

Campus Improvement Plan

2024 - 2025



Young Women's Leadership Academy

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

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

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

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

SAISD 2024-2025 Board Goals

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

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

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

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

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets-100%/ **Masters** grade level in reading across all grades from 57% in August 2024, to 70% in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 58% in August 2024, to 68% in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 96% in 2024, to 100% in August 2025.

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1	<p>Groups were devised to focus on the following areas: Demographics, Student Learning, Processes and Programs and Perceptions Data Used for Review: Overall student demographics, STAAR Data, AP Data, Insight Data and Student Survey Results The following areas were reviewed:</p> <p>Demographics: Focus on increasing African American and White students on track and looking at closing gaps between the student groups additionally there was discussion about weekly attendance committee meetings with student incentives. Student Learning: Interventions created based on data points with targeted data analysis to adjust groups as needed. Interventions should include tutoring, Saturday Schools, and Night Schools for students who are in need. Processes and Programs: Goals include celebrating teachers and students, with a shift to quarterly recognition for the next year. Perceptions: Student rewards developed for end-of-year (EOY) awards assemblies, with virtual parent participation due to space constraints. Additional Notes: Principal explained the process of reviewing the Campus Improvement Plan (CIP) and groups had 10 minutes to work and then shared their findings. Emphasis on marketing efforts, thanking teachers, and sharing on Facebook and other social media platforms.</p>
Meeting #2	<p>The overall goal of this meeting was to identify strengths and weaknesses to ensure the CIP for the upcoming year aligns to the goals of the campus based on data and observations. Achievements: Specific achievements were acknowledged, including successful project completions, meeting or exceeding targets, and effective teamwork. Areas for Improvement: The feedback outlines several areas where performance could be enhanced, including time management, communication, and strategic planning. Goals for the Next Quarter: Goals were set for the upcoming quarter, focusing on addressing the areas for improvement, setting higher targets, and encouraging innovation and collaboration. Individual Feedback: Individual feedback was discussed for team members, highlighting both positive contributions and constructive suggestions for future performance.</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 reviewed to determine the effectiveness of goals and the strategies in place to achieve those goals. The CIP was reviewed to inform what the focal points would be carried over from one year to the next or those that would be strengthened or discontinued all together.

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

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

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data	X	GT Service Records		Classroom Observation Data	X	EOY Assessment Data	X
Special Education Service Records		PEIMS Standard Reports	X	CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	X	Local Benchmark Results	X	State Interim Results		MAP Data	
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores	X	IB/DC/AP Scores	X
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMA) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data	X	Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys		Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers		Calendar of Parent Engagement	X	Feedback to Teachers		Mission, Values, and Vision	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

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

Demographics (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Programs Enrollment	PS DE-1	The enrollment data for all grade levels at the Young Women's Leadership Academy shows a pattern of slight declines and fluctuations, particularly in the middle school grades (6-8) and the lower high school grades (9-11). While the overall enrollment has remained relatively stable, these variations indicate potential issues in student retention and recruitment, which could impact the school's ability to maintain consistent enrollment across all grade levels. There is a noticeable decrease in the number of students who are enrolling in 6th grade and the number of students who graduated from YWLA.
	RC DE-1	The root cause of these enrollment fluctuations across all grade levels may stem from several factors, including the transition challenges students face between different educational stages (elementary to middle school, middle school to high school) and the academic preparedness of students coming to YWLA along with the rigor at which students are expected to perform, varying levels of student engagement, and the effectiveness of support programs for at-risk students. Additionally, external factors such as family mobility and transportation, changes in socioeconomic status, and competition from other schools or programs may contribute to students leaving. The inconsistency in enrollment may also be related to differences in academic and extracurricular offerings that appeal to students at different stages, leading to decreased retention and recruitment efforts.
Programs Student Outcomes	PS DE-2	Despite overall improvements in student performance, there are significant disparities in STAAR passing rates across demographic groups, particularly among African American, Hispanic, and economically disadvantaged students. These disparities are most pronounced at the "Masters" grade level, where these groups consistently underperform compared to their White and non-economically disadvantaged peers. This gap in academic achievement highlights an inequity in educational outcomes within the school.
	RC DE-2	The root cause of these disparities appears to be a combination of factors, including insufficient culturally responsive teaching practices, lack of targeted interventions for underperforming groups, and systemic barriers that disproportionately affect minority and economically disadvantaged students. Additionally, there may be inadequate support structures and resources tailored to the specific needs of these students, contributing to their lower performance at higher mastery levels.
Student Attendance	PS DE-3	Students are arriving late, leaving early or missing numerous instructional days negatively impact instructional time leading to a decrease in student achievement.
	RC DE-3	As a choice campus 100% of students are responsible for transportation to and from campus. While there is transportation via specific campus shuttle sites, there is a small percentage of students who are within walking distance of the campus. Students commute from areas all over the county in order to receive instruction on campus.
Choose One	PS DE-4	
	RC DE-4	

**Strengths &
Areas for
Improvement
Based on your
Data Analysis**

While YWLA enrollment has increased over the years there are issues with attrition from grades 6th - 12th. This is especially true of this year where the projected district analysis of enrollment was less than what has enrolled at the start of the school year. This is attributed to overall targeted recruitment and the reputation of YWLA as a single gender and academically rigorous school. Last year both the 1st and 2nd in the class were admitted and will be attending Ivy League schools this fall. The campus is a school model that many parents and students seek in order to prepare students for post-secondary readiness. Over the years the numbers of students who are enrolled in special programs such as EB and SpEd have increased as well showing that there is a level of support for all students to engage in quality single gender education regardless of need. Programs on campus and supports are continuously evaluated to ensure that students can persist from one grade level to the next. There has also been a steady increase in the number of graduates over the years are still below the largest graduating class with 61 graduates in 2002. This year we have 59 seniors enrolled with 110 incoming 6th graders. The goal is to ensure over the years the number of graduates is closely tied to the number of incoming 6th graders, thus showing persistence. There are some gaps that exist however there have been strong efforts to ensure that students are both approaching and meeting grade expectations. Teachers are focused on teaching students and providing skills that will allow students to achieve mastery and be adequately prepared for advanced academic course work. Teachers have place a strong value on their own teaching efforts and have a growth mindset that allows them to reflect on their practices and understand there is always room for improvement.

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

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Grade Level Readiness	PS SL-1	The school is experiencing significant variability in mathematics performance across all grade levels, particularly in achieving "Masters" level proficiency. While some students demonstrate strong mathematical skills, a considerable number are struggling to reach advanced proficiency. This inconsistency in performance is hindering the overall academic growth and mastery of mathematics in preparation for advanced academic course work and alignment to the campus expectations.
	RC SL-1	The root cause of the variable performance in mathematics is a combination of factors, including inconsistent instructional practices in vertical alignment in the middle school grade levels, a lack of targeted enrichment programs for advanced students, and insufficient use of data-driven strategies to identify and support students on the verge of achieving "Masters" level. Additionally, there may be gaps in professional development for teachers in advanced mathematics instruction and differentiation, leading to uneven delivery of challenging content across classrooms. These factors contribute to the wide range of student outcomes in mathematics.
Grade Level Readiness	PS SL-2	Young Women's Leadership Academy (YWLA) demonstrates high participation rates in AP exams, there is variability in student performance, particularly in STEM-related subjects such as Calculus and Environmental Science. Despite YWLA's strong emphasis on academic rigor, the inconsistent success rates in these subjects indicate potential gaps in student preparedness or support leading to the variable student performance.
	RC SL-2	The root cause of the variability in AP performance, particularly in STEM subjects, likely stems from a combination of factors. These may include insufficient foundational skills in mathematics and science, the lack on conceptual teaching with a focus on procedural skills and the inability to understand the relationships between existing parts and potential gaps in instructional practices tailored to the needs of students preparing for AP exams.
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	YWLA shows strong performance year after year in terms of accountability. At this time only one current senior is lacking CCMR and our accountability rating from 2023 with an increase to 98% for 2024 based on preliminary data. This shows our students are meeting the targets when we look at approaches and meet levels. The expectation is that 100% of our students are scoring on grade level with a strategic focus on preparation for students in advanced academic coursework. AP performance in courses and success on AP exams during the 2023-2024 school year surpassed the cores of students who were enrolled pre-covid at the met criterion of 3 or better 74% on average. During this time the number of students taking AP coursework and number of exams administered on campus increase as indicating strong programming and preparation for students to continue with advanced academic coursework.	

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

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Communication	PS PP-1	The TNTP Staff Survey indicates that there are significant concerns regarding communication within the organization. The survey reveals challenges related to the consistency, clarity, and effectiveness of communication practices. This issue is contributing to misunderstandings and a lack of cohesive action among staff, ultimately affecting the overall performance and morale within the organization.
	RC PP-1	The root cause of the communication issues indicates the lack of a standardized and effective communication strategy within the organization. This has led to inconsistent communication practices, where information is not always conveyed clearly or in a timely manner. As a result, staff members experience misunderstandings and a lack of clarity, which hampers effective collaboration and feedback processes.
Behavioral / SEAD Needs	PS PP-2	The SEAD Needs from the 23-24 school year identifies disparities in student experiences across various demographic groups especially with students with IEPs, economically disadvantaged students, and those identified as at-risk. These disparities are most pronounced in areas such as sense of belonging, school safety, and social awareness, where these groups report notably lower favorable responses compared to their peers, leading to some students feeling less supported, connected, and safe
	RC PP-2	The root cause of these disparities appears to be a combination of systemic factors, including insufficient targeted support, a lack of culturally responsive practices that address the diverse needs of the student body, and potential gaps in communication and relationship-building between staff and students. Additionally, YWLA may not have fully implemented or effectively monitored interventions aimed at improving the social-emotional well-being of all students.
Teacher PD	PS PP-3	Teachers are struggling to implement effective, research-based instructional strategies due to a lack of access to ongoing, high-quality professional development. This prevents teachers from keeping pace with evolving educational standards and addressing the diverse needs of students, which can negatively impact student achievement and post secondary success for students.
	RC PP-3	The root cause is attributed to educational standards, technology, and instructional strategies are changing quickly. Teachers need to constantly update their skills to keep up, but lack of time and available funding limit the professional development opportunities available to them.
Tutoring	PS PP-4	Students who are performing below grade level require additional supports in order to close achievement gaps in addition to Tier I instruction. These interventions are implemented through Multi-Tiered Supports (MTSS).
	RC PP-4	Campus lacks the necessary resources, such as staffing, materials, or training and time, to provide effective and sustainable interventions through MTSS, limiting the capacity to offer individualized supports.
Strengths & Areas for Improvement Based on your Data Analysis	<p>The Staff Survey indicates that there are already established channels for communication that staff are familiar with, which provides a foundation to build upon and the staff and leadership are both dedicated to improving communication within the organization. Staff are also actively participating in communication processes indicating there is sincere interest in how campus business is communicated and shared. Staff is also receptive to feedback and show confidence in expressing concerns with communication.</p> <p>The SEAD survey gathers a range of student feedback on growth mindset, school safety, self-management, sense of belonging, and social awareness. The inclusion of data from year to year allows for tracking trends over time, helping to identify areas of improvement or lack thereof and is valuable for assessing interventions and changes in school policies or practices. The report provides detailed breakdowns of responses by various demographic groups (e.g., gender, IEP status, GT status, at-risk status), which helps identify specific groups that may need additional support. While there is a host of data provided there are some factors that may not be accounted for. The possibility of response bias could affect the accuracy of the data, especially in areas like school safety and sense of belonging. While the report highlights areas with lower scores, it does not provide enough context to understand why certain groups may have unfavorable responses. Additional qualitative data or focus group feedback could help explain these lower scores and guide more effective strategies for improvement.</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	Problem Statements and Root Causes	
Teacher Support	PS PE-1	Despite existing efforts to provide support, many teachers within the organization feel inadequately supported in their professional growth and classroom management. This lack of consistent and accessible resources, mentorship, and regular feedback hinders their ability to effectively address challenges, leading to decreased job satisfaction and potentially impacting student outcomes.
	RC PE-1	The root cause of the inadequate teacher support is the absence of a well-defined, structured support system within the organization. This includes a lack of clear guidelines for mentorship, insufficient access to professional development resources, and inconsistent feedback mechanisms. As a result, teachers do not receive the consistent, targeted assistance they need to overcome challenges and improve their teaching practices, leading to gaps in their professional growth and overall job satisfaction.
Engagement Opportunities	PS PE-2	While the level of parent engagement is outlined in the campus expectations there are still areas in which parent engagement may need improvement. Parent engagement has the ability to negatively impacting students' academic performance and emotional well-being. A reduction in parental involvement in school activities, communication, and support for learning at home reduces students' motivation, participation, and overall achievement
	RC PE-2	The root cause of low parent engagement include factors such as parent-school communication channels, busy work schedules that hinder parents from participating in school activities and language barriers.
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	

**Strengths &
Areas for
Improvement
Based on your
Data Analysis**

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By the end of the year, increase overall student retention rates across all grade levels by 10%, as measured by the reduction in enrollment fluctuations and the stabilization of grade-to-grade transitions.	Implement mentorship programs where upper-grade students mentor younger students, helping them navigate school challenges and feel more connected to the community. Offer personalized academic support, such as tutoring, counseling, and after-school programs, to ensure that all students have the resources they need to succeed. Regularly assess student satisfaction through surveys and focus groups, using the feedback to make continuous improvements to the student experience.	Principal, Assistant Principal and Teachers	
		Quarterly KPIs	By the end of the first quarter, conduct at least 2 open houses or school tours, with a goal of engaging 100 prospective students and their families.		
	PS #		By the end of the second quarter, Increase the participation rate in mentorship and academic support programs by focusing on retaining at-risk students.		
	1		By the end of the third quarter, Conduct at least 3 focus groups with students and families to gather feedback on the new programs and support services, using this feedback to make improvements. By the end of the fourth quarter, Achieve a 10% increase in student retention from the previous year, particularly focusing on the transition from 8th to 9th grade and 9th to 10th grade		
DE-2			By the end of the year, reduce the achievement gap in STAAR "Masters" grade level passing rates between African American, Hispanic, and economically disadvantaged students and their White and non-economically disadvantaged peers by at least 15%, as measured by the Spring 2025 STAAR assessment data.	This will be achieved through targeted interventions, culturally responsive teaching practices, and enhanced support structures for underperforming groups.	Principal, Assistant Principal and Department Chairs
		Quarterly KPIs	By the end of the first quarter, establish baseline data for current achievement gaps by demographic group in "Masters" grade level performance.		
	PS #		By the end of the second quarter, conduct mid-year assessment to measure progress, aiming for at least a 5% reduction in the achievement gap compared to baseline.		
	2		By the end of the third quarter, increase student participation in advanced coursework and enrichment programs by 10% among the target demographic groups. By the end of the fourth quarter, finalize and analyze STAAR results, aiming for a total reduction of at least 15% in the achievement gap for "Masters" grade level performance between the target groups and their peers.		
DE-3			By the end of the year, students will achieve a 98% student attendance rate, measured by reducing the number of students arriving late, leaving early, or missing instructional days.	This will be accomplished through consistent enforcement of attendance policies, student incentives, targeted interventions for students with chronic absenteeism, and enhanced communication with parents and guardians to emphasize the importance of attendance.	Attendance Committee
		Quarterly KPIs	By the end of the first quarter, 100% of families with students having attendance below 95% will receive communication from school administration regarding attendance expectations and support.		
	PS #		By the end of the second quarter, At least 80% participation in school-wide attendance awareness initiatives (parent meetings, newsletters, etc.)		
	3		By the end of the third quarter, 90% of students identified as at-risk for absenteeism in Q2 will show continued improvement by reducing missed days by at least 5%. By the end of the fourth quarter, Achieve 98% overall student attendance rate for the school year.		
DE-4			By the end of the year,		
		Quarterly KPIs	By the end of the first quarter,		
	PS #		By the end of the second quarter,		
			By the end of the third quarter,		
	By the end of the fourth quarter,				

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year, improve mathematics passing rates at the "Masters" grade level across all grade levels by at least 5 -10% based on individualized teacher goals, with a focus on reducing variability in performance. This will be measured by the Spring 2025 STAAR assessment data.	Incorporate problem-solving and critical-thinking exercises that challenge students to apply mathematical concepts at a deeper level. Often teaching focuses on the building procedural skills of students rather than focusing on conceptual learning of mathematics and relationships between mathematical concepts. Establish after-school and weekend enrichment programs focused on advanced mathematics topics. Use data from assessments to inform instructional decisions and monitor student progress closely and adjust instruction as needed to ensure students are consistently challenged and supported.	Principal, Assistant Principal, Department Chairs and Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, establish baseline data for current "Masters" level performance across all grade levels through initial formative assessments.		
	1		By the end of the second quarter, implement advanced instructional strategies in classrooms, with 100% of mathematics teachers incorporating challenging problem-solving exercises into their lesson plans.		
			By the end of the third quarter, conduct mid-year reviews to assess the effectiveness of enrichment programs and instructional strategies, making adjustments as necessary to ensure continued progress.		
			By the end of the fourth quarter, complete a comprehensive review of the year's strategies and outcomes, documenting successful practices and areas for improvement to inform planning for the next school year.		
SL-2		By the end of the year, there will be an increase in the percentage of students scoring a 3 or higher on STEM-related AP exams (including Calculus, Biology, Environmental Science, and Computer Science) by 5-10%, as measured by the AP exam results in Spring 2025. These goals will be developed based on teacher input.	Focus on vertical alignment within PLCs by conducting monthly PLCs to review student data and identify instructional gaps that impact student achievement in advanced academics. Teachers will identify key instructional areas of weakness that need to be further strengthened in order for students to successfully meet AP performance criterion. Current AP teachers will use data from formative assessments, mock exams, and previous AP exam results to identify common areas of difficulty and adjust instruction accordingly.	Principal, Assistant Principal, Mr. Chavez, Mr. Winters and Mrs. Kilgore	
	PS #	Quarterly KPIs	By the end of the first quarter, AP teachers will complete an initial analysis of formative assessment data, mock exams, and previous AP exam results by the end of the quarter, identifying the top three areas of difficulty for students in each AP subject		
	2		By the end of the second quarter, 100% of AP teachers will implement instructional adjustments based on the data analysis conducted in Q1, with progress monitored through subsequent formative assessments and PLC reviews.		
			By the end of the third quarter, Ensure that 100% of AP students are receiving targeted review sessions focusing on their weakest areas, as identified through PLC data analysis, in the lead-up to the AP exams.		
			By the end of the fourth quarter, Achieve a 5-10% increase in the percentage of students scoring 3 or higher on AP exams, compared to the previous year, with a focus on the areas of difficulty identified in the PLCs.		
SL-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, increase the staff satisfaction score related to communication clarity and effectiveness by 15% as measured by the Spring 2025 Teacher Survey.	Standardize the channels used for different types of communication. For example, use emails for official announcements, a dedicated platform for collaboration, and regular meetings for face-to-face discussions. Develop and promote feedback loops where staff can easily voice concerns or provide suggestions. Ensure that feedback is acknowledged and acted upon, and communicate back to staff what changes are being made as a result.		
	PS #	Quarterly KPIs	By the end of the first quarter, Establish a schedule for regular meetings or updates, ensuring at least 90% adherence.		
			By the end of the second quarter, Establish a schedule for regular meetings or updates, ensuring at least 90% adherence.		
	1		By the end of the third quarter, Ensure 80% of feedback received is addressed within 2 weeks, with outcomes communicated back to the staff..		
			By the end of the fourth quarter, Maintain a 95% consistency rate in communication channels, with a 10% increase in the positive rating on the quality and clarity of communications as measured in the final survey of the year..		
PP-2		By the end of the year, increase the percentage of favorable responses related to sense of belonging, school safety, and social awareness among students with IEPs, economically disadvantaged students, and at-risk students by at least 10%, as measured by the Spring 2025 SEAD Student Survey.	Train staff in effective communication strategies that build trust and rapport with students, especially those who may feel marginalized or disconnected from the school community. Implement regular feedback loops where students can share their concerns and suggestions with school leaders in a safe and supportive environment, ensuring their voices are heard and considered in decision-making processes. Increase visibility and availability of school leaders and counselors by having them interact more frequently with students in informal settings, helping to build stronger relationships and a sense of safety.		
	PS #	Quarterly KPIs	By the end of the first quarter, 75% of teachers complete professional development on effective communication with students		
			By the end of the second quarter, Conduct a mid-year survey to assess progress and make adjustments where needed.		
	2		By the end of the third quarter, Conduct focus groups with students to gather qualitative feedback on the effectiveness of communication with staff members and school leaders.		
			By the end of the fourth quarter, Achieve a 10% increase in favorable responses in the final SEAD Student Survey for sense of belonging, school safety, and social awareness among the target student groups.		
PP-3		By the end of the year, 90% of teachers will integrate at least two new instructional strategies learned from professional development sessions into their classroom practice, as evidenced by lesson plans and peer observations,	Offer targeted PD sessions that focus on specific, high-impact instructional strategies that can then be implemented in the classroom environment. Professional development will be ongoing and based on teacher feedback and classroom observations.		
	PS #	Quarterly KPIs	By the end of the first quarter, 25% of teachers attend at least one professional development session focused on new instructional strategies.		
			By the end of the second quarter, 75% of teachers attend at least one professional development session focused on new instructional strategies.		
	3		By the end of the third quarter, 80% of teachers attend at least two professional development sessions focused on new instructional strategies.		
			By the end of the fourth quarter, 90% of teachers complete a final reflection or self-assessment on the success and challenges of implementing new strategies.		
PP-4		By the end of the year, 90% of identified students will demonstrate measurable academic progress, as evidenced by regular progress monitoring assessments, with specific improvements in closing achievement gaps through Tier II and Tier III interventions using the systematic and consistent Multi-Tiered System of Supports (MTSS) framework developed by the District.	Provide targeted professional development for all teachers and staff on MTSS frameworks, intervention strategies, and progress monitoring tools to ensure 100% of instructional staff understand how to implement Tier II and Tier III interventions and effectively track student progress. Designate dedicated instructional time through interventions both during the school day and after school for small-group or one-on-one Tier II and Tier III interventions, without sacrificing core instructional time.		
	PS #	Quarterly KPIs	By the end of the first quarter, 90% of instructional staff have completed initial MTSS training focused on the basics of the framework, intervention strategies, and progress monitoring tools.		
			By the end of the second quarter, 100% of grade-level teams have participated in at least one collaborative session on how to apply Tier II and Tier III interventions.		

Quarterly KPIs

4

By the end of the third quarter, 80% of teachers are observed applying MTSS strategies in the classroom, based on administrative walkthroughs.
By the end of the fourth quarter, 95% of instructional staff demonstrate a proficient understanding of Tier II and Tier III interventions, as verified through formal observations and assessments by instructional leaders.

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the year, teacher satisfaction score related to professional support and development by 15% as measured by the 2025 District Staff Survey.	Establish a system for providing regular, constructive feedback to teachers through observations, peer reviews, and self-assessments. Ensure that feedback is actionable and linked to professional development opportunities. Develop an online platform or resource center where teachers can access instructional materials, lesson plans, classroom management tools, and professional development resources at any time.		
	PS #	Quarterly KPIs	By the end of the first quarter, ensure there is dedicated time weekly to ensure teachers are observed and provided feedback about teaching practices and engage in the coaching cycle; and dedicate time for peer observations among staff to build in house collaboration.		
	1		By the end of the second quarter, Ensure that 95% of feedback given is rated as "actionable" by teachers, meaning it includes specific steps or suggestions for improvement.		
			By the end of the third quarter, Attain an 85% satisfaction rate with the resources available on the hub, as measured by a survey of users.		
			By the end of the fourth quarter, Track improvement in performance (e.g., lesson quality, classroom management) for 80% of teachers who receive feedback, as assessed by follow-up observations.		
PE-2		By the end of the year, parent engagement will increase by 20%, as measured by parent participation in school activities, communication with teachers, and involvement in supporting student learning at home.	There will be an implementation of improved communication channels, flexible scheduling for parent involvement opportunities, and targeted outreach programs to ensure all parents understand the importance of their role in their children's academic success and emotional well-being.		
	PS #	Quarterly KPIs	By the end of the first quarter, Establish at least one new communication channel (Cardinal Monthly) to keep parents informed of school events and their child's academic progress.		
	2		By the end of the second quarter, Create a parent resource meetings (both physical and virtually) with tools and resources to support stuent at home aligned to SEL, academics and high imapct social factors.		
			By the end of the third quarter, Analyze engagement trends, making adjustments based on feedback from parents and teachers.		
			By the end of the fourth quarter, Achieve the full 20% increase in parent participation, communication, and home support.		
PE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, conduct at least 2 open houses or school tours, with a goal of engaging 100 prospective students and their families.	Choose One	
DE-2	By the end of the first quarter, establish baseline data for current achievement gaps by demographic group in "Masters" grade level performance.	Choose One	
DE-3	By the end of the first quarter, 100% of families with students having attendance below 95% will receive communication from school administration regarding	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, establish baseline data for current "Masters" level performance across all grade levels through initial formative assessments.	Choose One	
SL-2	By the end of the first quarter, AP teachers will complete an initial analysis of formative assessment data, mock exams, and previous AP exam results by the	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, Establish a schedule for regular meetings or updates ensuring at least 90% adherence.	Choose One	
PP-2	By the end of the first quarter, 75% of teachers complete professional development on effective communication with students.	Choose One	
PP-3	By the end of the first quarter, 25% of teachers attend at least one professional development session focused on new instructional strategies.	Choose One	
PP-4	By the end of the first quarter, 90% of instructional staff have completed initial MTSS training focused on the basics of the framework, intervention strategies, and	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, ensure there is dedicated time weekly to ensure teachers are observed and provided feedback about teaching practices and	Choose One	
PE-2	By the end of the first quarter, Establish at least one new communication channel (Cardinal Monthly) to keep parents informed of school events and their child's	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, Increase the participation rate in mentorship and academic support programs by focusing on retaining at-risk students.	Choose One	
DE-2	By the end of the second quarter, conduct mid-year assessment to measure progress, aiming for at least a 5% reduction in the achievement gap compared to	Choose One	
DE-3	By the end of the second quarter, At least 80% participation in school-wide attendance awareness initiatives (parent meetings, newsletters, etc.)	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, implement advanced instructional strategies in classrooms with 100% of mathematics teachers incorporating challenging	Choose One	
SL-2	By the end of the second quarter, 100% of AP teachers will implement instructional adjustments based on the data analysis conducted in Q1 with progress monitored	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, Establish a schedule for regular meetings or updates ensuring at least 90% adherence	Choose One	
PP-2	By the end of the second quarter, Conduct a mid-year survey to assess progress and make adjustments where needed	Choose One	
PP-3	By the end of the second quarter, 75% of teachers attend at least one professional development session focused on new instructional strategies	Choose One	
PP-4	By the end of the second quarter, 100% of grade-level teams have participated in at least one collaborative session on how to apply Tier II and Tier III interventions	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, Ensure that 95% of feedback given is rated as "actionable" by teachers meaning it includes specific steps or suggestions for	Choose One	
PE-2	By the end of the second quarter, Create a parent resource meetings (both physical and virtually) with tools and resources to support students at home aligned	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, Conduct at least 3 focus groups with students and families to gather feedback on the new programs and support services, using this	Choose One	
DE-2	By the end of the third quarter, increase student participation in advanced coursework and enrichment programs by 10% among the target demographic	Choose One	
DE-3	By the end of the third quarter, 90% of students identified as at-risk for absenteeism in Q2 will show continued improvement by reducing missed days by	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, conduct mid-year reviews to assess the effectiveness of enrichment programs and instructional strategies, making	Choose One	
SL-2	By the end of the third quarter, Ensure that 100% of AP students are receiving targeted review sessions focusing on their weakest areas, as identified through	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, Ensure 80% of feedback received is addressed within 2 weeks, with outcomes communicated back to the staff	Choose One	
PP-2	By the end of the third quarter, Conduct focus groups with students to gather qualitative feedback on the effectiveness of communication with staff members and	Choose One	
PP-3	By the end of the third quarter, 80% of teachers attend at least two professional development sessions focused on new instructional strategies	Choose One	
PP-4	By the end of the third quarter, 80% of teachers are observed applying MTSS strategies in the classroom, based on administrative walkthroughs	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, Attain an 85% satisfaction rate with the resources available on the hub, as measured by a survey of users	Choose One	
PE-2	By the end of the third quarter, Analyze engagement trends, making adjustments based on feedback from parents and teachers	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, Achieve a 10% increase in student retention from the previous year, particularly focusing on the transition from 8th to 9th grade and	Choose One	
DE-2	By the end of the fourth quarter, finalize and analyze STAAR results, aiming for a total reduction of at least 15% in the achievement gap for "Masters" grade level	Choose One	
DE-3	By the end of the fourth quarter, Achieve 98% overall student attendance rate for the school year	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, complete a comprehensive review of the year's strategies and outcomes, documenting successful practices and areas for	Choose One	
SL-2	By the end of the fourth quarter, Achieve a 5-10% increase in the percentage of students scoring 3 or higher on AP exams, compared to the previous year, with a	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, Maintain a 95% consistency rate in communication channels, with a 10% increase in the positive rating on the quality	Choose One	
PP-2	By the end of the fourth quarter, Achieve a 10% increase in favorable responses in the final SEAD Student Survey for sense of belonging, school safety, and social	Choose One	
PP-3	By the end of the fourth quarter, 90% of teachers complete a final reflection or self-assessment on the success and challenges of implementing new strategies	Choose One	
PP-4	By the end of the fourth quarter, 95% of instructional staff demonstrate a proficient understanding of Tier II and Tier III interventions, as verified through formal	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, Track improvement in performance (e.g., lesson quality, classroom management) for 80% of teachers who receive feedback, as	Choose One	
PE-2	By the end of the fourth quarter, Achieve the full 20% increase in parent participation, communication, and home support	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, increase overall student retention rates across all grade levels by 10%, as measured by the reduction in enrollment fluctuations and the stabilization of grade-to-grade transitions.	Choose One	
DE-2	By the end of the year, reduce the achievement gap in STAAR "Masters" grade level passing rates between African American, Hispanic, and economically disadvantaged students and their White and non-economically disadvantaged peers by at least 15%, as measured by the Spring 2025 STAAR assessment data.	Choose One	
DE-3	By the end of the year, students will achieve a 98% student attendance rate, measured by reducing the number of students arriving late, leaving early, or missing.	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, improve mathematics passing rates at the "Masters" grade level across all grade levels by at least 5 -10% based on individualized teacher goals, with a focus on reducing variability in performance. This will be measured by the Spring 2025 STAAR assessment data.	Choose One	
SL-2	By the end of the year, there will be an increase in the percentage of students scoring a 3 or higher on STEM-related AP exams (including Calculus, Biology, Environmental Science, and Computer Science) by 5-10%, as measured by the AP exam results in Spring 2025. These goals will be developed based on teacher input.	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, increase the staff satisfaction score related to communication clarity and effectiveness by 15% as measured by the Spring 2025 Teacher Survey.	Choose One	
PP-2	By the end of the year, increase the percentage of favorable responses related to sense of belonging, school safety, and social awareness among students with IEPs, economically disadvantaged students, and at-risk students by at least 10%, as measured by the Spring 2025 SEAD Student Survey.	Choose One	
PP-3	By the end of the year, 90% of teachers will integrate at least two new instructional strategies learned from professional development sessions into their classroom.	Choose One	
PP-4	By the end of the year, 90% of identified students will demonstrate measurable academic progress, as evidenced by regular progress monitoring assessments, with	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, teacher satisfaction score related to professional support and development by 15% as measured by the 2025 District Staff Survey.	Choose One	
PE-2	By the end of the year, parent engagement will increase by 20%, as measured by parent participation in school activities, communication with teachers, and	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Priscilla Alfaro	Principal		
Colin Orand	Assistant Principal		
Delia Montelongo	Head of Schools -YWLN		

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Young Women's Leadership Academy	15907- 023
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Priscilla Alfaro	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

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

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

Documentation and Submissions

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