Campus Improvement Plan
2023-2024

Cooper Academy at Navarro

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

SAISD 2023-2024 Board Goals

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

SAISD 2023-2024 Campus Goals

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

Comprehensive Needs Assessment Processes

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process	
The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]	
CNA Development Dates	**Meeting Topics and Actions**
Meeting #1 **April 12, 2023**	CNA Teams were created, deadlines created to complete sections and create or update Problem Statements. New CIP format presented to the CAC Team.
Meeting #2 **May 10, 2023**	CNA was approved by the CNA
How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?	
The Committee agreed to continue the Performance Objectives and Strategies that were used and needed to continue into the next school year.	

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.

Comprehensive Needs Assessment – Demographics

Demographics (Minimum 2 Areas)			
Area Examined	**Data Sources**	**Problem Statements and Root Causes**	
Attendance	TAPR, BI Reports	**PS DE-1**	Thirty-five percent of the students at Cooper Academy at Navarro drop out of school or seek other pathways to earn a High School equivalency certification.
		RC DE-1	Lack of communication of campus resources and services to service students academic, motivational and social & emotional support needs. ESF 3, 4, 5
Staff Retention	TAPR reports, teacher interviews.	**PS DE-2**	Cooper Academy at Navarro had a Teacher retention rate of 93% for the 2022-2023 school year, and one position (Science Teacher) was never filled.
		RC DE-2	A systematic approach to providing professional pathways for teachers and administrators does not currently exist. ESF 1, 2
Student Demographics	Frontline Reports	**PS DE-3**	More than 90% of Cooper Academy students are considered Economically Disadvantaged, and 10% are UAY.
		RC DE-3	Lack of campus services to assist students with social services. ESF 3
Data Determinations	New teachers are assigned a mentor and SAISD has mentor trainings in place to support the Mentor Program. Yearly Campus and Professional Development are in place to help build capacity. Additionally, campus administration works collaboratively with all staff to ensure capacity. For those teachers' students whose performance is below district and/or state standards, Professional Development is available, as well as having district personnel available to come to the campus to view classroom instruction and provide specific feedback. Team meetings are held weekly to ensure all departments are working on the same strategies and approaches to learning to ensure consistency. Professional Learning Communities (PLS) Meetings are held weekly The staff continually share their strengths with one another through collaboration, staff meetings, team meetings, department meeting and training sessions. The retention rate for all employees, including retirements/change of career, is roughly 95%. Cooper Academy at Navarro serves students between the ages of 15 -25 who have previously dropped out or who are at risk of not completing high school with their cohort. Students that drop out are At-Risk students with a low Socioeconomic status who do so because they are tired of school, may have already had a baby, support their family and/or just want to work or they simply do not believe in school.		

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

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Grade Level Readiness	TAPR Reports	PS SL-1	Less than 60% of Cooper Academy students qualify for College Career and Military Readiness. ESF 1, 4, 5
		RC SL-1	Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.
Grade Level Readiness	STAAR Results	PS SL-2	As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. ESF 4,5
		RC SL-2	As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.
Grade Level Readiness	STAAR Results	PS SL-3	Cooper Academy students historically perform 10% to 20% below their district peers at the Meets and Masters level on the STAAR EOC exams ESF 3,5
		RC SL-3	As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.
Grade Level Readiness	TAPR Report, TELPAS	PS SL- 4	Over the last three years, over 50% of ESL(9-12) students did not meet the standard in all content areas. ESF 1.3.5
		RC SL-4	There are inconsistent differentiation and SIOP strategies being implemented in Tier 1 core instruction and intervention classrooms.

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
Data Determinations	There continues to be a disparity between the Black/African American and Hispanic group, namely on the English tests. However, there has been a near equalization in U.S. History. There has been a generous increase in passing rates for Algebra I, English II, Biology and U.S. History for Economic Disadvantaged students. The passing rate has also increased for English I and II tests for Economic Disadvantaged Students. ELL's continue to make gains in passing rates. English I (2015) – 36% passed English I (2021)- 32% passed English 1 (December 2021) - 46% passed English 1 (Spring 2022) - 48% ** English II (2021) - 32% passed English II (December 2021) - 36% Passed English II (Spring 2022) - 57% *** Algebra 1 (2021) - 38% Passed Algebra 1 (December 2021) - 80% Passed Algebra 1 (Spring 2022) - 87% *** Biology (December 2021) - 53% passed Biology (Spring 2022) - 68% *** US History (2021) - 72% passed US History (December 2021) - 68% passed US History (Spring 2022) - 83%	

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
Professional Development	TAPR, Frontline	PS PP-1	The majority of students that receive Career Readiness, do so with sunsetting certifications. ESF 1, 2, 4, 5
		RC PP-1	The majority of students that earned CCMR certificates were in sunsetting programs.
Professional Development	TAPR	PS PP-2	After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. ESF 1, 2, 3, 4, 5
		RC PP-2	Consistent campus processes and monitoring processes must be established and maintained throughout the school year. Must ensure that the campus college bound advisor, campus counselors and financial aid advisors are meeting with students and families to complete financial aid and college applications.
Professional Development	Teacher Surveys	PS PP-3	Cooper Academy at Navarro had a 90% staff retention rate during the 2022-2023 school year, administration needs to build capacity with the teaching staff to grow teacher leaders to improve campus decision making processes. ESF 1, 2
		RC PP-3	Instructional leaders have been providing misaligned feedback on instructional practices. Feedback should include feedback focuses on teacher actions that will grow novice teachers skills (ESF 4.1)
Teacher Performance	TTESS, TAPR	PS PP-4	80% of all teachers were rated proficient or higher on T-TESS. Although 55% students showed growth in STAAR, the overall Domain I score (46).
		RC PP-4	Instructional leaders have been providing misaligned feedback on instructional practices. Feedback should include feedback focuses on teacher actions that would have the greatest positive impact on student learning. (ESF 4.1)
Data Determinations			

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

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Parent Engagement	Event Attendance reports	PS PE-1	The current parent/family participation rate is less than 15% in activities that support learning/academic performance. ESF 1, 3
		RC PE-1	Inefficient and ineffective school to parent and community communication.
Community Engagement	TAPR Reports	PS PE-2	Over 50% of Cooper Academy at Navarro students graduate with plans to enter the workforce. The campus needs to increase the number and participation of community business partnerships with local businesses and agencies to provide employment opportunities for graduating students. ESF 1,4,5
		RC PE-2	Cooper Academy conducts monthly parent and community meetings; however, there is low participant participation. Cooper Academy must review their communication, coordination and recruitment processes and then develop a systematic plan to improve the notification, coordination and implementation of meetings and campus activities.
Student Engagement	TAPR Reports	PS PE-3	Cooper Academy graduation rates for the 4 yr, 5 yr, and 6 yr is below 60%. ESF 1,3,4,5
		RC PE-3	Student perception of their potential to change factors that are central to their school performance, growth mindset, is the lowest self-reported area for their parent and student survey. Campus staff must focus on implementing campus wide activities to build student self-confidence.
		PS PE-4	
		RC PE-4	
Data Determinations	The students at Cooper Academy are between the ages of 15 to 25. Many have children, jobs, and adult responsibilities. To help these students have more opportunities to attend school, Cooper Academy at Navarro offers several days that the school is open later than the traditional day. Tuesday through Thursday, Cooper Academy at Navarro has night school from 4:00-8:00 p.m. Cooper Academy at Navarro also offers Saturday school to give students an opportunity to work on credits, make-up hours for denied credits, or attend tutoring outside traditional school hours. Cooper Academy at Navarro is a 100% computer based curriculum. All students have access to computers as well as online access to digital learning curriculum. Technology is available to all students so that they may interact with and obtain their credits from the Edgenuity program implemented by the district. College advisors meet with seniors to provide guidance for students planning post-secondary education and to help identify a career path. Data is collected and documented on a spreadsheet.		

Plan for Improvement – Demographics

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1 2 3	To increase Teacher retention by 5% by the EOY, teachers will be mentored and attend professional development seminars. DE-1, DE-2	Teachers will participate in core content and elective professional learning opportunities at the campus, district, regional, state and national level to improve student success, teacher efficacy and retention. T1 2.4, 2.6 Students will be provided with via bus passes. T1 2.4 2.5	Administration, Dept. Chairs	164-Professional development-5000 210:Teacher Travel-$5000 211:Teacher Travel-5000 164-Teacher substitute-$2000 211-Teacher substitute-2000 211-Administrator Professional development-$5000 211-Administrator Travel- $5000 164:Via Bus Passes $4000
		Quarterly KPIs	By the end of Quarter 1, all assigned mentees will have had one goal-setting session with their mentor. By the end of Quarter 2, all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation. By the end of Quarter 3 all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation. By the end of the year, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the administrative team.		

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-2	4	By the EOY we will decrease the dropout rate by 10%. DE-1	Students will be provided with via bus passes. T1 2.4 2.5	Administration Attendance Clerk	164:Via Bus Passes4000
		Quarterly KPIs	By the End of Quarter 1, the amount of bus passes will be measured by creating a google tracking form By the End of Quarter 2, the bus pass tracker and attendance reports will be compared. By the end of Quarter 3, Students that receive bus passes and their Edgenuity progress will be compared. By the EOY, students that received bus passes will have their progress and attendance compared to determine the program's success.		
DE-3	4	Increase student attendance by the EOY, the campus clinic will be supplied with resources.DE-3	As a campus we will purchase medical (clinic) supplies to maintain a well-supplied and prepared campus clinic by providing supplies and resources for the campus nurse T1 2.4 2.6	Principal Nurse	164 Supplies- 2000 211-Supplies1500
		Quarterly KPIs	By the End of each quarter student attendance will be measured by the baseline created during the 2023 school year. By the EOY Quarter student attendance will increase by 5%.		
DE-4					

Plan for Improvement – Student Learning

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1 2 3 4	Increase the amount of students that score "Meets" and "Masters" on all State EOC exams by 5 % by the EOY. SL-3	As a Campus we will provide online accessibility, visual tools, online subscriptions for all contents, classroom supplies,and printed materials, etc. T1 2.4, 2.5, 2.6	Principal Assistant Principals Core Content Department Chairs	211-Technology-$10,000 211-Supplies and Materials-$2,000 164-Supplies and Materials-$2,000 210-Technology-$2000 210-Supplies and Materials-$10,000
		Quarterly KPIs	By Quarter 1, Students will demonstrate a 5% increase from the previous years benchmarks. By Quarter 2, students will demonstrate a 10% increase from the previous years EOC exams. By Quarter 3, students will demonstrate a 5% increase from the previous years benchmarks.By Quarter 4, students will demonstrate a 10% increase from the previous years EOC exams		
SL-2	4	Increase the amount of students that score "Meets" and "Masters" on all State EOC exams by 5 % by the EOY. SL-2	As a campus we will provide students with accessible campus locations throughout SAISD where students will receive academic instruction, assessment remediation, attain and recover course credits. Satellite campuses will be located in Highlands High School, Sam Houston School and Jefferson High School. An evening program, Summer School and Saturday Schools will be offered. T1 2.4, 2.5, 2.6	Principal Assistant Principal	164- Extra Duty Pay-10,000 211-Extra Duty Pay-10,000 210-Extra Duty Pay-10,000
		Quarterly KPIs	By the End of Quarter 1 the number of credits will increase by 5%, By the end of Quarter 2 the amount of credits will increase 5% compared to the previous Quarter. By the end of Quarter 3 the amount of credits will increase 5% compared to the previous Quarter. By the end of Quarter 4 the amount of credits will increase 5% compared to the previous Quarter.		

Plan for Improvement – Student Learning

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3	1 2 3 4	Increase the amount of students that score "Meets" and "Masters" on all State EOC exams by 5 % by the EOY. SL-3	Students will be provided with refreshments, snacks and part time tutors in the core content areas at all campuses, as well as tutoring after school, during evening school. T1 2.4, 2.5, 2.6	Principal Assistant Principals Core Content Department Chairs	164-Extra Duty and Certified Retired Teachers-$20,000 211-Extra Duty and Certified Retired Teachers (Tutors)-$20,000 210-Evening School -20000 210-Supplies and Materials-$2,500 164-Supplies and Materials-$2,500
		Quarterly KPIs	By the End of Quarter 1, students will demonstrate a 5% increase on Benchmark exams. By the End of Quarter 2, students will demonstrate a 5% increase on EOC exams. By the End of Quarter 3, students will demonstrate a 5% increase on Benchmark exams. By the End of Quarter 4, students will demonstrate a 5% increase on EOC exams.		
SL-4	3	By the end of the 2022-2023 school year, we plan to increase 4-year, 5 year or 6 year student graduation rate to 70% SL-1	The campus will hire staff to assist campus staff to ensure an increase in the CCMR rate and Student readiness. T1 2.4, 2.5, 2.6		164-Extra Duty Supplemental-$2,000 211-Extra Duty Supplemental-$2,000 164-Substitute Teacher-$2500
		Quarterly KPIs	By the End of Quarter 1 the number of graduates with CCMR will increase by 5%, By the end of Quarter 2 the amount of graduates with CCMR will increase 5% compared to the previous Quarter. By the end of Quarter 3 the amount of graduates with CCMR will increase 5% compared to the previous Quarter. By the end of Quarter 4 the amount of graduates with CCMR will increase 5% compared to the previous Quarter.		

Plan for Improvement – Processes & Programs

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	3	By the end of the school year, 51% of Cooper Academy/Phoenix students will be considered College and Career Ready. PS PP-1	Students will receive assistance by a San Antonio Educational Partnership college advisor and college bound advisor that will assist students and families with college assessment preparation, college entrance criteria, completion of applications and assistance with financial aid. T1 2.4, 2.5, 2.6, 4.2	Administration campus counselors.	164-Materials and Supplies - $2000 211- Materials and Supplies $2000 282-College Bound Advisor Salary- $20,000
		Quarterly KPIs	By the end of quarter 1 the college advisor will have meet with the seniors that are to graduate by the end of Quarter 1. By the End of Quarter 2 the CBA will have meet with all of the seniors at Phoenix Middle College and the Quarter 2 graduating seniors at the Cooper main campus. By the end of Quarter 3 the college bound advisor will have meet with the seniors that are to graduate by the end of Quarter 3. By the end of Q4, the CBA will have meet with all graduating seniors.		
PP-2	1 2 3 4	By the end of the year, 100% of all T-TESS evaluations will be correctly rated with alignment to student outcomes. PS- Processes & Programs -4	Collaborate with district stakeholders from Continuous Improvement department and supervising Assistant Superintendent to conduct bimonthly calibration walks with the campus administrative team. T1 4.1, 4.2	Leadership Team and Assistant Superintendent	164-Materials and Supplies - $2000 211- Materials and Supplies $2000 210- Materials and Supplies $2000
		Quarterly KPIs	By the end of Quarter 1 the campus will meet with the Office of Continuous Improvement to identify campus initiatives and dates of calibration walks. By the end of Quarter 2 50% of classrooms will have been walked to conduct bimonthly calibration walks By the end of Quarter 3 75% of classrooms will have been walked to conduct bimonthly calibration walks By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.		

Plan for Improvement – Processes & Programs

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-3	1 2 3 4	By the end of the year, 100% of all T-TESS evaluations will be correctly calibrated with student outcomes. PE-4	The administrative team and teachers will attend professional learning on effective feedback techniques and how to create instructional look-fors. T1 2.4, 2.5, 2.6	Leadership Team	**211** - Contract for PD, materials, supplies, and subs - $2500
		Quarterly KPIs	By the end of Quarter 1 the campus will meet with the Office of Continuous Improvement to train of effective feedback techniques and how to create instructional look-fors. By the end of Quarter 2 T-TESS alignment of evidence statements will increase by 50 % By the end of Quarter 3 T-TESS alignment of evidence statements will increase by 75% By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.		
PP-4	3	By the EOY, as a campus we will a 10% increase in non sunsetting Career Readiness Certifications. PE-2	Students will earn CCMR through Microsoft certifications at the expert level. Students will also participate in field trips to community businesses and institutions to prepare students to enter the workforce. T1 2.4, 2.5, 2.6	Administration CTE Teachers	**11** - Contract for PD, materials, supplies, online resources- $2500
		Quarterly KPIs	By the End of Quarter 1, 100% of CTE teachers will attend PD on Microsoft Expert, By the End of Q2, the CTE department will have identified students that will attempt the MS expert examination. By the end of Q3, students will have attempted the certification exam. By the EOY, 10% of the Campus certifications will be in non-sunsetting certifications.		

2.1 - Campus Improvement Plan (CIP)
The CAC will create **Perceptions** 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	4	By the EOY as a campus we will increase parent participation rate in campus events by 10% PS-PE-1	Family and Community Engagement Specialist will be utilized to increase the percentage of parents represented at district and campus activities.. Family and Community Engagement Specialist will organize and facilitate parent information meetings before, during and after school, and during, and during Saturday school sessions to help support their child's education. T1, 4.1, 4.2	Administration, FACE specialist.	164-Materials and Supplies - $2000 211- Materials and Supplies $2000 210- Materials and Supplies $2000
		Quarterly KPIs	By the end of Quarter 1 the campus will have identify family engagement needs and establish a system of communication to promote PD sessions, By the end of Quarter 2 attendance at campus events will increase to 5%. By the end of Quarter 3 attendance at campus events will increase to 8%, By the end of the year there will be an increase of 10% in attendance at parent trainings.		
PE-2	1 2 3 4	Increase the graduation rate and the CCMR rate by 10% by the EOY. PS-PE-2	Campus part-time clerks will assist counselors, office staff and teachers with facilitating student activities and programs. Counselor's secretary will assist the counselor with creating meetings, contacting students preparing documents with the counselor to assist students with creating and maintaining FAFSA, Apply Texas and completing CCMR. T1 4.2	Administration Campus Counselor	164-Supplemental Pay- $20,000 211- Supplemental Pay- $20,000 164- Materials and Supplies $2000
		Quarterly KPIs	By the end of Quarter 1 the campus part-time clerks will have identified the needs and establish a system of communication to promote CCMR sessions, By the end of Quarter 2 attendance at campus events will increase to 5%. By the end of Quarter 3 attendance at campus events will increase to 8%, By the end of the year there will be an increase of 10% in attendance at parent trainings.		
PE-3	4	By the end of the 2022-2023 school year, we plan to increase 4 year, 5 year or 6 year student graduation rate to 70%. PS-PE-3	The campus part-time retention specialist will conduct routine home visits to communicate with parents and students. The retention specialist will utilize printed materials (Fliers, Door hangers for students/parents that are not at home, etc.), and be paid for his mileage. T1 2.4 2.6, 4.1	Administration	210 payroll 20000 210 Printed materials 1500 210 mileage 2000
		Quarterly KPIs	By the end of Quarter 1, a 5% increase in direct parent and student communication some/site visits. At the End of Quarter 2 there will be a 5% increased in EOC participation across all tested areas. By the end of Quarter 3 there will be a 10% increase in student participation in TELPAS and by the EOY, there will be a 10 increase for all student populations for student attendance, daily performance, end of the year graduation rate.		
PE-4					
		Quarterly KPIs			

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

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 2 Formative Review

	2.2 – Second Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 2 KPI**	**Q2 Rating**	**Findings / Next Steps**

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

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

Quarter 3 Formative Review

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 4 Formative Review

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

Quarter 4 Summative Review

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

Performance Objective	Q4 Rating	Findings / Next Steps

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

District Purchases

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

Always Learning GPS	Problem Statement & Root Cause	

#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

District Purchases

Quality Checklists

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		

Documentation and Submissions

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Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, and posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions

	Title I Compliance Documentation and Submissions		
	Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)		
Documentation	**Description**	**CIP Location / Upload Location**	**Done**
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices 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, and 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 both meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information

Assistant Superintendent Assurance

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

Campus Principal Assurance

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

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

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

Name	Role	Name	Role

Committee Members

Data Tables