



Campus Improvement Plan

2023-2024



ALA

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District 6**



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**Superintendent of Schools
Dr. Jaime Aquino**

VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 Friday, June 2, 2023 Noon-1:00 pm Agenda	Demographics: TAPR Report Staff Section , Student Demographic Overview MyDashboard Processes & Programs: TAPR Report Staff Section , Student Demographic Overview MyDashboard , Teacher Engagement and Induction Guide , TTESS Analysis (problem statements and root causes) recorded in Jamboard
Meeting #2 Friday, June 16, 2023 Noon-1:00 pm Agenda	Perceptions: TAPR Report Staff Section , Student Demographic Overview MyDashboard , 22-23 Calendar of Parental/Family Events Student Learning: 22-23 STAAR EOC Results , 22-23 Professional Learning

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

Based on the summative evaluation of the 2022-2023 CIP:

- While we don't yet have the final STAAR results for grades 3-8 and EOC, several strategies we incorporated gave us the largest lift per predictive MAP data. These include designing and providing high quality professional learning for faculty and staff and design and implement processes and protocols that result in instructionally focused team meetings. We will continue these two strategies.
- The campus will continue to offer design and provide parent engagement events and opportunities to learn per the review and analysis of the 22-23 calendar.
- The campus will continue several induction activities identified as strengths this year in the induction guides and expand activities based on the recommendations.
- Based on some progress the campus will continue a focus on differentiation strategies to improve students achievement in a variety of areas.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Achievement	TAPR & STAAR/EOC Data (Known to date)	PS SL-1	While the campus outperforms that district and state averages on spring 2023 EOC, ALA is only 2-12% higher than the state average.
		RC SL-1	As a campus, we have not universally mastered differentiation to meet the needs of all students. (ESF 5.2)
Student Achievement	21-22 STAAR Data	PS SL-2	The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math.
		RC SL-2	The campus needs to improve Tier 1, Tier 2, and Tier 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness. (ESF 5.2, 5.4)
Student Achievement	21-22 STAAR Data; Course Cards	PS SL-3	The campus only offers 1 elective science course to juniors and seniors.
		RC SL-3	There has not been adequate staff or supplies to offer multiple science elective courses. (ESF 1.2, 5.2)
		PS SL-4	
		RC SL-4	
Data Determinations	The campus is 2-12% higher than the state average on spring of 2023 EOC tests.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Teacher Induction	Teacher Engagement and Induction Guide	PS DE-1	100% of new faculty members report challenges adjusting to ALA during their first year at the school.
		RC DE-1	As a campus, we have not fully implemented systems to onboard the many types of “new” teachers to ALA which include new to the profession, new to the campus, new to ALA’s unique approach to teaching and learning (ESF 1.2, 5.2)
Discipline Data	MySAISD Dashboard	PS DE-2	SPED students make up 63% of DAEP placements and 17% of the ALA student populations.
		RC DE-2	The campus has not implemented all possible campus or district interventions/resources with students with 100% fidelity. (ESF 3.3, 3.2, 5.4)
		PS DE-4	
		RC DE-4	
<p>Data Determinations</p>	<p>The majority of “new” ALA teachers report challenges adjusting to ALA during their first year. Although there has been significant progress in some areas, there continues to be student achievement gaps across student groups.</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.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parental Engagement	Parent/Family Engagement Calendar & Participation	PS PE-1	Parent participation in campus SLCs is less than 100%
		RC PE-1	The campus has not yet developed a system to guarantee every student shares their SLC with a parent/family member (ESF 3.4).
Discipline Data	MySAISD Dashboard	PS PE-2	SPED students make up 63% of DAEP placements and 17% of the ALA student populations.
		RC PE-2	The campus has not implemented all possible campus or district interventions/resources with students with 100% fidelity. (ESF 3.3, 3.2, 5.4)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	The campus suspects that additional structures needs to be put in place to engage 100% of families.		

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	
CCMR	Dual Credit and Dual Enrollment	PS PP-1	Less than 100% of students have earned dual credit or dual enrollment credit at the time of graduation.
		RC PP-1	The campus needs to improve Tier 1, Tier 2, and Tier 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.(ESF 5.2, 5.4)
CCMR	TSI Passing Rates	PS PP-2	Less than 100% of students have passed the math, reading and writing portions of the TSI before they graduate.
		RC PP-2	The faculty as a whole is not familiar with the TSI test, standards, and how best to prepare students for success. (ESF 1.2, 5.2)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	The school goal is for 100% of students to pass the TSI and earn some college credit, but the campus is not hitting those metrics yet.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1, 3	By the end of the year, the campus will retain 100% of of all high-performing new teachers (new to school, new to ALA/CAST, or new to the profession). Demographics 1	Provide quarterly induction activities aligned with the recommendations of the CAST Network Induction Guide.	Administrators and Instructional Coaches	199 and 196: Substitutes \$5000
		Quarterly KPIs	Quarter 1: New faculty will have identified/selected a mentor(s) or alternate structure to best meet their needs. Quarter 2: 100% of new faculty will have completed part 1 of their personalized plan. Quarter 3: 100% of new faculty will have completed part 2 of their personalized plan. Quarter 4:100% of new faculty will have completed part 3 of their personalized plan.		
DE-2	1,2,3	By the end of the year, the % gap between SPED and non-SPED DAEP placements will decrease from 47% to less than 30%. Demographics 2 Perceptions 2	Complete and apply professional learning related to supporting SPED students behavioral needs.	Administrative Team, Instructional Coach, SPED Department Chair	None
		Quarterly KPIs	Quarter 1: 1 or more ALA administrators will have attended 1 or more workshops at the July SPED Conference and shared learning with the leadership team. Quarter 2: 50% of PLCs will have been trained in how to support SPED student behavioral needs based on the grade-levels highest areas of need. Quarter 3: 75% of PLCs will have been trained in how to support SPED student behavioral needs based on the grade-levels highest areas of need. Quarter 4: 100% of PLCs will have been trained in how to support SPED student behavioral needs based on the grade-levels highest areas of need.		

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	We will increase the percentage of all students who are Meets grade level in reading across all grades from 58% in August 2023, to 65% in August 2024. Student Learning 1 Student Learning 2	Design and implement processes and protocols that result in effective instructionally focused meetings, learning walks, CFGs, workshops and other professional learning including, but not limited to, Looking at Student Work (LASW), data and assessment analysis, intervention planning, small group instruction, and curriculum development using digital instructional resources and department resources.	Administrators, GLCs, Department Heads	#2: ESSER 282 \$41,000 164/License/\$2288
		Quarterly KPIs	1st Quarter: Process, protocols and norms identified 2nd Quarter: Process, protocols and norms in use 80% of the time 3rd Quarter: Process, protocols and norms in use 90% of the time 4th Quarter: Process, protocols and norms in use 100% of the time		
SL-2	2	We will increase the percentage of Black students who are Meets grade level in math across all grades from 5% in August 2023, to 25% in August 2024. Student Learning 1 Student Learning 2	Design and implement processes and protocols that result in effective instructionally focused meetings, learning walks, CFGs, workshops and other professional learning including, but not limited to, Looking at Student Work (LASW), data and assessment analysis, intervention planning, and curriculum development.	Administrators, GLCs, Department Heads	#2: ESSER 282 \$41,000
		Quarterly KPIs	1st Quarter: Process, protocols and norms identified 2nd Quarter: Process, protocols and norms in use 80% of the time 3rd Quarter: Process, protocols and norms in use 90% of the time 4th Quarter: Process, protocols and norms in use 100% of the time		
SL-3	3	We will maintain 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 at 100% in August 2023, to 100% in August 2024. Student Learning 1 Student Learning 2 Processes and Programs 2	Design and implement processes and protocols that result in effective instructionally focused meetings, learning walks, CFGs, workshops and other professional learning including, but not limited to, Looking at Student Work (LASW), data and assessment analysis, intervention planning, and curriculum development.	Administrators, GLCs, Department Heads	#2: ESSER 282 \$41,000
		Quarterly KPIs	1st Quarter: Process, protocols and norms identified 2nd Quarter: Process, protocols and norms in use 80% of the time 3rd Quarter: Process, protocols and norms in use 90% of the time 4th Quarter: Process, protocols and norms in use 100% of the time		

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-5	1	We will increase the number of students taking Forensics from 0 to 20. Student Learning 3	The campus will prioritize a Forensic class and the needed materials in its planning.	Department Chair, Master Scheduler, Budget Manager	164 7,382
		Quarterly KPIs	1st Quarter: There will be 1 section of Forensics 2nd Quarter: All 23-24 materials will be onsite 3rd Quarter: 24-25 Choice Cards will include Forensics as an option. 4th Quarter: Forensics will be included in the 24-25 master schedule		

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	1, 2	By the end of the year, 75% of all juniors will have earned 3 or more hours of college credit. Processes and Perceptions 1	Provide information and support to current and potential dual credit/dual enrollment students and families.	Administrators and Instructional Coaches	
		Quarterly KPIs	1st Quarter: Review 100% of junior and senior records to determine percentage of juniors and seniors already having earned 3 or more hours of college credit. 2nd Quarter: 100% of dual credit and dual enrollment teachers will be providing targeted office hours support in math, ELAR and Spanish as least 1 day after school every two weeks. 3rd Quarter: 100% of rising 9th-12th graders will be taught about dual credit and dual enrollment opportunities at ALA during the choice slip process. 4th Quarter: 100% of parents will have had the opportunity to participate in a dual credit and dual enrollment information session and be familiar with summer opportunities to support student success.		
PP-2	3	By the end of the year, the % of juniors and seniors having passed all sections of the TSI will increase by 25% from the % in June of 2023. Processes and Programs 2	Provide professional learning about the TSI to all secondary math and ELAR teachers that allows them to make curricular/instructional adjustments to better prepare students.	Administrators and Instructional Coaches	
		Quarterly KPIs	1st Quarter: 50% secondary math and ELAR teachers will have participated in TSI training. 2nd Quarter: 75% secondary math and ELAR teachers will have participated in TSI training. 3rd Quarter: 100% secondary math and ELAR teachers will have participated in TSI training. 4th Quarter: 100% secondary math and ELAR teachers will have made curricular and/or instructional adjustments.		

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 end of the year, 80% of ALA families will have participated in a student -led conference. Perceptions 1	Design engaging student-led conferences for parents to learn about their child’s learning and communicate the purpose and benefit of the events. 1st Quarter: 100% of ALA family units subscribed to emails will have learned about the purpose of SLC through the Community Update 2nd Quarter: 100% 6th-12th grade students will have been introduced to SLCs. 3rd Quarter: 75% of 6th-12th ALA family units will have participated in an SLC 4th Quarter: 80% of ALA family units will have participated in an SLC.	Associate Principal for Curriculum and Instruction.	211-4399-01-026-30 (Refreshments) 211-6399-99-01-026-30 (Supplies-\$150)
		Quarterly KPIs			
PE-2	4	By the end of the year, 80% of ALA family units will have participated in a family engagement event. PE-1 Perceptions 1	By the end of the year, 80% of ALA family units will have participated in a family engagement event. PE-1 Perceptions 1	Operations Coordinator	211-6400-01-026-30 (Refreshments) 211-6399-99-01-026-30 (Supplies/SEL Resources- \$2900)
		Quarterly KPIs	1st Quarter: 25% of ALA family units will have participated in a family engagement event. 2nd Quarter: 40% of ALA family units will have participated in a family engagement event. 3rd Quarter: 60% of ALA family units will have participated in a family engagement event. 4th Quarter: 80% of ALA family units will have participated in a family engagement event.		

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	New faculty will have identified/selected a mentor(s) or alternate structure to best meet their needs.S	MT	Focus on the next KPI measure.
DE-2	1 or more ALA administrators will have attended 1 or more workshops at the July SPED Conference and shared learning with the leadership team.	MT	Focus on the next KPI measure.
SL-1	Process, protocols and norms identified	MT	Focus on the next KPI measure.
SL-2	Process, protocols and norms identified	MT	Focus on the next KPI measure.
SL-3	Process, protocols and norms identified	MT	Focus on the next KPI measure.
SL-4	Process, protocols and norms identified	MT	Focus on the next KPI measure.
SL-5	There will be 1 section of Forensics	MT	Focus on the next KPI measure.
PP-1	1st Quarter: Review 100% of junior and senior records to determine percentage of juniors and seniors already having earned 3 or more hours of college credit.	GP	Discuss data collection tools with research, counselors, and college bound counselors.
PP-2	1st Quarter: 50% secondary math and ELAR teachers will have participated in TSI training.	GP	Offer professional learning at upcoming PD days
PE-1	100% of ALA family units subscribed to emails will have learned about the purpose of SLC through the Community Update	MT	Focus on the next KPI measure.
PE-2	25% of ALA family units will have participated in a family engagement event.	MT	Focus on the next KPI measure.

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
DE-1	Quarter 2: 100% of new faculty will have completed part 1 of their personalized plan.	MT	Focus on the next KPI measure.
DE-2	Quarter 2: 50% of PLCs will have been trained in how to support SPED student behavioral needs based on the grade-levels highest areas of need.	DI	Discontinue as the strategy is not aligned well to the root cause based on additional data collected.
SL-1	2nd Quarter: Process, protocols and norms in use 80% of the time	MT	Focus on the next KPI measure.
SL-2	2nd Quarter: Process, protocols and norms in use 80% of the time	MT	Focus on the next KPI measure.
SL-3	2nd Quarter: Process, protocols and norms in use 80% of the time	MT	Focus on the next KPI measure.
SL-4	2nd Quarter: Process, protocols and norms in use 80% of the time	MT	Focus on the next KPI measure.
SL-5	2nd Quarter: All 23-24 materials will be onsite	MT	Focus on the next KPI measure.
PP-1	2nd Quarter: 100% of dual credit and dual enrollment teachers will be providing targeted office hours support in math, ELAR and Spanish as least 1 day after school every two weeks.	GP	Focus on the next KPI measure.
PP-2	2nd Quarter: 75% secondary math and ELAR teachers will have participated in TSI training.	GP	Identify district and campus-based training that can be completed .
PE-1	2nd Quarter: 100% 6th-12th grade students will have been introduced to SLCs.	MT	Focus on the next KPI measure.
PE-2	2nd Quarter: 40% of ALA family units will have participated in a family engagement event.	MT	Focus on the next KPI measure.

3rd Quarter: 75% of 6th-12th ALA family units will have participated in an SLC

2.2 – Third Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	Quarter 3: 100% of new faculty will have completed part 2 of their personalized plan.	MT	Focus on the next KPI measure.
SL-1	3rd Quarter: Process, protocols and norms in use 90% of the time	MT	Focus on the next KPI measure.
SL-2	3rd Quarter: Process, protocols and norms in use 90% of the time	MT	Focus on the next KPI measure.
SL-3	3rd Quarter: Process, protocols and norms in use 90% of the time	MT	Focus on the next KPI measure.
SL-4	NA		NA
SL-5	3rd Quarter: 24-25 Choice Cards will include Forensics as an option.	MT	Focus on the next KPI measure.
PP-1	3rd Quarter: 100% of rising 9th-12th graders will be taught about dual credit and dual enrollment opportunities at ALA during the choice slip process.	GP	
PP-2	3rd Quarter: 100% secondary math and ELAR teachers will have participated in TSI training.	GP	
PE-1	3rd Quarter: 75% of 6th-12th ALA family units will have participated in an SLC	MT	Focus on the next KPI measure.
PE-2	3rd Quarter: 60% of ALA family units will have participated in a family engagement event.	MT	Focus on the next KPI measure.

Quarter 3 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

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

Committee Members

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

Name	Role	Name	Role
Kathy Bieser	Network Principal		
Erica Harris	Instructional Assistant		
Jen Maestas	Parent		
Ellen Hart	Teacher		
Hugo Lerma	Teacher		
Mari Alarcon	Partnership Coordinator/Associate Principal		
Luis Ahumada	Business Partner		
Jessica Ballard	SPED Teacher		
Luz DeLuna	Student		
Carol Mendenhall	Community Partner		
Ryan Sprott	Parent		
Tamara Holcomb	District Representative		

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
ALA	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Melissa Alcalá
Principal	SAISD Board Approval Date
Kathy Bieser	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
September 24	September 27 and 28

District Purchases

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

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

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		

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.	Y	All are based on the success criteria of the ESF.	Y
All are based on issues that the campus can control and improve on.	Y	All talk to adult systems and behaviors.	Y

Improvement Plan – Performance Objectives

All are in SMART format	Y	All are tied to at least one problem statement.	Y
All are measured by a data source.	Y		

Improvement Plan – Strategies

All are in BEST format.	Y	All strategies are targeted to eliminate at least one root cause.	Y
All are measured by quarterly KPI outcomes.	Y	Entire plan has been checked for spelling and grammar.	Y

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning	Y	Support for Special Populations	Y	Parent & Family Engagement	Y	Students Not On Grade Level	Y
Recruiting/Retaining Teachers	Y	Violence Prevention/Intervention	Y	Professional Development	Y	Dropout Prevention / Enrollment	Y
Physical Activity	N	Social and Emotional Support	Y	Student Attendance	Y	Transition PK to Elementary	Y
Quality of Learning Environment	Y	CCMR - Secondary	Y	MTSS – Behavioral Interventions	Y		

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	ALA Front Office
Languages Available	English
URL to Online Version	https://schools.saisd.net/page/026.homepage

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	ALA Front Office
Languages Available	English/Spanish
URL to Online Version	https://schools.saisd.net/page/026.homepage

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	ALA Front Office		How and When was the PFE Policy Distributed
Languages Available	English and Spanish	ALA Community Update: September 17 Gators Are Back: September 26, 27	
URL to Online Version	ALA Front Office		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		