

Campus Improvement Plan

2023-2024



Cameron Elementary

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Board of Trustees



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Dr. Jaime Aquino**

VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

- 1. Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
- 2. Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
- 3. Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
- 4. Improve Social Emotional Readiness in all Students** - 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
<p>Meeting #1 3/8/2023</p>	<p>Narratives were created for the following: demographics, student learning, processes & programs, and perceptions. The following data was analyzed: historical STAAR and NWEA MAP, TAPR report, district data Sharepoint, Insight survey data, and Panorama student data. Some root causes and problem statements were developed.</p> <p>Cameron CNA</p>
<p>Meeting #2 3/28/2023</p>	<p>The Advisory Team met and we reviewed data to analyze strengths and challenges currently. Focus was on analyzing Frontline discipline & Family Engagement data points to create a problem statement and root cause for processes and programs and perceptions. The following priorities were determined for next school year: student learning (scholar product/activity alignment to TEKS, writing across content areas), student recruitment & enrollment, and student and school climate & culture.</p>

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

The committee reviewed the CIP and discussed the need for the 23-24 school year to continue to focus on attendance/tardies. Although attendance has improved in 22-23 we need to continue to strengthen our attendance plan. We will continue to focus on Campus Climate and Culture for Faculty and scholars and focus on SEL to improve scholar behavior concerns. For academics we will continue to focus on math and ELAR with writing across curriculum and scholar product aligned to standards to ensure depth and rigor of standards are taught/mastered. Cameron created goals for the campus focusing on different areas to include academics, SEL, and family engagement & enrollment/recruitment. Based on these goals, an Action Plan will then be created which is aligned to the campus CIP. The committee has addressed the problem statement and the performance objective.

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 enrollment	student mobility rate, longitudinal data on student enrollment, enrollment trends	PS 1	From 2020 to 2023, Cameron ES has decreased in enrollment by approximately 93 students.
		RC 1	Ineffective recruiting and marketing strategies to attract new enrollments and retain current students. (ESF 3.4)
Grade level readiness	STAAR results (2022)	PS 2	Math STAAR scores for African American scholars scoring at or above grade level (39%) are 23 percentage points below the state average (62%).
		RC 2	Daily lesson plans inconsistently include grade level standards-aligned objectives, activities, and exit tickets that are at the are aligned to the rigor of the summative assessment and are used to inform intervention (reteach and enrichment) for all scholars or specifically African American. (ESF 4.1)
		PS 3	
		RC 3	
		PS 4	
		RC 4	
<p style="text-align: center;">Data Determinations</p>	<p><i>Cameron student enrollment has decreased from 2019-2022. Before COVID-19, Cameron enrollment was approximately 375 students and Cameron has not recovered since COVID. Cameron did not meet district student enrollment for the 2023 school year and the recruitment of new scholars continues to still be a struggle.</i></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	MAP results	PS 1	As a campus only 37% of our K-2 students are in Tier 1 on NWEA MAP Reading.
		RC 1	As a campus, equitable attention is not given to the analysis of assessment (Benchmark and common) data in all grade levels to inform intervention (reteach/enrichment) (ESF 5.3)
Grade Level Readiness	STAAR results	PS 2	As a campus only 33% of our 3rd-5th grade students are meeting grade level standards on STAAR Math.
		RC 2	Ongoing professional development is needed to support teachers with planning Tier 1 and Tier 2 instruction to the depth and complexity of the TEKS and ensure that student products are aligned to TEKS. (ESF 4.1)
Grade Level Readiness	STAAR results	PS 3	As a campus only 45% of our 3rd-5th grade students are meeting grade level standards on STAAR Reading.
		RC 3	As a campus we don't have a systematic approach or resource/curriculum for teaching writing (K-5). (ESF 4.1 and ESF 5.1)
		PS 4	
		RC 4	
Data Determinations	<p>Cameron recognizes that learning was loss due to COVID-19, closing learning gaps rapidly is a priority. Based on the historical STAAR data, Cameron totals are as follows: 2018-2019: reading: 59%, 34%, 15%, mathematics: 66%, 33%, 14%, science: 39%, 20%, 4%, writing: 58%, 28%, 4% 2019-2020: No scores due to COVID-10 2020-2021: reading: 34%, 21%, 9%, mathematics: 26%, 11%, 2%, science: 26%, 12%, 2%, writing: 22%, 12%, 0% 2021-2022: reading: 65%, 45%, 20% mathematics: 59%, 33%, 13%, science: 36%, 12%, 3%</p> <p>Data indicates that reading and science scores are close to pre-pandemic scores or higher, but now that writing is included in grades 3-5th, Cameron will take a dip in scores. A focus has to be on writing across all content areas in order to continue to grow. Math has not recovered to pre pandemic scores.</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.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Teacher Perception	Insight Survey (staff survey)	PS 1	Based on data from the 2021-2022 Insight survey, 29% of teachers reported that they plan to leave Cameron ES either in the current year or next and attribute this to their dissatisfaction with the culture and learning environment.
		RC 1	There is not a systemic approach to building a culture for understanding the needs of teacher-leaders to support retention. (ESF 3.1)
Feedback and Observation	Insight Survey (staff survey)	PS 2	Based on data from 2021-2022 Insight survey, 29% of teachers reported feedback is timely and/or beneficial such that it makes an impact on student outcomes
		RC 2	The instructional leadership team at Cameron ES does not have a clear coaching cycle. (ESF 5.2)
		PS 3	
		RC 3	
		PS 4	
		RC 4	
Data Determinations	Insight Survey		

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	
Student Engagement	longitudinal attendance data	PS 1	For the past 5 years, Cameron’s attendance has decreased.
		RC 1	An attendance committee has not intentionally met consistently to analyze student attendance data, to include scholar tardies. Parts of the attendance plan are ineffective due to the implementation of the strategies. (ESF 3.2)
Student Discipline	Review 360 Frontline	PS 2	Cameron had 136 document discipline incidents.
		RC 2	Daily Scottie time is not being used by 100% of the teachers to support social emotional learning. Lack of preparing teacher-leaders/staff for anticipated/potential classroom/campus behaviors. Communication of campus-wide PBIS goals lack in common areas to include how they are relevant (look and sound) in the classroom and in common areas. Common language not created or utilized by all staff to support PBIS/behavior expectations (ESF 3.2)
		PS 3	
		RC 3	
		PS 4	
		RC 4	
Data Determinations	BI: PBIS camp data (136 incidents); 136 number on unique incidents and offenses, 47 students Sharepoint: Attendance data 2019: 93%, 2020: 93.1%, 2021: 89%, 2022: 85%		

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	2	By June 2024, increase the percentage of black scholars in grades 3-5 scoring at or above grade level in math from 39% to 44% as measured by STAAR.	Provide all math classrooms with high-quality instructional materials and aligned assessments based on curriculum inventory to exhibit alignment of scholar product to the expected level of rigor and specificity of the TEKS.	Lewis	
		Quarterly KPIs	Quarter 1: 100% K-5 of teachers will have been trained in alignment between the lesson objective, activities, standards, and expected level of rigor Quarter 2: 80% of student work samples will demonstrate alignment to TEKS as evident through learning walks and PLCs. Quarter 3: 2% increase at the Meets level on Math STAAR Simulation Quarter 4: 3% increase in Meets and Masters on 2024 Math STAAR.		
DE-2	2	By June 2024, increase the percentage of black scholars in grades 3-5 scoring at or above grade level in math from 39% to 44% as measured by STAAR.	Provide targeted tutoring and instructional intervention to meet the needs of scholars during the school day, afterschool and/or Saturday school.		
		Quarterly KPIs	Quarter 1: 100% of eligible Cameron ES scholars enrolled during the window will take beginning of year math benchmark assessments Quarter 2: 75% of scholars in need of interventions are participating Quarter 3: 85% of scholars in need of interventions are participating Quarter 4: 90% of scholars in need of interventions are participating		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

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, 50% of students will be in Tier 1 on NWEA MAP Reading. Student Learning 1	Design and implement processes and protocols that result in instructionally focused team meetings including, but not limited to, Looking at Student Work (LASW), data and assessment analysis, intervention planning, curriculum and assessment development.	Admin Team and Instructional Coaches	211, Instructional Supplies and Materials, Professional Learning
		Quarterly KPIs	Quarter 1: Process, protocols and norms identified Quarter 2: Process, protocols and norms in use 80% of the time Quarter 3: Process, protocols and norms in use 90% of the time Quarter 4: Process, protocols and norms in use 100% of the time		
SL-2	1	By the end of the year there will be a 3% increase at the Meets level on 2024 Math STAAR. Student Learning 2	Provide all math classrooms with high-quality instructional materials and aligned assessments based on curriculum inventory to exhibit alignment of scholar product to the expected level of rigor and specificity of the TEKS.	Admin Team and Instructional Coaches	211, Instructional Supplies and Materials \$8000
		Quarterly KPIs	Quarter 1: 100% K-5 of teachers will have been trained in alignment between the lesson objective, activities, standards, and expected level of rigor Quarter 2: 80% of student work samples will demonstrate alignment to TEKS as evident through learning walks and PLCs. Quarter 3: 2% increase at the Meets level on Math STAAR Simulation Quarter 4: 3% increase in Meets and Masters on 2024 Math STAAR.		
SL-3	1	By the end of the year there will be a 3% increase at the Meets level on 2024 ELAR STAAR. Student Learning 3	Provide ongoing training to help teachers implement a vertical plan K-5 that develop writer's skills in constructed responses, revising and editing, and writing across content areas.	Admin Team and Instructional Coaches	211, Instructional Supplies and Materials, Professional Learning
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will have received training on the first 2 components (prewriting and drafting) of the writing process with implementation by 80% of teachers. By the end of Quarter 2 100% of teachers will have received training on the last 3 components (revising, editing, and publication) of the writing process with 80% of student work samples demonstrating evidence of the writing process, scoring, teacher feedback, and conferencing as evident through learning walks and PLCs. By the end of Quarter 3 there will be a 2% increase at the Meets level on ELAR STAAR Simulation. By the end of the year there will be a 3% increase in Meets and Masters on 2024 Math STAAR.		

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-4	1	By the end of the year there will be a 3% increase at the Meets level on 2024 ELAR STAAR. Student Learning 4	Provide all classrooms with high-quality literacy (reading and writing) instructional materials and aligned assessments to ensure alignment to the expected level of rigor and specificity of the TEKS.	Admin Team and Instructional Coaches	211, Instructional Supplies and Materials \$5000
		Quarterly KPIs	Quarter 1: 100% K-5 of teachers will have been trained to align TEKS, rigor, lesson objective, instructional materials and scholar product/responsibility. Quarter 2: 80% of student work samples will demonstrate alignment to TEKS as evident through learning walks and PLCs Quarter 3: 2% increase at the Meets level on ELAR STAAR Simulation. Quarter 4: 3% increase in Meets and Masters on 2024 ELAR STAAR.		
SL-5	1	By the end of the year there will be a 3% increase at the Meets level on 2024 ELAR STAAR. Student Learning 5	Provide targeted tutoring and instructional intervention to meet the needs of scholars during the school day, afterschool and/or Saturday school.	Admin Team and Instructional Coaches	282, ESSER, Tutoring-\$11,045
		Quarterly KPIs	Quarter 1: 100% of eligible Cameron ES scholars enrolled during the window will take beginning of year reading and math benchmark assessments (MAP, mClass) Quarter 2: 75% of scholars in need of interventions are participating Quarter 3: 85% of scholars in need of interventions are participating Quarter 4: 90% of scholars in need of interventions are participating		

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 June 2024, there will be a 10% increase in teacher retention at Cameron ES. (PP #2)	Implement a feedback cycle that includes providing teachers with timely (48 hours unless formal) feedback that is clear, research-based best practice and actionable.	Lewis, Rodriguez	
		Quarterly KPIs	Q1:By the end of the first quarter 100% of teachers will have received 1 direct/in-person feedback conversations and training on 3 of the 9 Teaching best practices strategies with implementation at 80%. Q2: Q1:By the end of the second quarter 100% of teachers will have received 2 direct/in-person feedback conversations and training on 6 of the 9 Teaching best practices strategies with implementation at 80%. Q3:By the end of the third quarter 100% of teachers will have received 3 direct/in-person feedback conversations and training on 9 of the 9 Teaching best practices strategies with implementation at 80%. Q4: By the end of the fourth quarter implementation of 9 of 9 Teaching best practices strategies will be 100%.		
PP-2		By June 2024 Cameron ES staff will implement a social emotional learning curriculum and positive behavior interventions and supports, resulting in a 5% decrease in teacher and administratively handled discipline referrals.	Create a SEAD team that will meet monthly to discuss campus SEL curriculum implementation, discipline, PBIS support, rewards and incentives.	McWilliams, primary, intermediate	282-ESSER, Kindness-\$5000
		Quarterly KPIs	Q1:By the end of the first quarter 100% of teachers will have received 1 training in social emotional learning meet up/buddy up Sanford and Harmony curriculum. Q2: By the end of the second quarter 100% of teacher will implement social emotional Scottie Time daily. Q3: By the end of the third quarter scholars will have relationship-building lessons and activities by monthly in counseling. Q4: By the end of the fourth quarter the SEAD committee will meet to review data and PBIS support and make adjustments to reward, incentives, and campus expectations.		
PP-3					

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 the daily attendance rate by 2%. Perceptions 1	We will increase student attendance and support students with attendance concerns by implementing home visits, warning notices, creating individualized attendance plans, parent meetings and celebrating consistent attendance.	Leadership team	
		Quarterly KPIs	By the end of Quarter 1 will identify students who fall in Tier 3 and 4 of chronic absenteeism. By the end of Quarter 2 pair Tier 3 and Tier 4 students with a check-in to monitor and check attendance weekly. By the end of Quarter 3 student attendance will increase by 1% from 90% - 91%. By the end of the year a 2% increase of student attendance.		
PE-2		By the end of the year, decrease the number of discipline referrals by 10%. Perceptions 2	Provide ongoing training on how to best implement our campus wide discipline management plan. We will utilize the Student Code of Conduct, Class Dojo, PBIS strategies in conjunction with Social Emotional Learning curriculum.	Leadership team	
		Quarterly KPIs	By the end of Quarter 1 professional development provided to teachers on tier I classroom management strategies and creating behavioral expectations that have a common language. By the end of Quarter 2 student discipline referrals will decrease by 3%. By the end of Quarter 3 student discipline will decrease by 3%. By the end of the year a decrease of 10% of student discipline referrals.		
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
SL-1	Quarter 1: Process, protocols and norms identified		
SL-2	100% K-5 of teachers will have been trained in alignment between the lesson objective, activities, standards, and expected level of rigor		

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

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
From Plan4Learning Summative Review		

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

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

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

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		

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
Cameron Elementary	15907- 114
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Brandy Lewis	
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
Brandy Lewis	School Leader		
Jennifer Rodriguez	Assistant School Leader		
Cindy Hinojosa	Teacher		
Miah Taylor	Teacher		
Kayla Walter	Teacher		
Dawn Turbin	Teacher		
Ariana Moreno	Teacher		
Tiashan McWilliams	Counselor		
Jasmine Dennis	Instructional Coach		
Saundra Jackson	Parent		
Destiny Puente	Parent		

Data Tables