Campus Improvement Plan
2023-2024

Charles C. Ball Elementary School

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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 25th 2023 @ 3:45**	Campus Action Committee and other stakeholders met to create a Campus Needs Assessment based on multiple data points which include attendance, parent support, students data from various assessments. Members were divided into five groups ad utilize SWOT protocol (Strength Weakness and Opportunities and threats) Data was collected and common themes discussed and use a problem statements
Meeting #2 **May 30, 2023 @ 3:45**	Agenda CAC met to review SWOT analysis and discuss root causes of weakness and threats. Items were then categorized into student learning, Processes, programs and perceptions. Problem statements and root causes were shared with team

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

The campus teacher population mirrors our student population in ethnicity. Students demonstrate a strong aptitude for mathematics. There is some improvement in students' behavior outcomes and teachers using MTSS to assist students with learning. Intermediate grade level teachers believe a more robust system of SEL is needed to provide support when students interact with their peers 75% of teachers are trained in Cooperative structures and 100% are trained in Project-Based Learning. The campus has increased its number of veteran teachers in every grade level. The campus has two state-approved Master Teachers ranked as Exemplary and three more qualified for the ranking. The campus will continue only serving Pre-K through 5th grade in person with no restrictions. The campus will retain 76% of its teaching staff for the upcoming year and all but one position has been filled for next year.

Comprehensive Needs Assessment – Demographics

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**
Attendance	2022 TAPR	PS DE-1	According to the 2022 TAPR, it has increased from 2019-2020 from 17.6% to 28.3% in 2020-2.
		RC DE-1	The campus attendance policy does not have a system to address follow-up with chronically absent students. (ESF 1.1c)
Student Data	2022 TAPR	PS DE-2	According to the 2022 TAPR, the campus mobility rate is 17.2%. Our district average is 15.6%
		RC DE-2	The campus does have a system in place for students onboarding process to ensure they do not experience a gap in learning when they transfer from a different campus (ESF 1.2a)
		PS SL-1	
		RC SL-1	
		PS SL-2	
		RC SL-2	
Data Determinations	Campus Demographics Male 53% Female 47% Hispanic 98% White 2% Eco Dis 96.3 Bilingual 31% GT 2%, Special Education 14%, 504 3%, Dyslexia 2%, and Homeless less than 1%		

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 Learning	Plan4learning	PS DE-1	The campus rate of student scoring Meets on the STAAR Math Test is 15 and the goal set for 2022-23 is 35%. The campus rate of students scoring Meets on STAAR Reading is 23 the goal set for the campus is 34%
		RC DE-1	The campus was not successful in prioritizing time to develop TEKS aligned interventions plans to address learning gaps in Math and Reading .(ESF 5.3a)
Student Learning	STAAR Results	PS SL-3	According to 2021-22 STAAR results, Math scores are 15% points below the state average (37%), Reading STAAR scores are 28% points below the state average (51%). This has been a trend since 2019, 2020.
		RC SL-3	Math and Reading classrooms do not have enough high quality instructional materials and aligned assessment (ESF 4.1) and there is inconsistently using teaching practices that promote critical thinking and differentiation for student groups (ESF 5.1)
		PS DE-2	
		RC DE-2	
		PS DE-2	
		RC DE-2	
Data Determinations	Campus utilizes STEAM through Project-Based Learning inviting parents and the community members to participate in PBL Fares. Assessment data indicates that the Dual Language program in the district is in the top ten of campuses in the district. More than 60% of dual Language students scoring meets and almost 30% masters in STAAR. All campus teachers create strong relationships with parents as shared through parent survey results. The campus continues to develop a systemic method of analyzing students' data in which Root Cause analysis is discovered and shared with staff.		

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
Student Learning	School Performance	PS PP-1	As measured by School Performance Reports, the campus growth goal has Ball Elementary at 3.45 out of a possible 5 points. Even though intervention sections are part of the campus master schedules.
		RC PP-1	The campus did not provide ongoing professional learning and coaching opportunities for teachers in the area of differentiation to ensure areas of intervention sections were being successfully implemented. (ESF 5.1)
Professional development	PLC, Ball Data Groups, EOY teacher surveys and classroom observations.	PS PP-2	Based on the teacher surveys, the data indicates teachers need more professional development in the area of critical thinking and writing to get students to perform higher than 23 in Reading and 15 Math on the 2021 percent at Meets level.
		RC PP-2	As a campus we have not constantly trained teachers to effectively use instructional materials and teaching practices to promote critical thinking skills and writing to include differentiation and scaffolding support. (ESF 5.1)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Summary: Charles C. Ball has implemented a theory of action based on daily assessment checks of learning with aligned grade level standards that are measured in common formative assessments every 6 weeks. Teachers create and utilize previous aligned assessments provided by the state to ensure relevance and rigor. The campus utilizes an instructional flow chart based on a backwards design model which included Project Based learning and a blended learning model in reading and math. Teachers participate in weekly PLC's where they examine data and develop intervention plans to address areas of student learning. Teachers also utilize PLC time to develop lessons using a GAP analysis process that is observed by the leadership team with feedback given after lesson is delivered to students. Preliminary data in MAP and STAAR indicates a thorough re-examine systems to monitor reading and math and a possible adjustment to systems to address students reaching grade level mastery. System needs to be adjusted based on new rigor of STAAR examine especially in the area of writing.		

Comprehensive Needs Assessment – Perceptions

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
Perceptions	Parent Surveys and	PS PE-1	Family and community engagement activities only involved less than 3% of the campus Families enrolled.
		RC PE-1	Family and community engagement and impact data is not regularly and adapted as needed. (ESF 3.4a)
Perceptions	Insight Campus Survey	PS PE-2	According to the 2022 Insight survey, 54% of teacher report experiencing two or more retention strategies. One is identified opportunities for teachers to pursue leadership roles.
		RC PE-2	As a campus we need improve on giving teachers more opportunities to train their colleagues on effective instructional research based practices. (ESF 1.1c)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Based on 2022 Campus Insight Survey (Add Insight Survey data with percentages)		

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	1,2,3,4	By the end of the 2023-24 school year, the campus chronic absenteeism attendance will decrease by 10%. **Demographic 1**	Create systems for teachers to follow which will communicate office staff with follow up parent phone calls to all students who are chronically absent.	Leadership Team	
		Quarterly KPIs	By the end of the quarter 100% teachers and staff will be trained in student on boarding process of tracking attendance and sending information to office. By the end of the quarter two 50% of students who approach attendance rates of Tier 2 will have a in person parent conference with school personnel so that support can be provided to improve attendance By the end of quarter three 80% of students with Tier 2 or Tier 3 attendance would have had an intervention and support from campus personnel		
DE-2	1,2,3,4	By the end of the 2023-24 school year, the campus will decrease the mobility rate by 3%. **Demographic 2**	Create a system to establish a student onboarding process to ensure students do not experience a gap in learning supports when they transfer from a different campus.	Leadership team	
		Quarterly KPIs	By the end of quarter one 100% of teachers and office staff will be trained in the student onboarding process as evidence by sign-in sheets and PD By the end of quarter two 50% of new students and parents will have participated in an onboarding process and receive support within the three weeks arrival as evidence by documented meeting in MTSS and quarterly mobility rate. By the end of quarter three 75% of new students and parents will have participated in an onboarding process and receive support services within the three weeks of arrival as evidence by documented meeting in MTSS and quarterly mobility rate. By the end of quarter four 100% of new students and parents will have participated in an onboarding process and receive support services within the three weeks of arrival as evidence by documented meeting in MTSS and quarterly mobility rate.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

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	BG1 BG2 BG3	By the end of the 2023-24 school year students scoring at Meets will increase by 7% in all content and masters by 4% on STAAR test . **Student Learning 1**	Teachers will utilize assessment data to create action plans and daily review lesson focus on student needs.	Leadership Team and Instructional Coach	
		Quarterly KPIs	By the end of quarter one 50% of teachers will create and implement action plans and daily reviews in reading, math, science from student data evidence will be documented on Google sheets with bi-monthly meetings with admin team to discuss next steps By the end of quarter two 75% of teachers will create and implement action plans and daily reviews in reading, math, science from student data evidence will be documented on Google sheets with bi-monthly meetings with admin team to discuss next steps By the end of quarter three 80% of teachers will create and implement action plans and daily reviews in reading, math, science from student data evidence will be documented on Google sheets with bi-monthly meetings with admin team to discuss next steps By the end of quarter four 100% of teachers will create and implement action plans and daily reviews in reading, math, science from student data evidence will be documented on Google sheets with bi-monthly meetings with admin team to discuss next steps		
SL-2	BG1 BG2 BG3	By the end of the 2023-24 school year, students will increase their percentage points by 7% from their original STAAR scores points to 22 percentage points in Math and 30 percentage points in Reading. **Student Learning 2**	Teachers will engage in professional development of teaching practices that promote critical thinking, differentiation, and formative/summative assessment (i.e. Total Participation Techniques, 7 Steps, and Kagan Cooperative Learning Structures). They will be able to implement these practices in their classrooms.	Leadership Team and Instructional Coach	
		Quarterly KPIs	By the end of quarter one, 25% of teachers will utilize research based strategies to engage students in open ended questions and assessments as evidence in student writing and daily assessments By the end of quarter two, 50% of teachers will utilize research based strategies to engage students in open ended questions and assessments as evidence in student writing and daily assessments By the end of quarter three, 75% of teachers will utilize research based strategies to engage students in open ended questions and assessments as evidence in student writing and daily assessments By the end of quarter four 100% of teachers will utilize research based strategies to engage students in open ended questions and assessments as evidence in student writing and daily assessments		
SL-3	BG1 BG2 BG3	By the end of the 2023-24 school year students scoring at Meets will increase by 7% in all content and masters by 4% on STAAR test . **Student Learning 3**	Teachers will implement the a reading program to develop reading skills that will enhance the five compliments of reading in all gradevels.	Leadership Team and Instructional Coach, Teachers, Library IA	
		Quarterly KPIs	By the end of quarter one 50% of teachers will create and implement action plans and daily reviews in reading, math, science from student data evidence will be documented on Google sheets with bi-monthly meetings with admin team to discuss next steps By the end of quarter two 75% of teachers will create and implement action plans and daily reviews in reading, math, science from student data evidence will be documented on Google sheets with bi-monthly meetings with admin team to discuss next steps By the end of quarter three 80% of teachers will create and implement action plans and daily reviews in reading, math, science from student data evidence will be documented on Google sheets with bi-monthly meetings with admin team to discuss next steps By the end of quarter four 100% of teachers will create and implement action plans and daily reviews in reading, math, science from student data evidence will be documented on Google sheets with bi-monthly meetings with admin team to discuss next steps		

Plan for Improvement – Processes & Programs

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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		By the end of 2023-24 school year, the campus will meet 3.45 out of 5 point on the school performance reports. **Process and Programs 1**	The campus will utilize PLC's and actively participate in GAP analysis to create plan of actions for their intervention small groups to close academic gaps in student learning with student academic logs.	Leadership Team	
		Quarterly KPIs	By the end of Quarter 1 the campus will have met with leadership team in PLC and review BOY data to make decisions on the next steps for students intervention plans. Bye the end of Quarter 2 the campus will continue to meet with leadership team and show evidence of their small group intervention plans for their Tier 2 and Tier 3 students. By the end of Quarter 3 the campus will be looking at student growth in PLC and documenting in MTSS. By the end of Quarter 4 the campus will know all students' data scores and have evidence of student achievements and growth with student data logs.		
PP-2		By the end of 2023-24 school year, 100% of all teachers will attend professional development on critical thinking and writing to increase student outcomes by 7% on student achievement. . **Process and Programs 2**	The Administration team and teachers will attend professional development on critical thinking and writing techniques and how to create instructional look-fors.	Leadership Team	
		Quarterly KPIs	By the end of Quarter 1 the campus will meet with district instructional coach to implement critical thinking and writing look- fors By the end of Quarter 2 Critical thinking and writing evidence in assessment will increase by 3% By the end of Quarter 3 Critical thinking and writing evidence in assessments will increase another 2% By the end of the year a total of 7% of all critical thinking and writing evidence in assessment will increase on student achievements.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

Plan for Improvement – Perceptions

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the year, increase parent attendance by 5% as indicated by sign-ins and parental surveys. **Perceptions 1**	Each teacher will be responsible for contacting 2-3 parents that will attend parent engagements.	Leadership Team	
		Quarterly KPIs	By the end of quarter one 100% of teachers and staff will be trained on parent contacts protocols and signage for documentation process as evidence of parent contact. By the end of quarter two parent attendance rate will increase by 2% as evidence in quarterly campus rate, attendance meetings, call logs By the end of quarter three parent attendance rates will increase another 2% as evidence in quarterly campus rate, attendance meetings, call logs By the end of quarter four parent attendance rates will increase a total of 5% as evidence in quarterly campus rate, attendance meetings, call logs.		
PE-2		By the end of the year, teachers will increase their opportunities to pursue leadership roles in professional development with their colleagues and retention strategies on the insight survey will increase to meet district percentage of 75% or higher. **Perceptions 2**	Teachers will utilize their professional development days to train their colleagues on effective instructional research based strategies and practices to promote leadership roles.	Leadership Team	
		Quarterly KPIs	By the end of quarter one 100% of teachers will calendarize a training day they will teach their colleagues By the end of quarter two 50% of the teachers will have delivered their training to colleagues By the end of quarter three 75% of teacher will have delivered their training to colleagues By the end of quarter four 100% of teacher will have delivered their training to colleagues.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

Quarter 1 Formative Review

	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

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%)

Quarter 3 Formative Review

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

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

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

Quarter 4 Summative Review

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

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		Equitable Availability of the School-Parent Compact to Parents	
Physical Locations of the Plan		Physical Locations of the Plan	
Languages Available		Languages Available	
URL to Online Version		URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy		How and When was the PFE Policy Distributed	
Languages Available	English and Spanish		
URL to Online Version			

Title I Compliance Documentation and Submissions

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

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	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, <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)

Action	Documentation	CIP Location / Upload Location	Done
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

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, <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		

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