progress.
Best Practices - Classroom learning Environment	Lesson Plans Student Assessment Scores Report Cards	<b>PS PE-2</b>	Due to rigorous coursework and higher demands for passing rates, accelerated curriculum, required parent hours, the necessity for SEL support of our students (priority), followed by teachers and parents is needed for the purpose of enhancing connectedness to school and to provide systems and resources of support.
		<b>RC PE-2</b>	Higher demands on students, teachers, and parents for a college-readiness model
Student rewards	Insight Survey Prob: there is no structured incentive program for students, although teacher and administrator celebrate students and teachers, it is random and not budgeted.	<b>PS PE-3</b>	There is no structured incentive program for students, although teachers and administrators do celebrate students, it was random and not scheduled or budgeted.
		<b>RC PE-3</b>	Stakeholders need to create a system for student incentives and to monitor/adjust rewards system adding monthly timeline.
<b>Data Determinations</b>	Data not provide yet		

## 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	<p><b>Perf. Obj:</b> By February, 2024, the number of Afri. Amn and White students applying to YWLA will increase from 20 to 30 total</p> <p><b>Prob:</b>According to BOY PEIMS data, African American and White students are underrepresented in our total population (each at 5% of total enrollment). Need to increase our student group numbers in ethnic grps: Afr. Amn, White from 5% to 6% (increase incrementally annually).</p>	<ol style="list-style-type: none"> <li>Will track application numbers for African American and White population.</li> <li>Will host parent information sessions across SA community instead of only on YWLA campus to extend our reach in community.</li> <li>Will take student ambassadors to these areas to bridge gap between adult representatives and prospective students.</li> </ol>	Head of Schools Principal Admissions Officer	0
		<b>Quarterly KPIs</b>	<p>__KP1: By the end of the first quarter (mid October, 2023), student recruitment team will count last year's applications by ethnicity and set numbers to meet 1% increase for March 2024.</p> <p>__KP2: By the end of the 2nd quarter (Jan. 2, 2024), student recruitment team will have recruitment applications to 1/3 of application goals met for Afr. Amn and Wh students incoming.</p> <p>__KP3: By the end of the 3rd quarter (March 1</p>		
DE-2		<p><b>Perf. Obj:</b> By May, 2024, the YWLA attendance rate will increase from 95.7% to 98%</p> <p><b>Prob:</b> According to EOY PEIMS data, the average daily attendance rate decreased from 98% to 96.7%.</p>	<ol style="list-style-type: none"> <li>Will track weekly attendance by grade.</li> <li>Implement attendance incentive plan.</li> </ol>	Principal Counselor Attendance POC	
		<b>Quarterly KPIs</b>	<p>__1. KPI1: By the end of the first quarter, student attendance data will be at 95%+ by grade.</p> <p>__2. KPI2: By the end of the 2nd quarter, student attendance data will be at 96%+ by grade.</p> <p>__3. KPI3: By the end of the 3rd quarter, student attendance data will be at 97%+ by grade.</p> <p>__4. KPI:4: By the end of the 4th quarter, student attendance data will be at 98%+</p>		

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	4	<p>Perf Obj. By May, 2024, Likely to have passed students in 6th grade will increase from 69% to 80%</p> <p>Problem: According to STAAR data, in the 6th grade, 69% of students were identified in the Likely Passed and 31% in Likely Did Not Pass</p>	<ol style="list-style-type: none"> <li>Implement tutorials/Saturday School sessions with targeted TEKS for targeted students.</li> <li>Provide supplies and materials needed by teachers.</li> <li>Provide supplemental pay for teachers.</li> </ol>		
		<p><b>Quarterly KPIs</b></p>	<p>_KPI1: By the end of the first quarter (mid October, 2023), student recruitment team will count last year's applications by ethnicity and set numbers to meet 1% increase for March 2024.</p> <p>_KPI2: By the end of the 2nd quarter (Jan. 2, 2024), student recruitment team will have recruitment applications to 1/3 of application goals met for Afr. Amn and Wh students incoming.</p> <p>_KPI3: By the end of the 3rd quarter (March 1, 2024) student recruitment team will have increased applications for African American and White student groups to yield 5% enrollment.</p>		
SL-2	4	<p><b>Perf. Obj:</b> By May 2024, Curriculum will be aligned and integrated in the writing process in 100% of English courses to increase student achievement in preparation for AP courses that includes all English and Social Studies AP courses so that 100% of our students qualify on their AP Exams when scores come out in July 2024.</p> <p><b>Prob:</b>100% of our students enrolled in AP courses have not qualified on AP exams.</p>	<ol style="list-style-type: none"> <li>Teachers will implement reading and writing across the curriculum in grades 6-12th to help support reading and writing measures by utilizing anchor charts, novels, consistent system for revising and editing, and identified genre to introduce and refine per grade.</li> <li>Implement tutorials/Saturday School sessions with targeted TEKS for targeted students.</li> </ol>	<p>Dept. Chair - ELA &amp; Social studies Principal Head of Schools AP Coordinator Vice Principal</p>	<p>211-11-6329 books \$3,000</p> <p>211-11-6399 supplies \$500</p>
		<p><b>Quarterly KPIs</b></p>	<p>_KPI1: By the end of the first quarter (mid October, 2023), admin and department chairs will ensure 100% of teachers are submitting consistent lesson plans that align with college readiness, TEKS, and AP standards.</p> <p>_KPI2: By the end of the 2nd quarter (Jan. 2, 2024), admin and PLC will look at MAP scores, student assessment scores and other data to help prepare for simulations given in Feb. 2024.</p> <p>_KPI3: By the end of the 3rd quarter (March 1, 2024) teachers will look at AP simulation scores and look for an increase or gaps to help prepare for interventions, tutorials, Saturday schools, Night schools and other forms of instruction support.</p> <p>_KPI4: By the end of the 4th quarter (June 2024) teachers will look at 9 weeks grades and MAP scores to see improvement and plan for next school year. AP Scores will not be released until July of 2024.</p>		

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-3	4	<p><b>Perf. Obj:</b> Student Success will increase by 50% in their 9 weeks' grades, STAAR, and EOC scores.</p> <p><b>Prob:</b>Students are at higher risk of failing their content area courses without academic, motivational and social &amp; emotional support.</p>	<ol style="list-style-type: none"> <li>Teachers will implement reading and writing across the curriculum in grades 6-12th to help support reading and writing measures by utilizing anchor charts, hands-on activities, collaboration, and projects.</li> <li>Implement tutorials/Saturday School sessions with targeted TEKS for targeted students.</li> <li>Teachers will create project based learning activities for students in order to provide assessments that address the needs of all learners, including special populations.</li> </ol>	<p>Teachers Principal Head of Schools AP Coordinator Vice Principal</p>	<p>211-11-6399 supplies \$3500</p>
		<b>Quarterly KPIs</b>	<p>_KPI1: By the end of the first quarter (mid October, 2023), admin and department chairs will ensure 100% of teachers are submitting consistent lesson plans that align with college readiness, TEKS, and AP standards.</p> <p>_KPI2: By the end of the 2nd quarter (Jan. 2, 2024), admin and PLC will look at MAP scores, student assessment scores and other data to help prepare for simulations given in Feb. 2024.</p> <p>_KPI3: By the end of the 3rd quarter (March 1, 2024) teachers will look at Semester grades, STAAR, EOC, and AP simulation scores and look for an increase or gaps to help prepare for interventions, tutorials, Saturday schools, Night schools and other forms of instruction support.</p> <p>_KPI4: By the end of the 4th quarter (June 2024) teachers will look at 9 weeks grades, STAAR, and EOC scores to see improvement and plan for next school year.</p>		
SL-4	4	<p><b>Perf. Obj:</b> Maintain 100% graduation rate and 0% drop out rate</p> <p><b>Prob:</b>Students are at higher risk of failing their content area courses without academic, motivational and social &amp; emotional support.</p>	<ol style="list-style-type: none"> <li>YWLA Library Media Services will ensure that 100% of students will have access to both print and digital library resources to read for pleasure and academic achievement; and in support of information literacy, inquiry, reading and digital learning.</li> </ol>	<p>Campus Librarian Principal</p>	<p>211-11-6329 books \$1,000</p>
		<b>Quarterly KPIs</b>	<p>_KPI1: Orientation and classroom visits during the 1st quarter; Introduction of services.</p> <p>_KPI2: By the end of the 2nd quarter (Jan. 2, 2024), responsible parties, will continue to track data, such as circulation to continue programming for students.</p> <p>_KPI3: By the end of the 3rd quarter (March 1, 2024) departments will look at passing rates to determine end of the year programming and services.</p> <p>_KPI4: By the end of the 4th quarter (June 2024) departments will look at data to ensure that services were offered to prepare for the following school year.</p>		

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		<p><b>Perf. Obj:</b> By April, 2024, teachers will provide input to create, evaluate, and refine campus plan for celebrating teachers.</p> <p><b>Prob:</b> There is no codified system for celebrating highly qualified teachers.</p>	<p>1. Create and implement system for celebrating teachers' achievements –academic and professionally.</p>		
		<p><b>Quarterly KPIs</b></p>	<p>__KPI1- By October 13, 2023 rough draft of campus plan to celebrate teachers will be created and Employee of the Month for September will have been completed.</p> <p>__KPI1- By December 1,, 2024 final draft of campus plan will be completed and implemented with Employee of the Month for Oct. and Nov completed. Teacher of the Year will be nominated.</p> <p>__KPI3-By March 10, 2024 academic and professional recognitions for teachers will have been presented and Employee of the Month for Dec, Jan., and Feb. will have been completed. Teacher of the Year will be celebrated in January</p> <p>__KPI4-By May 1, 2024 plan for celebrating teachers will be evaluated by teachers and feedback for revisions will be included for next year's plan.</p>		
PP-2		<p><b>Perf. Obj:</b> By April, 2024, teacher will present in at least 1 PLC per month on SEL and/or other topics.</p> <p><b>Prob:</b> Teacher led PLCs did not occur each month, but were led mostly by administrators.</p>	<p>1. Include teachers in delivering PLC professional development</p> <p>2. Encourage teachers to generate relevant PLC presentations (SEL)</p>		
		<p><b>Quarterly KPIs</b></p>	<p>__KPI1- By October 13, 2023 calendar for PLCs will be shared with all teachers and include one PLC presented by teachers monthly.</p> <p>__KPI1- By January 4, 2024 one or more will have been led by teachers for October, November, December 2023.</p> <p>__KPI3-By March 10, 2024 one or more PLCs will have been led by teachers for January, February, 2024.</p> <p>__KPI4-By May 1, 2024, one or more PLCs will have been led by teacher for March, April, 2024.</p>		

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-3		<p><b>Perf. Obj:</b> By May 1, 2024, each administrator will have completed their required walkthroughs and provided 1:1 feedback for each appraised teacher.</p> <p><b>Prob:</b> Teachers do not receive actionable feedback consistently that was followed up by administrators.</p>	<ol style="list-style-type: none"> <li>Administrators will conduct a minimum of 5 walk throughs per week and provide timely feedback.</li> <li>Administrators will use PD days to conference with teachers on feedback relevant to instructional delivery, curriculum, and assessment alignment.</li> </ol>		
		<p><b>Quarterly KPIs</b></p>	<p>___KPI1- By October 13, 2023 25% of appraised teachers will have had at least 1 feedback conference with appraiser.</p> <p>___KPI1- By January 4, 2024 50% of appraised teachers will have had at least 1 feedback conference with appraiser.</p> <p>___KPI3-By March 10, 2024 75% of appraised teachers will have had at least 1 feedback conference with appraiser.</p> <p>___KPI4-By May 1, 2024,100% of appraised teachers will have had at least 1 feedback conference with appraiser.</p>		

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		<p><b>Perf. Obj:</b> By May 1, 2024, a system for tiering students for SEL needs will be created and reviewed for effectiveness with different components.</p> <p><b>Prob:</b> Students are not tiered for SEL needs consistently throughout the year.</p>	Create a system to tier students during PLCs and protocols for tier them and down tiers.		
		<b>Quarterly KPIs</b>	<p>__KPI1- By October 13, 2023—a rough draft of tiering students plan will be created.</p> <p>__KPI1- By January 4, 2024-a final draft for tiering students will be finalized, approved, and implemented.</p> <p>__KPI3-By March 10, 2024 - plan will see students tiered.</p> <p>__KPI4-By May 1, 2024, - plan will be evaluated for improvements.</p>		
PE-2		<p><b>Perf. Obj: By October 15, 2023, a student incentive plan to recognize students’ academic, personal, and leadership development will be created.</b></p> <p><b>Prob:</b> Staff and students do not understand the system of rewards and consequences, including restorative practices,</p>	<ol style="list-style-type: none"> <li>Identify criteria and rewards for academic achievement for A, A-B, and B honor roll for each 9 weeks for each grade.</li> <li>Identify criteria and rewards for personal character development for areas of honesty, integrity, citizenship, improvement, compassion, kindness.</li> <li>Identify criteria and rewards for leadership development for students who lead homeroom, club/organization, and/or sports team.</li> </ol>		
		<b>Quarterly KPIs</b>	<p>__KPI1- By October 13, 2023 have criteria ready and communicated to students and parent.</p> <p>__KPI1- By January 4, 2024 recognize students in each area for 1st and 2nd 9-weeks.</p> <p>__KPI3-By March 10, 2024 recognize students in each area for 3rd 9 weeks.</p> <p>__KPI4-By May 1, 2024,recognize students in each area for overall year stand outs per grade.</p>		



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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	End of October, student recruitment started and counted last year’s application numbers by ethnicity.	GP	Recruitment started later than last year due to realignment of district schools.
DE-2	Student attendance data is tracked by grade and monitored to hit 95+ rate	SP	Grade level monitoring has improved with daily phone calls by admin team members.
SL-1	Tutorials sessions in place for targeted students; materials provided to teachers and supplemental pay processed	MT	Teachers need to submit tutorial payroll information for processing supplemental pay.
SL-2	Tutorials sessions in place for targeted for African American and White students; materials provided to teachers and supplemental pay processed	MT	Teachers need to submit tutorial payroll information for processing supplemental pay.
PP1	Rough draft for of campus plan to celebrate teacher not started, bug Employee of the Month and monthly bday bash have occurred monthly.	GP	In progress, but need to codify.
PP2	Calendar for PLCs has been shared with all teachers and teachers are presenting once per month	MT	Will update second semester schedule to reflect topic changes.
PP3	Administrators have completed 103 walkthroughs as of Dec. 15, 2023.	SP	Will continue with walkthroughs with focus on comprehensive walk throughs.
PE1	Rough draft of SEL tiering students plan has not been started.	NP	Will address during January 9, 2024 faculty meeting with teachers.
PE2	Criteria for student rewards has been established for honor roll, and character (student of the Month) has been established but needs to be communicated to parents.	GP	Share plan out with parents by January 31, 2024 via newsletter.











## 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
Young Women's Leadership Academy	15907- 120
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Angelica Romero
Head of Schools	SAISD Board Approval Date
Delia Montelongo	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
September 13, 2023	September 20, 2023

### District Purchases

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

Multiple Measure		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DP-1					



## 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	X
	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		

[STAAR Data](#)

[AP Data](#)

[Accountability Report Preliminary 2023](#)