

# ALA Campus Improvement Plan

## 2024 - 2025



## Advanced Learning Academy

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4
SAISD Goals	5
Comprehensive Needs Assessment (CNA) Processes	6-7
Demographics - CNA Problem Statements and Root Causes	8
Student Learning - CNA Problem Statements and Root Causes	9
Processes and Programs - CNA Problem Statements and Root Causes	10
Perceptions - CNA Problem Statements and Root Causes	11
Demographics - Plan for Improvement	12
Student Learning - Plan for Improvement	13
Processes and Programs - Plan for Improvement	14
Perceptions - Plan for Improvement	15
First Quarterly Review	
Second Quarterly Review	
Third Quarterly Review	
Fourth Quarterly Review	
Annual Summative Review	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

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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 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 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.

**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
<p><b>Meeting #1</b></p>	<p>Thursday, May 2 at ALA Tech. Review 1. Review the outcome of the <b>4th quarter review and committee feedback</b> including if each strategy will Discontinue, Roll Over, Met Target and Discontinue</p> <p>2. <b>What is a Comprehensive Needs Assessment &amp; Four Multiple Measures</b></p> <p>3. <b>Data Sets</b> mySAISD Dashboard Home, Attendance, Demographic, Membership, Discipline</p> <p>4. <b>Questions to Consider</b> Demographics Who are we? Student population, staff population, parents and community Example Problem Statement: Processes &amp; Programs What are our procedures, methods and practices? Includes: Use of technology, how the school is organized, staff recruitment and retention, curriculum, assessment and instruction. Perceptions How do others see us and how do we see ourselves? Includes: Family Engagement Student Learning How well are our students doing? Includes: Student Achievement data</p>
<p><b>Meeting #2</b></p>	<p>Monday, June 10, 2024 CNA Meeting #2 12pm 1. Comprehensive Needs Assessment 2. Review New Data Sets 23-24 ALA EOC Data 23-24 STAAR 3-8 Data TELPAS: 46% Maintained or Increased on Composite</p> <p>3. Discussion 4. What new problems/challenges do we see in the data to address? 5. Jamboard Feedback</p>

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

The CIP summative evaluation was used to determine what strategies worked and what strategies did not work during the 23-24 school year to help the campus make progress towards our performance outcomes. The evaluation also included the sharing of ideas on how to strengthen current strategies, and new strategies to put in place. The process also allowed the campus to determine which root causes, if any, have been addressed. Finally, the process also informed where to set performance outcome metrics for 24-25.

**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**

<b>Demographics</b>							
At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate	X	Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	X
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right) MySAISD Dashboard	X		
<b>Student Learning</b>							
STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data	X
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	X	Other (Indicate to the Right)			
<b>Processes and Programs</b>							
Observational Data		Sign-Ins / Minutes		Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices	X	Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			
<b>Perceptions</b>							
Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers		Mission, Values, and Vision	
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	
Student Attendance	PS DE-1	ALA's overall 23-24 attendance rate was 93.5%, less that the campus goal of 96%
	RC DE-1	The campus has not provided education to families regarding the importance of daily attendance or fully addressed the challenges faced by some families interfering with strong attendance (ESF 1.1, 1.3, 3.3)
Student Discipline	PS DE-2	There is an overrepresentation of SPED students in DAEP referrals. SPED students make up 40% of DAEP placements and 17% of the ALA student populations.
	RC DE-2	SPED students/families are not aware and/or provided with the support services (counseling, mentoring, external referrals) that address their needs (ESF 3.2).
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	The campus demonstrated significant growth in the gap between SPED and non-SPED studnets receiving DAEP placements. While this was celebrated, new possible root causes and strategies were discussed to continue to improve for 24-25. Likewise the attendance rate increased; however, it has not risen to pre-COVID levels resulting in a focus for 24-25.	

**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	
EOY Assessment Outcomes	<b>PS SL-1</b>	While the campus outperforms that of state averages of students scoring "Meets" on spring 2024 EOC in Algebra 1 (24% to 20%), English 1 (41% to 37%), and Biology (49% to 39%), the percentage of students scoring "Meets" was below the State average in English 1 (41% to 37%) and United States History (26% to 32%). While it is important to note 100% of ALA 8th graders take English 1 and High School United States History, the overall percentages of ALA students scoring on grade-level "Meets" needs improvement in all 5 EOC tested areas.
	<b>RC SL-1</b>	Campus instructional leaders have not provided adequate professional learning, support, and follow-up so that teachers can consistently implement content specific best practices including, but not limited to, differentiation, and student data tracking. (ESF 4.1, 5.1)
EOY Assessment Outcomes	<b>PS SL-2</b>	The STAAR/EOC achievement data indicates that 41% of students are not on grade-level in reading, 65% are not on grade-level in math, 39% are not on grade-level in social studies, and 61% are not on grade-level in science.
	<b>RC SL-2</b>	Campus leadership do not consistently create systems for teachers to receive feedback on lesson development and implementation, level of rigor, formative assessments, differentiation, and use of data to inform and improve Tier 1, Tier 2, and Tier 3 instruction (ESF 4.1, 5.2, 5.4 )
Choose One	<b>PS SL-3</b>	
	<b>RC SL-3</b>	
Choose One	<b>PS SL-4</b>	
	<b>RC SL-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	The campus outperforms that of state averages of students scoring "Meets" on spring 2024 EOC in Algebra 1 (24% to 20%), English 1 (41% to 37%), and Biology (49% to 39%). However, the percentage of students scoring "Meets" was below the State average in English 1 (41% to 37%) and United States History (26% to 32%). The overall STAAR/EOC achievement data indicates that 41% of students are not on grade-level in reading, 65% are not on grade-level in math, 39% are not on grade-level in social studies, and 61% are not on grade-level in science. The campus will build on it's strong collaborative educator culture to address these inequities and make progress toward better student outcomes.	

**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	
Teacher PD	<b>PS PP-1</b>	Less than 100% of students have passed the math, reading and writing portions of the TSI before they graduate.
	<b>RC PP-1</b>	The campus leadership has not allocated resources and time to build TSI familiarity (test format, standards, best practices) among the secondary English and math faculty (ESF 4.1).
Teacher PD	<b>PS PP-2</b>	ALA does not retain 100% of its new proficient teachers (as defined by TTESS) from 1 year to the next not including promotions into other roles.
	<b>RC PP-2</b>	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, 2.1. 5.2).
Choose One	<b>PS PP-3</b>	
	<b>RC PP-3</b>	
Choose One	<b>PS PP-4</b>	
	<b>RC PP-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	The campus has a strong collaborative culture leading many to seek teaching assignments at the school. Teachers are attracted to ALA's aspirational promises and goals. However, the need to further refine new teacher support remains to help the school retain as many high quality teachers as possible. During 23-24, the math department made strong gains in building a common understanding of the TSI test to improve students outcomes. And, more work needs to be done to strengthen ELAR and math instruction to better prepare students for the TSI.	

**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	Problem Statements and Root Causes	
Teacher Support	<b>PS PE-1</b>	Less than 100% of ALA students present their Student-Led Conference to a parent/family or another adult.
	<b>RC PE-1</b>	The campus has not yet developed a system that is 100% effective to guarantee every student shares their SLC with a parent/family member or another adult (ESF 3.4).
Parent Engagement Attendance	<b>PS PE-2</b>	Students and families are not aware of Bullying prevention and steps they can take to prevent bullying.
	<b>RC PE-2</b>	The campus has not systematically provided students and parents with in-depth bullying presentations/workshops to build a shared understanding of bullying and the role of students, families, and school (ESF 3.3)
Parent Survey Results	<b>PS PE-3</b>	
	<b>RC PE-3</b>	
Choose One	<b>PS PE-4</b>	
	<b>RC PE-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	One of ALA's strengths is family communication and engagement opportunities. However, the school wants to increase the percentage of families who attend events by identifying barriers. The school has also identified bullying education as a need for students, families, and teachers.	

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3	By the end of the year, ALA's overall attendance rate will be 95% or higher.	The campus will implement educational activities and interventions related to the importance of daily attendance for PK-12 students.	FACE Specialist & Assitance	
	PS # 1	Quarterly KPIs	By the end of the first quarter, 100% PK-12 families will have received information regarding the importance of daily attendance through school communication channels, Gators Going Back, Parent/Teacher conferences, or other ALA events.		
			By the end of the second quarter, systematic interventions will be in place for 100% of Tier 3 attendance students.		
			By the end of the third quarter, 100% PK-12 families will have received reminders/refresher about the importance of daily attendance and 100% of Tier 3 students will have systematic interventions in place.		
			By the end of the fourth quarter, systematic interventions will be in place for 100% Tier 3 attendance students.		
DE-2	4	By the end of the year, SPED students will not be disproportionately assigned to DAEP placements,			
	PS # 2	Quarterly KPIs	By the end of the first quarter, 100% of ALA students will have met their counselor and learned about mental health and conflict resolution resources available at the school and through external partners.		
			By the end of the second quarter, 100% of ALA grade-levels (6th-12th) will have recieved a presentation/lesson about vaping and its implications.		
			By the end of the third quarter, 100% of ALA students will recieved a 2nd presentation/lesson from their counselor about mental health and conflict resolution resources available at the school and through external partners.		
			By the end of the fourth quarter, the SPED committees in all annuals will have reviewed and revised student services as needed including, but not limited to, requests for updated FBAs, BIPs, and specialized district resources.		
DE-3	PS #	By the end of the year,			
		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,		
DE-4	PS #	By the end of the year,			
		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 **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	1,2	By the end of the year, 70% of STAAR/EOC tested ALA students will be on grade-level in reading.	Campus instructional leaders and teachers will use structured PLC protocols twice a month (beginning in September) in PK-5 that includes student data tracking and analysis of student work in relation to lesson objectives and offering tutoring to those identifying needing the addiotnal support..	Instructional Coaches, Assistant	164/Tutoring/6500; 196/Tutoring/35000
	PS # 1 and 2	Quarterly KPIs	By the end of the first quarter, 100% of PK-5 PLCs will have been introduced and trained on the PLC data protocol and used it twice in September and are on track for using it twice in October.		
			By the end of the second quarter, 100% of PK-5 PLCs will have used the protocol twice a month and given feedback on how to improve the tool.		
			By the end of the third quarter, 100% of PK-5 PLCs will have used the protocol twice a month.		
			By the end of the fourth quarter, 100% of PK-5 PLCs will have used the protocol twice a month.		
SL-1	1,2	By the end of the year, 70% of STAAR/EOC tested ALA students will be on grade-level in reading	Campus instructional leaders, middle school and high school ELA and Math department chairs and teachers will use structured protocols once a month in department meetings (beginning in September) that includes student data tracking and analysis of student work in relation to lesson objectives and offering tutoring to those identifying needing the addiotnal support..	Instructional Coaches, Assistant Principals, and Principals.	164/Tutoring/6500; 196/Tutoring/35000
	PS # 1 and 2	Quarterly KPIs	By the end of the first quarter, 100% of secondary department PLCs will have been introduced and trained on the PLC data protocol and used it once in September and are on track for using it once in October.		
			By the end of the second quarter, 100% secondary department PLCs will have used the protocol once a month and given feedback on how to improve the tool.		
			By the end of the third quarter, 100% secondary department PLCs will have used the protocol once a month		
			By the end of the fourth quarter, 100% secondary department PLCs will have used the protocol once a month		
SL-2	1,2	By the end of the year, 45% of STAAR/EOC tested ALA students will be on grade-level in math.	Campus instructional leaders and teachers will use structured PLC protocols twice a month beginning in September in PK-5 that includes student data tracking and analysis of student work in relation to lesson objectives, and offering tutoring to those identifying needing the addiotnal support and offering tutoring to those identifying needing the addiotnal support..	Instructional Coaches, Assistant Principals, and Principals.	164/Tutoring/6500; 196/Tutoring/35000
	PS #2	Quarterly KPIs	By the end of the first quarter, 100% of PK-5 PLCs will have been introduced and trained on the PLC data protocol and used it twice in September and are on track for using it twice in October.		
			By the end of the second quarter, 100% of PK-5 PLCs will have used the protocol twice a month and given feedback on how to improve the tool.		
			By the end of the second quarter, 100% of PK-5 PLCs will have used the protocol twice a month.		
			By the end of the second quarter, 100% of PK-5 PLCs will have used the protocol twice a month.		
SL-4	1,2	By the end of the year, 45% of STAAR/EOC tested ALA students will be on grade-level in math.	Campus instructional leaders, middle school and high school ELA and Math department chairs and teachers will use structured protocols once a month in department meetings (beginning in September) that includes student data tracking and analysis of student work in relation to lesson objectives and offering tutoring to those identifying needing the addiotnal support.	Instructional Coaches, Assistant Principals, and	164/Tutoring/6500; 196/Tutoring/35000
	PS #2	Quarterly KPIs	By the end of the first quarter, 100% of secondary department PLCs will have been introduced and trained on the PLC data protocol and used it once in September and are on track for using it once in October.		
			By the end of the second quarter, 100% secondary department PLCs will have used the protocol once a month and given feedback on how to improve the tool.		
			By the end of the third quarter, 100% secondary department PLCs will have used the protocol once a month		
			By the end of the fourth quarter, 100% secondary department PLCs will have used the protocol once a month		

Plan for Improvement – Processes & Programs

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	3	By the end of the year, the total number of seniors (Class of 2025) passing all sections of the TSI will be 16 (80%) (16 / 100 = 16%)		Instructional Coaches, Principals	0
	PS #	Quarterly KPIs	By the end of the first quarter, all students who have not passed all sections of the TSI will be enrolled in a College Prep support class or asynchronous preparation class.		
			By the end of the second quarter, 100% seniors who have not passed all sections of the TSI will have had at minimum of 1 opportunity to re-test		
			By the end of the third quarter, 8 additional seniors will have passed all sections of the TSI		
			By the end of the fourth quarter, 16 additional seniors will have passed all sections of the TSI		
PP-2	1,2,3	By the end of the year, ALA will have retained 100% of new proficient (defined by TTESS) teachers (excluding promotions).	Implement induction activities aligned with the recommendations of the CAST Network Induction Guide created.	Instructional Coaches, Principals	0
	PS #	Quarterly KPIs	By the end of the first quarter, new faculty will have selected a mentor(s) or alternate structure to best meet their needs.		
			By the end of the second quarter, 100% of new faculty will have completed part 1 of their personalized plan.		
			By the end of the third quarter, 100% of new faculty will have completed part 2 of their personalized plan.		
			By the end of the fourth quarter, 100% of new faculty will have completed part 3 of their personalized plan.		
PP-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,		
PP-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 **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	4	By the end of the year, 80% of ALA families will have participated in an SLC and 100% of ALA students will have participated in an SLC.		Instructional Coaches	
	PS #1	Quarterly KPIs	By the end of the first quarter, 100% of ALA family units with emails in Frontline will have learned about the purpose of SLCs through the Community Update and recieved a Save the Date flyer.		
			By the end of the second quarter, 100% of 6th-12th grade students will have been introduced to SLCs.		
			By the end of the third quarter, 75% of 6th-12th ALA students and 50% of families will have participated in an SLC.		
			By the end of the fourth quarter, 100% of 6th-12th ALA students and 80% of families will have participated in an SLC.		
PE-2	4	By the end of the year, 10% of ALA families will have recieved bullying education.			
	PS #	Quarterly KPIs	By the end of the first quarter, the a bullying education workshop for ALA families will have been scheduled with the district office.		
			By the end of the second quarter, bullying education workshop #1 will have been offered in-person and via zoom and a feedback/next steps survey distributed.		
			By the end of the third quarter, the campus will have used feedback from the 2nd quarter meetings to inform 4th quarter bullying workshop #2.		
			By the end of the fourth quarter, bullying workshop #2 will have been offered in-person and via Zoom.		
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.

**DEMOGRAPHICS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% PK-12 families will have received information regarding the importance of daily attendance through school communication.	Choose One	
DE-2	By the end of the first quarter, 100% of ALA students will have met their counselor and learned about mental health and conflict resolution resources available at	Choose One	
DE-3	By the end of the first quarter,	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, 100% of PK-5 PLCs will have been introduced and trained on the PLC data protocol and used it twice in September and are on track for using it twice in October.	Choose One	
SL-2	By the end of the first quarter, 100% of secondary department PLCs will have been introduced and trained on the PLC data protocol and used it once in September and are on track for using it once in October.	Choose One	
SL-3	By the end of the first quarter, 100% of PK-5 PLCs will have been introduced and trained on the PLC data protocol and used it twice in September and are on track for using it twice in October.	Choose One	
SL-4	By the end of the first quarter, 100% of secondary department PLCs will have been introduced and trained on the PLC data protocol and used it once in September and are on track for using it once in October.	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, all students who have not passed all sections of the TSI will be enrolled in a College Prep support class or asynchronous preparation class.	Choose One	
PP-2	By the end of the first quarter, new faculty will have selected a mentor(s) or alternate structure to best meet their needs.	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 100% of ALA family units with emails in Frontline will have learned about the purpose of SLCs through the Community Update and recieved a Save the Date flyer.	Choose One	
PE-2	By the end of the first quarter, the a bullying education workshop for ALA families will have been scheduled with the district office.	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, systematic interventions will be in place for 100% of Tier 3 attendance students.	Choose One	
DE-2	By the end of the second quarter, 100% of ALA grade-levels (6th-12th) will have recieved a presentation/lesson about vaping and its implications	Choose One	
DE-3	By the end of the second quarter,	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, 100% of PK-5 PLCs will have used the protocol twice a month and given feedback on how to improve the tool	Choose One	
SL-2	By the end of the second quarter, 100% secondary department PLCs will have used the protocol once a month and given feedback on how to improve the tool	Choose One	
SL-3	By the end of the second quarter, 100% of PK-5 PLCs will have used the protocol twice a month and given feedback on how to improve the tool	Choose One	
SL-4	By the end of the second quarter, 100% secondary department PLCs will have used the protocol once a month and given feedback on how to improve the tool	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 100% seniors who have not passed all sections of the TSI will have had at minimum of 1 opportunity to re-test	Choose One	
PP-2	By the end of the second quarter, 100% of new faculty will have completed part 1 of their personalized plan	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, 100% of 6th-12th grade students will have been introduced to SLCs	Choose One	
PE-2	By the end of the second quarter, bullying education workshop #1 will have been offered in-person and via zoom and a feedback/next steps survey distributed	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, 100% PK-12 families will have received reminders/refreshers about the importance of daily attendance and 100% of Tier 3	Choose One	
DE-2	By the end of the third quarter, 100% of ALA students will receive a 2nd presentation/lesson from their counselor about mental health and conflict	Choose One	
DE-3	By the end of the third quarter,	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, 100% of PK-5 PLCs will have used the protocol twice a month	Choose One	
SL-2	By the end of the third quarter, 100% secondary department PLCs will have used the protocol once a month	Choose One	
SL-3	By the end of the second quarter, 100% of PK-5 PLCs will have used the protocol twice a month	Choose One	
SL-4	By the end of the third quarter, 100% secondary department PLCs will have used the protocol once a month	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 8 additional seniors will have passed all sections of the TSI	Choose One	
PP-2	By the end of the third quarter, 100% of new faculty will have completed part 2 of their personalized plan	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 75% of 6th-12th ALA students and 50% of families will have participated in an SL C	Choose One	
PE-2	By the end of the third quarter, the campus will have used feedback from the 2nd quarter meetings to inform 4th quarter bullying workshop #2	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, systematic interventions will be in place for 100% Tier 3 attendance students	Choose One	
DE-2	By the end of the fourth quarter, the SPED committees in all annuals will have reviewed and revised student services as needed including, but not limited to	Choose One	
DE-3	By the end of the fourth quarter,	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, 100% of PK-5 PLCs will have used the protocol twice a month	Choose One	
SL-2	By the end of the fourth quarter, 100% secondary department PLCs will have used the protocol once a month	Choose One	
SL-3	By the end of the second quarter, 100% of PK-5 PLCs will have used the protocol twice a month	Choose One	
SL-4	By the end of the fourth quarter, 100% secondary department PLCs will have used the protocol once a month	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 16 additional seniors will have passed all sections of the TSI	Choose One	
PP-2	By the end of the fourth quarter, 100% of new faculty will have completed part 3 of their personalized plan	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, 100% of 6th-12th ALA students and 80% of families will have participated in an SLC	Choose One	
PE-2	By the end of the fourth quarter, bullying workshop #2 will have been offered in-person and via Zoom	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, ALA's overall attendance rate will be 95% or higher.	Choose One	
DE-2	By the end of the year, SPED students will not be disproportionately assigned to DARP placements, not accounting for more than 18% of placements	Choose One	
DE-3	By the end of the year,	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, 70% of STAAR/EOC tested ALA students will be on grade-level in reading	Choose One	
SL-2	By the end of the year, 70% of STAAR/EOC tested ALA students will be on grade-level in reading	Choose One	
SL-3	By the end of the year, 45% of STAAR/EOC tested ALA students will be on grade-level in math	Choose One	
SL-4	By the end of the year, 45% of STAAR/EOC tested ALA students will be on grade-level in math	Choose One	

**PROCESSES & PROGRAMS**

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, the total number of seniors (Class of 2025) passing all sections of the TSI will increase from 24 of 71 (34%) to 40 of 71 (56%)	Choose One	
PP-2	By the end of the year, ALA will have retained 100% of new proficient (defined by TTESS) teachers (excluding promotions)	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

**PERCEPTIONS**

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, 80% of ALA families will have participated in an SLC and 100% of ALA students will have presented a Student-Led Conference to a	Choose One	
PE-2	By the end of the year, 10% of ALA families will have recieved bullying education.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	



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

**Data Tables**



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**

<b>Federally Required Strategies - Do we have strategies that address:</b>		<b>Equitable Availability of the Campus Improvement Plan to Parents</b>			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	School Website and Front Office		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	<b>Equitable Availability of Parent-Family Engagement Policy to Parents</b>			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	School Website		
<input type="checkbox"/>	Parent & Family Engagement	Languages Available	English and Spanish		
<input type="checkbox"/>	Physical Activity	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0233/docs/ALACompact24-25.pdf">https://schools.saisd.net/upload/template/0233/docs/ALACompact24-25.pdf</a>		
<input type="checkbox"/>	Professional Development	<b>Equitable Availability of the School-Parent Compact to Parents</b>			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	School Website		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English and Spanish		
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0233/docs/24-25ALA-FamilyEngagementPolicy.pdf">https://schools.saisd.net/upload/template/0233/docs/24-25ALA-FamilyEngagementPolicy.pdf</a>		
<input type="checkbox"/>	Student Attendance	<b>How and When was the PFE Policy &amp; School-Parent Compact Distributed</b>			
<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		

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