

Campus Improvement Plan

2023-2024



Beacon Hill Academy

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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.

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 5/18/23	<ul style="list-style-type: none">Assessed campus progress on 22-23 goals in the areas of positive school climate, communication, instruction, and community engagement.Committee conducted a root cause analysis in order to develop problem statements
Meeting #2 9/15/23	<ul style="list-style-type: none">In campus PD, staff reviewed problem statements, goals, strategies, and performance measures.
How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?	
Our campus used state assessment data, teacher survey, student survey, parent survey to determine goals for next year. The CAC decided that we would continue to expand on the following pillars: instruction, dual language, communication, community engagement, and positive school climate. While we made tremendous gains in many areas, the CAC feels we didn't fully meet our goals and provided feedback, ideas, and strategies to help us reach our goals.	

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	
Student Attendance	Attendance Rates	PS DE-1	Our daily attendance has improved from 86% (22-23 school year) to 91% but continues to fall short of our goal of 96%.
		RC DE-1	Inconsistent parental outreach, structures, procedures and continuous incentive program for attendance.
Staff Data	Insight Survey	PS DE-2	2023 Teacher Insight Survey data shows that the evaluation category had the biggest decrease of .8 from the previous year.
		RC DE-2	Insufficient and ineffective professional development on the T-TESS rubric and explicit explanations on the feedback teachers are receiving.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	<p>Our campus implemented weekly attendance meetings focused on chronically absent students. Home visits, calls, IAPs, and attendance tracking was used to monitor students with the lowest attendance rates. Attendance was announced routinely during morning announcements and tracked on a bulletin board with grade levels announced weekly. Grade level competitions and prizes were implemented. Field Day participation was based on attendance and a TV was raffled. Teachers provided attendance trackers for their rooms; however, use of the individual trackers was inconsistent across the campus. While we offered some rewards, we can offer more incentives consistently and do a better job recognizing students with good attendance.</p> <p>Teachers reported on the Insight Survey that their evaluations did not accurately depict their strengths, weaknesses, or effectiveness.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Grade Level Readiness	Circle, MAP, and STAAR data	PS SL-1	According to STAAR data across all content areas and grade levels, 54% of students are not on grade level.
		RC SL-1	Tier 1 instruction is not scaffolded to help close gaps and get students on grade level.
TELPAS	TELPAS Data	PS SL-2	The percent of students making progress on TELPAS dropped from 66% in 2022 to 44% in 2023.
		RC SL-2	Ineffective instructional practices that are not aligned to the ELPS and lack of differentiation to meet individual student goals.
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	Data shows marked improvement in student achievement and growth; however, we continue to work on increasing the number of students who are on meets or masters. Teachers have articulated that it is difficult to continue teaching on grade level content when so many students are still missing foundational skills. Emergent Bilinguals are not making progress. Not enough emphasis is placed on backwards design, data analysis, and individual goal setting with students so they know exactly what is needed (per the rubric) to move them to the next rating.		

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	
PLCs	Action Plan Templates	PS PP-1	50% of teacher action plans at the end of the year do not accurately or explicitly target student errors
		RC PP-1	Analyzing student work continues to be a struggle for teachers since students are testing online.
Feedback	Snapshots, comprehensives, calibration, and formal evaluations Insight Survey	PS PP-2	According to Insight survey results, 82% of teachers do not believe their evaluations reflect their teaching and they are unclear on their strengths and weaknesses.
		RC PP-2	Instructional leadership team was inconsistent in the areas of scripting, delivery of feedback, and follow up coaching.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	<p>PD was provided last year on how to analyze data and determine student misconceptions. A common template is used however some teachers are more detailed than others in their analysis. Teachers also struggle to find time to reteach so additional intervention time was provided in the master schedule.</p> <p>Admin continues to calibrate and refine the feedback process so all teachers consistently receive accurate and actionable feedback. ICs will receive training with Get Better, Faster.</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	
Parent Family Engagement	Family Climate Survey	PS PE-1	Family Involvement in the latest survey was scored at 46%.
		RC PE-1	Lack of parent communication, opportunities for parent groups to collaborate, and fundraising.
Social Emotional Wellness	Discipline Data Rhithm Data SEAD Student Survey	PS PE-2	Student survey data shows growth mindset scored the lowest at 46%.
		RC PE-2	Ineffective use of Rhithm/Buffalo time. Lack of training for teachers on what to do during mascot time.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	We hosted quite a few events with the PTA; however, more opportunities for parent groups, parent training, and fundraising are needed. Also, a year long calendar is needed for intentional focus on parent involvement events such as principal coffee, parent trainings, etc.		
	Student growth mindset score shows they do not believe in themselves. They rated themselves poorly on believing they have talent and most give up easily. Rhithm was implemented last year but not fully used across the campus. Discipline data spiked in April and May of 2022. New SEL curriculum is being implemented this year which focuses on a variety of topics.		

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	4	By June 2024, increase the campus attendance rate to 96%.- Demographics 1	Provide consistent incentives for grade level challenges, classrooms, and individual students who are above 96%.	Administrators Attendance Committee Members Teachers	\$5,000 for attendance incentives
		Quarterly KPIs	OCT 2023: 100% of families and students will be informed of incentive opportunities JAN 2024: 100% of students and classrooms who meet required attendance goals will earn the incentive. Campus overall attendance rate will be at or above 93% MAR 2024: 100% of students and classrooms who meet required attendance goals will earn the incentive. Campus overall attendance rate will be at or above 94% JUN 2024: 100% of students and classrooms who meet required attendance goals will earn the incentive. Campus overall attendance rate will be at or above 96%		
DE-2	1	By June 2024, increase student achievement domain from 72% to 80% on STAAR. Demographics 2	Provide targeted PD on Domains 1 and 2 of the T TESS rubric to improve tier 1 instruction and increase student achievement.	Administrators Instructional Coaches Teachers	\$500 for T TESS Rubrics and Teacher Handbooks
		Quarterly KPIs	OCT 2023: 100% of teachers will have deconstructed T TESS dimension 1.1 JAN 2024: 100% of teachers will have deconstructed T TESS domain 1 MAR 2024: 100% of teachers will have deconstructed T TESS domain 2 JUN 2024: 70% of teachers will increase their overall T TESS summative ratings by .5		
DE-3	1	By June 2024, increase the evaluation score on the Insight Survey by 1 point. Demographics 3	The Instructional leadership team receives PD on observation, feedback, and coaching to ensure teachers receive quality feedback with clear action steps and measurable goals.	Administrators Instructional Coaches	\$2,000 for leadership team PD
		Quarterly KPIs	OCT 2023: 100% of instructional leadership team establishes a consistent format for giving teachers feedback that is actionable and measurable JAN 2024: Bimonthly instructional leadership team calibration walks will demonstrate 50% calibrated MAR 2024: Bimonthly instructional leadership team calibration walks will demonstrate 75% calibrated JUN 2024: Insight survey data will show an increase of 1 point in the evaluation area		
DE-4	1	By June 2024, increase student achievement domain from 72% to 80% on STAAR. Demographics 4	To support Tier 1 instruction and grade-level readiness in all students, we will fund instructional coaches, classroom teachers, and instructional assistants.	Administrators	Title 1 funding
		Quarterly KPIs	OCT 2023: 100% of supplemental Title I positions will be filled. JAN 2024: CBA data shows student achievement has increased 5% from BOY Data. MAR 2023: CBA data shows student achievement has increased 5% from MOY Data. JUN 2024: STAAR data shows student achievement at for Domain I at 80% for all test and grades.		

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	By June 2024, 47% of students will perform at meets level across all grade levels and content areas as measured by STAAR Student Learning 1	Provide targeted PD on Dimension 2.4, differentiation, to identify best practices in scaffolding lessons to help close learning gaps.	Administrators Instructional Coaches Teachers	\$500 for T TESS Rubrics and Teacher Handbooks
		Quarterly KPIs	OCT 2023: 100% of teachers will have deconstructed T TESS dimension 1.1 JAN 2024: 100% of teachers will have deconstructed T TESS domain 1 MAR 2024: 100% of teachers will have deconstructed T TESS domain 2 JUN 2024: 70% of teachers will increase their overall T TESS summative ratings by .5		
SL-2	1	By June 2024, 45% of students will show growth as measured by TELPAS. Student Learning 2	Provide targeted PD on instructional strategies (ex. 7 Steps, QSSSA, and Talk Read, Talk Write) to support our subpopulations (ex. emergent bilinguals, SPED, 504, etc.).	Administrators Instructional Coaches Teachers	\$1000 for PD
		Quarterly KPIs	OCT 2023: QSSSA PD provided to staff JAN 2024: 100% of teachers are tracking students on classroom data trackers MAR 2024: 100% of teachers implement QSSSA and Talk Read, Talk Write in lessons JUN 2024: 45% of students show growth on TELPAS		
SL-3	1	By June 2024, 70% of PREK students are on grade level as measured by CIRCLE. Student Learning 3	Provide vertical alignment support for PREK and Kinder teachers so more PREK students are kinder ready in reading and math.	Administrators Instructional Coaches Teachers	\$1000 for PD
		Quarterly KPIs	OCT 2023: 100% of PREK and Kinder teachers review kinder BOY data together to ensure vertical alignment JAN 2024: All MOY Circle data used to compare to BOY kinder MAP goals- action plans developed- 45% of students on tier 1 for reading and math as measured by circle data MAR 2024: 55% of students on tier 1 for reading and math as measured by circle data JUN 2024: All EOY Circle data used to compare to BOY kinder MAP goals- 70% of students on tier 1 for reading and math as measured by circle data		
SL-4	1	By June 2024, 45% of students will show growth as measured by TELPAS. Student Learning 4	Develop individual student TELPAS goals and full implementation of K-12 Summit to support those goals.	Administrators Instructional Coaches Teachers	\$1000 for PD
		Quarterly KPIs	OCT 2023: TELPAS Plan created JAN 2024: 100% of students using K-12 summit to practice monthly- action plans generated based on data MAR 2024: 100% of students have individual goals for each TELPAS domain-data tracked for each student monthly JUN 2024: 45% of students show growth on TELPAS		

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	By June 2024, 100% of teachers are using student work samples to analyze data and develop action plans. Processes & Programs 1	Develop a campus wide reading and math strategy for how students will make annotations during online test sessions to allow teachers to better analyze student work and develop more accurate action plans.	Administrators Instructional Coaches Teachers	\$1000 for PD
		Quarterly KPIs	OCT 2023: ELAR and Math Committee determine campus wide strategy to use for reading and math JAN 2024: ELAR and Math Committee campus wide strategy used by 100% of teachers MAR 2024: 100% of students accurately use annotation strategies JUN 2024: 100% of teacher trained to use student annotations to analyze tests and develop reteach plans		
PP-2	1	By June 2024, 70% of teachers show growth on their T TESS evaluations. Processes & Programs 2	Admin team calibrates bimonthly to ensure scripting during observations, feedback, and coaching practices are consistent in order to provide teachers more clear and actionable feedback.	Administrators Teachers	\$500 for PD
		Quarterly KPIs	OCT 2023: All admin team sets goals on how feedback will look using stems JAN 2024: 100% of teachers have at least one coaching session or check in with admin MAR 2024: 100% of teachers have at least two coaching sessions or check in with admin JUN 2024: 70% of teachers show growth on T TESS		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

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 June 2024, increase our family involvement score from 46% to 56% as measured by the climate survey. Perceptions 1	Improve communication with families by providing multiple opportunities to engage with families (ex. principal coffee, parent trainings, parent conferences, PTA sponsored events, monthly calendars, Class Dojo communication, social media, PENS messages, etc.)	Administrators Teachers Families	\$5000 for family engagement events
		Quarterly KPIs	OCT 2023: Meet with PTA to finalize events for the year for approval by the CAC JAN 2024: 50% of planned events completed MAR 2024: 75% of planned events completed JUN 2024: 56% of families are satisfied with family involvement as measured on the climate survey		
PE-2	4	By June 2024, increase our growth mindset score from 46% to 56% as measured by the SEAD student survey. Perceptions 2	Full implementation of the Rhithm app and Harmony SEL Curriculum during Buffalo time to support students social emotional growth.	Administrators Teachers Families	\$5000 for student SEL Support
		Quarterly KPIs	OCT 2023: 100% of staff trained on Rhithm and Harmony Curriculum JAN 2024: 10% reduction in discipline incidents compared to same time last year MAR 2024: 20% reduction in discipline incidents compared to same time last year JUN 2024: 56% of students positively rate their growth mindset as measured on the SEAD student survey		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

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
DE1	OCT 2023: 100% of families and students will be informed of incentive opportunities	MT	Parent notification will be completed 10.23.23
DE2	OCT 2023: 100% of teachers will have deconstructed T TESS dimension 1.1	MT	Completed in PLCs.
DE3	OCT 2023:100% of instructional leadership team establishes a consistent format for giving teachers feedback that is actionable and measurable	SP	ICs have completed half of their training. Calibration walks bimonthly have begun so ICs can continue implementing what they have learned.
DE4	OCT 2023:100% of supplemental Title I positions will be filled.	SP	PREK teachers, PREK IAs, ICs, and library assistant: only on PREK IA is currently vacant. New hire pending.
SL1	OCT 2023: 100% of teachers will have deconstructed T TESS dimension 1.1	MT	We will continue to go over dimensions in PLCs and in faculty meetings.
SL2	OCT 2023: QSSSA PD provided to staff	MT	BOY PD AUG 2023.
SL3	OCT 2023: 100% of PREK and Kinder teachers review kinder BOY data together to ensure vertical alignment	NP	Pending. Currently working to set up a time for PREK teachers and Kinder teachers to meet. ARET will be providing data.
SL4	OCT 2023: TELPAS Plan created	SP	Plan has been created and shared. Still working to map out the entire year and developing individual rubrics for students.
PP1	OCT 2023: ELAR and Math Committee determine campus wide strategy to use for reading and math	NP	Committees will meet next month to discuss strategies.
PP2	OCT 2023: All admin team sets goals on how feedback will look using stems	MT	Admin team meets weekly to review each other's feedback to teachers.
PE1	OCT 2023: Meet with PTA to finalize events for the year for approval by the CAC	MT	Met with PTA and CAC will approve the calendar on 10.19.23
PE2	OCT 2023: 100% of staff trained on Rhithm and Harmony Curriculum	MT	All teachers trained BOY PD; AUG 2023.

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

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

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

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

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	Main Office				Physical Locations of the Plan	Main Office			
Languages Available	Other languages available upon request.				Languages Available	Other languages available upon request.			
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)			
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		

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
Beacon Hill	15907- 106
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Mr. Eric Wicker
Principal	SAISD Board Approval Date
Mrs. Felismina Martinez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

2023 Insight Survey

Index Scores

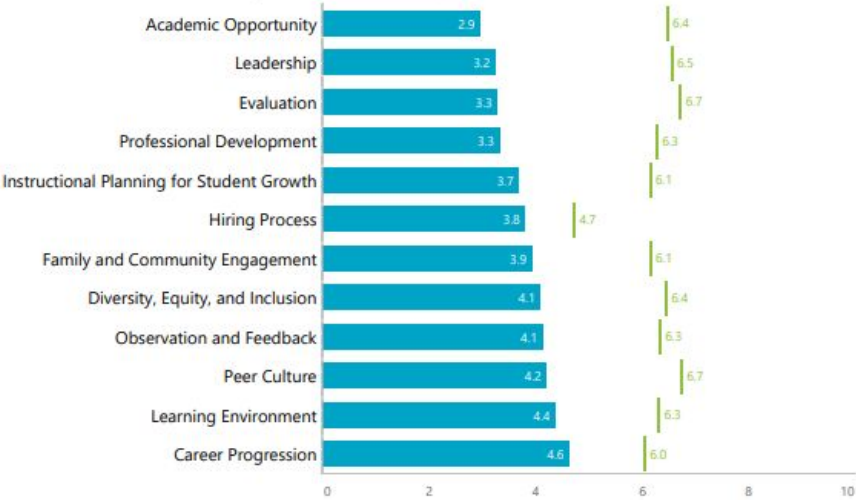
The Instructional Culture Index is a summary measure of a school's instructional culture. Schools with strong Index Scores generally have strong student outcomes and retain more of their most effective teachers. Your school's Index score and Index Percentile Rank are below.

School Index Score
5.8

Index Percentile Rank
22%

Domain Scores from the Teacher Survey

Questions in the Insight survey are grouped into topics called domains. Domain scores summarize your teachers' feedback about these topics. The blue bars show your school's domain scores and the green lines show the SAISD Top Quartile.



	Spring 2022	Spring 2023	SAISD Average	SAISD Top Quartile
Academic Opportunity	3.4	2.9	4.7	6.4
Leadership	3.1	3.2	4.7	6.5
Evaluation	4.1	3.3	5.4	6.7
Professional Development	2.8	3.3	4.7	6.3
Instructional Planning for Student Growth	2.5	3.7	4.6	6.1
Hiring Process	4.5	3.8	4.2	4.7
Family and Community Engagement	2.9	3.9	4.6	6.1
Diversity, Equity, and Inclusion	3.0	4.1	4.9	6.4
Observation and Feedback	2.0	4.1	4.9	6.3
Peer Culture	4.6	4.2	4.9	6.7
Learning Environment	3.9	4.4	4.5	6.3
Career Progression	3.0	4.6	4.9	6.0

Evaluation

At my school, evaluation ratings are accurate reflections of teacher effectiveness.

39%

18%

54%

71%

I agree with the criteria that will be used to evaluate my performance as a teacher.

39%

18%

60%

71%

I know the criteria that will be used to evaluate my performance as a teacher.

78%

59%

85%

91%

The person who evaluates my performance knows how much progress my students have made this year.

33%

41%

65%

79%

The teacher evaluation process helps identify my strengths and weaknesses.

39%

27%

57%

74%



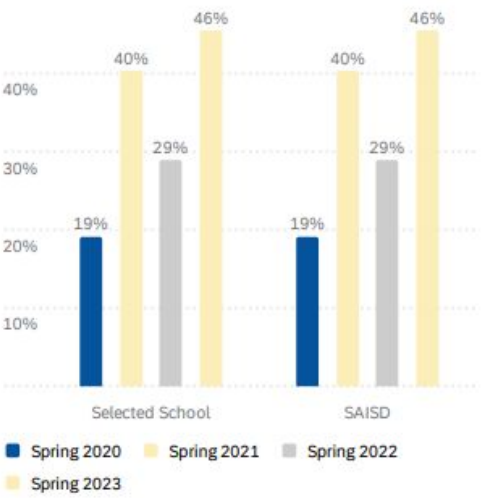
Family-School Relationships Survey

Family Involvement

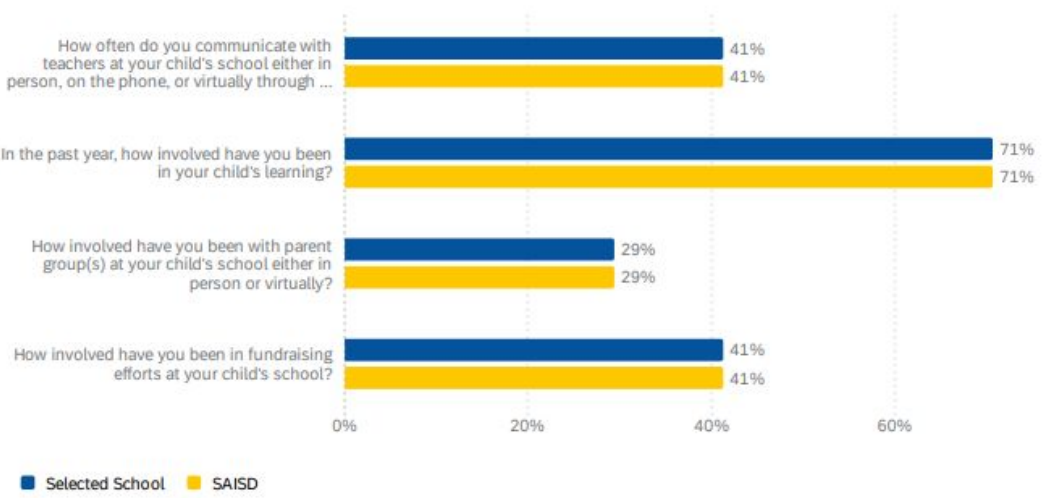
The degree to which families become involved with and interact with their child's school.

Each survey question was scored on a scale of 1-5 with 5 being the most favorable answer and 1 being the least favorable. The charts below represent either the percent of favorable responses for the question/category or a breakdown of the percentage of families answering at each level.

Family Involvement



Percent Favorable by Question (Selected Year)



Family-School Relationships Survey Overview

Schools that effectively engage families find that their students earn higher grades, score higher on tests, develop better social skills, and are more likely to graduate. By asking parents and guardians to provide feedback through surveys, schools and districts can gather actionable data and better understand how to build effective partnerships with families. The Family-School Relationships Survey, developed by Panorama Education, provides schools and districts with a clear picture of family attitudes about an array of topics—including family engagement, barriers to engagement, school climate, and family efficacy. SAISD gathered families' input from March 21 through April 15.

Total Responses Received	17
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Family Engagement and Input	Family Involvement	School Climate
89% Favorable	46% Favorable	84% Favorable
School Fit	School Safety	Family Efficacy
75% Favorable	72% Favorable	67% Favorable

2023 Student SEAD Survey

