



# Campus Improvement Plan

## 2023-2024



**Crockett Academy**

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**President  
Christina Martinez  
District 6**



**Vice President  
Alicia Sebastian  
District 2**



**Secretary  
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District 1**



**Trustee  
Leticia Ozuna  
District 3**



**Trustee  
Stephanie Torres  
District 5**



**Trustee  
Ed Garza  
District 7**



**Superintendent of Schools  
Dr. Jaime Aquino**

## **VISION**

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

## **MISSION**

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

## **CORE VALUES**

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

## **CORE BELIEFS**

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

## SAISD 5 Year Board Goals

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

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process**

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

CNA Development Dates	Meeting Topics and Actions
<b>Meeting #1 May 18, 2023</b>	As a team we voted on a Co-Chair and a Secretary. We looked at our data by teacher, which includes circle, MAP, and STAAR. We discussed when meetings would take place, the budget, master schedule, and all campus wide events. We decided on a cell phone policy, dress code, and theme.
<b>Meeting #2 May 30, 2023</b>	As a team we discussed our preliminary STAAR data, created Intervention groups, discussed our special populations, and worked on completing the master schedule.

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

**The Campus Advisory Council (CAC) met to discuss the Comprehensive Needs Assessment. We reviewed data and created an improvement plan. We discussed how we will 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.**

Our data did not grow as discussed

Review goals and strategies delete or add to the goals.

- Prek -Kinder- Goal 1 & 2
- 1st and 2nd- Goal 3 & 4
- 3rd and 4th- Goal 3 & 4
- 5th and 6th- Goal 5 & 6
- 7th and 8th - Goal
- Specials- Specials

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment - Demographics**  
 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	
Social Emotional Learning	Discipline referrals Counselor Referrals Behavior Specialist Referrals	PS DE-1	Students across K-8th grade are struggling with social-emotional, behavioral and academic developmental gaps that we need to address. 83% of students report social-emotional, behavioral and academic developmental gaps that we need to address.
		RC DE-1	We had over 65 homeless families enrolled this year compared to less than 15 over the past 3 years. We are currently 83% At-Risk. Students are experiencing a significant amount of trauma due to lack of support of basic needs being met.
Bilingual Services	Frontline data Welcome Center LPAC data	PS DE-2	There is a 7% increase over projected student enrollment across K-8th grade..
		RC DE-2	Families are coming from outside the U.S. as well as other districts. Our Bilingual population has grown (by 24% in the past year. Our campus is equipped with 1 full time ESL teacher for K-8, 1 dual language teacher per grade levels K-4 and 1 dual language teacher for 6-8th and .5 ESL vacancy.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations			

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment - Student Learning**  
 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	
MAP	MAP data	<b>PS SL-1</b>	MAP passing rates in Reading and Math are have had low incremental growth: Reading: Tier 1-19% (2022) to 22% (2023), Math-Tier I-18%(2022) to 20% (2023)
		<b>RC SL-1</b>	Students did not consistently receive timely, embedded, and effective interventions that are researched based progress monitored by the teacher on a regular basis.
Grade Level Readiness	Preliminary STAAR Data	<b>PS SL-2</b>	While approaches scores improved in Reading and Math, the number of students at the meets and or masters level was stagnant or decreased. Science scores are stagnant in the low DNM range as we are looking at preliminary data for STAAR: <u>2022-2023</u> <u>RLA</u> -14% Likely Did Not Meet, 42% Zone of Uncertainty, 40% Likely Passed <u>Math</u> -19% Likely Did Not Pass, 59% Zone of Uncertainty, 19% Likely Passed <u>Science</u> - 24% Likely Did Not Pass, 62% Zone of Uncertainty, 14% Likely Passed <u>Social Studies</u> -8th Grade: 39% Likely Did Not Pass, 46% Zone of Uncertainty, 15% Likely Passed
		<b>RC SL-2</b>	As a campus, systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness were not consistently implemented.
		<b>PS SL-3</b>	
		<b>RC SL-3</b>	
		<b>PS SL-4</b>	
		<b>RC SL-4</b>	
<b>Data Determinations</b>			



**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment - Processes & Programs**  
 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	Teacher Feedback MAP data Preliminary STAAR Data	<b>PS PP-1</b>	We have one Instructional Coaches to serve 10 grade levels- close to 700 students.
		<b>RC PP-1</b>	Funding is not available.
Student Learning	MAP data Preliminary STAAR Data	<b>PS PP-2</b>	Our students are not performing on grade level. 32% of our students are on grade level in math and 35% are on grade level in reading.
		<b>RC PP-2</b>	Our teachers need ongoing Professional Development in all content areas with additional support needed in the Co-teach model and Resource/In-class support.
		<b>PS PP-3</b>	
		<b>RC PP-3</b>	
		<b>PS PP-4</b>	
		<b>RC PP-4</b>	
<b>Data Determinations</b>			

**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	Discipline referrals Counselor Referrals Behavior Specialist Referrals	PS PE-1	Students across K-8th grade are struggling with social-emotional, behavioral and developmental gaps that we need to address. 2023 - 169 Recorded offenses, 117 - Out of school suspension, 49 In-school suspension, 16 - DAEP 2022 - 64 Recorded offenses, 49 0 Out of school suspension, 11 In-school suspension, 2 DAEP PBIS strategies need to be implemented with fidelity across all areas of campus.
		RC PE-1	Teachers need to know their students and the unique and detrimental challenges which have directly impacted their learning development, maturity, and ability to overcome their struggles.
Parent engagement	Parent sign-in sheets.	PS PE-2	Parent attendance averages about 10-15 parents for parent meeting with principal and parent classes, while campus parent events average 100.
		RC PE-2	The school needs to do a better job of communicating with parents through different forums.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> 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 the end of the year, K-8th grade students struggling with social-emotional, behavioral and academic developmental gaps will increase by 5% the percentage of all students who meet the SAISD Standard for Social Emotional Readiness.	The Campus will provide extended learning opportunities through field trips and team building activities to support Social Emotional, Academic needs and kindness efforts of students to support growth. Connecting with artworks is a powerful way for students to explore their personal and social identities. We will need easels and lights to display student work for gallery walks.	Admin Counselors ACT's	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, Counselors will check in with all students focusing on social and emotional needs through monthly guidance lessons. Students with social, emotional, or behavior needs will be identified. By the end of Quarter 2, District Specialist will assist the campus through PLN to provide strategies and classroom support. Feedback will be provided. By the end of Quarter 3, Counselors will complete the Kindness Act with the students. Offering guidance and support through various kindness activities that support the campus. By the end of the year teachers will plan field trips for each grade level that will build social-emotional skills.		
DE-2	1	By the end of the year we will increase the number of students on grade level. There is an increase in student enrollment across K-8th grade in comparison to last two years. We continue to struggle with attendance which impacts student access to FAPE. PS SL-2	MTSS Coordinator will work with teachers to identify students in need of tutoring or extended day learning. Teachers will work an extended day to support closing the learning gaps for students during tutoring throughout the school year.	Admin ACT's	211-Pay teachers for Tutoring- \$8465.00 282-\$8009 ESSER - \$5000
		<b>Quarterly KPIs</b>	At the end of each quarter, Tier 2 and 3 students will have been identified and will begin to have differentiated support. After school tutoring will be available for the year. Counselors will assist the FACE and CIS to support students who need services and support outside of academics. By the end of the year student support will be measured by growth using CBA, CFA, MAP, TELPAS, and STAAR.		
DE-3					
		<b>Quarterly KPIs</b>			
DE-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> 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	2	By the end of the year will we see an increase in MAP scores across all grade levels by 5%. Content instruction needs to be more hands on and applicable to real life situations in PreK - 8th grade. CNA: 1.1 PS SL -2	<p>All teachers PreK - 8th grade will participate in PLCs to plan and review units of study and disaggregate data to monitor progress. Campus ICs will plan, prepare, and implement targeted PDs that focus on student led stations and hands on small group instruction. We will send teachers to professional development to support instruction.</p> <p>We will purchase supplies and materials to support students and teachers with small group instruction and the creations of learning centers.</p> <p>ECS learning system is an interactive practice book and paper book that engages and encouraging students to own their learning, embrace new challenges, and build skills in Reading, Writing, Math, and Science, and Social Studies.</p>	Administrative Team and ICs	ESSER -Instructional Resources- \$15,810 211-Teachers PD-\$19000 211-Travel-\$1050 211-Supplies-\$2400 164-Online Resources-\$6300, Instructional resources-\$2164
		<b>Quarterly KPIs</b>	By the end of Quarter 1, all Pre-K-8th teachers will attend PLCs. One will be used to disaggregate data and create ability groups. By the end of the second quarter, We will continue to review data and create ability groups. PLC will be to create student stations and small group lessons that are hands on. By the end of Quarter 3 all teachers will have seen a 10% increase in core content areas. MAP,CIRCLE, CBAs, TELPAS and STAAR will be used to measure academic growth. By the end of the year teachers will use the above assessments to determine if students met their individualized student goal to show student growth.		
SL-2	2	There are currently 48 students, in grades 6-8, that are receiving special education services. 52% (25 students) of these students are currently working at least 2-3 grades below grade level and receive their Reading and/or Math instruction in a resource setting.	Reading magazine and online program used to extend learning in Math computation, Reading comprehension, fluency and vocabulary.		
		<b>Quarterly KPIs</b>	By the end of the Quarter 1 students will have scholastic resources to support intervention.		
		<b>Quarterly KPIs</b>			
		<b>Quarterly KPIs</b>			

## 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 the end of the year we will see an increase in Reading and Math MAP scores by 5%. Problem Statement 3: We have one Instructional Coach to serve 10 grade levels- close to 700 students.	Strategies include:We will hire two Instructional coaches to assist with frequent check-ins with grade levels through PLCs, support with District Specialists to assist with PD and model teaching.	Teachers ICs District Specialists Admin Team	211-Salary for IC's-\$178,266.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1, ICs will have met with all teachers and set a professional goal with teachers who have less than 3 years experience. By the end of Quarter 2 ICs will conduct targeted PLCs using data. They will coordinate with District Specialist to support teachers and model teach. Feedback will be provided. Teacher and student growth will be measured using MAP, CIRCLE, MCLASS, STAAR, CBA, TELPAS data; District Specialist feedback, and T-TESS feedback. By the end of Quarter 3 ICs will conduct targeted PLCs using data. IC's will push in to co-teach with Mr. Aguilera 5th grade DL Reading and Math. They will pull out for small group instruction for grades 3-5 focusing on meets and masters.		
PP-2	3	By the end of the year we will increase the number of students on grade level by 5%.	Strategies include:PD focused on the Co-Teach model. Accomodations, collaboration, differentiation and planning with General Education teachers and District Specialists; PLNs; Funds will be used to pay for registration, lodging and travel expenses.	Teachers District Specialists Admin Team	
		<b>Quarterly KPIs</b>	By the end of Quarter 1 our Content Specialist will train our teachers at PLC. They will support the SPED Department focusing on the Co-Teach Model and Accomodations. SPED Department will meet once a week with an admin or IC to discuss monitoring lists, progress and provide feedback. By the end of Quarter 2 Co-Teach. Model will be effective in classrooms with the support and feedback from the administrative team. MAP, STAAR, MCLASS, CBA, TELPAS will be used to measure teacher and student growth. SPED teachers will meet with their Co-Teacher on Thursdays or Fridays to discuss lesson plans and support for the upcoming week.		
PP-3					
		<b>Quarterly KPIs</b>			
PP-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year we will see a 5% decrease in discipline referrals. Problem Statement 1: Students across K-8th grade are struggling with social-emotional, behavioral and developmental gaps that we need to address.	Strategies include: ongoing professional development focused on fidelity of PBIS strategies, social-emotional development & skills with the support of our district Behavior Specialist while including Conscious Discipline techniques. The use of outdoor/ team building activities to build social skills. Students will be identified and referred to our CIS Case Manager for support with supplies, clothing, mentors and/or outside tutoring; frequent collaboration with campus counselors & Admin Team; referrals to Counselors and/or CIS for TCHAT, counseling strategies, Restorative Practices, play therapy, art therapy or small group intervention.	Teachers, Counselors, SAISD Behavior Specialists, Administrative Team, PBIS Team	
		<b>Quarterly KPIs</b>	By the end of Quarter 1 we will increase the number of students with MTSS Referrals. We will track CIS Monthly reports, Teacher Feedback, Counselor Feedback, Counseling Referrals, Frontline Discipline Reports, Student Academic Records and PBIS data. Quarter 2 we will see an increase in students receiving academic support from GEC department. We will continue to monitor MTSS, Branching Minds and referrals. We will continue to meet with the E.D. and LSSP to discuss students in need of support. Quarter 3 we will see an increase in students receiving academic support from GEC department. We will continue to monitor MTSS, Branching Minds and referrals. We will continue to meet with the E.D. and LSSP to discuss students in need of support.		
PE-2	1	By the end of the year, attendance by parents and community members will increase by 10%.	We will hire the Family and Communication Engagement Specialist to facilitate the communication	Administrative Team IC's	211-salary for FACE Specialist- \$52,346.00
		<b>Quarterly KPIs</b>	By the end of the Quarter 1 We will see an increase in parent participation based on Monthly sign in sheets for parent meetings and school events. Each quarter we will see an increase in parent participation compared to the previous quarter. During the 2nd quarter the We should see a steady increase in attendance.		
PE-1		By the end of the year we will see a 5% decrease in discipline referrals. Problem Statement 1: Students across K-8th grade are struggling with social-emotional, behavioral and developmental gaps that we need to address.	Resources will be used to build morale for teachers. Students' resources will be used to build social skills. Multi-colored erasable pens & pencils (150) \$25 ea. Oversized Connect 4 in a row 3) \$100 ea. Kindness banners (15) \$65 ea Kindness yard signs (10) \$25 each Amazon - \$3825 Positive Promotions - \$1175		282-SEAD KINDNESS CHALLENGE-PBIS - \$5000
		<b>Quarterly KPIs</b>			

**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
4-DE1	By the end of Quarter 1, Counselors will check in with all students focusing on social and emotional needs through monthly guidance lessons. Students with social, emotional, or behavior needs will be identified. DEI David's Legacy.	MT	We will continue to monitor
1-DE2	By the end of Quarter 1, Tier 2 and 3 students will have been identified and will begin to have differentiated support.	MT	We will continue to monitor
2-SL1	PLC's	MT	We are considering changing the way we hold PLC's.
2-SL2	By the end of the Quarter 1 students will have scholastic resources to support intervention.	MT	We will continue to monitor
1-PP-1	By the end of Quarter 1, ICs will have met with all teachers and set a professional goal with teachers who have less than 3 years experience.	MT	We will continue to monitor
3-PP-2	By the end of Quarter 1 our Content Specialist will train our teachers at PLC.	MT	We will continue to monitor
4-PE1	By the end of Quarter 1 we will increase the number of students with MTSS Referrals. We will track CIS Monthly reports, Teacher Feedback, Counselor Feedback, Counseling Referrals, Frontline Discipline Reports, Student Academic Records, PBIS data,	MT	We will continue to monitor
1-PE2	By the end of the 1 Quarter We will see an increase in parent participation based on Monthly sign in sheets for parent meetings and school events.	GP	Increase the amount of communication to families 10% more than Quarter 1

**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
4-DE1	By the end of Quarter 2, District Specialist will assist the campus through PLN to provide strategies and classroom support. Feedback will be provided.SAPD Vaping & Mindfulness, Puppet Show.	MT	We will continue to monitor.
1-DE2	By the end of the 2nd Quarter After school tutoring will be available for the year. Counselors will assist the FACE and CIS to support students who need services and support outside of academics.	MT	We will continue to monitor.
2-SL1	By the end of Quarter 2, all Pre-K-8th teachers will attend PLCs. The second PLC will be to create student stations and small group lessons that are hands on.	DI	PLC’s were moved to after school to allow for vertical planning and to provide teachers with more instructional time during the school day. Instructional Specialist come to campus to host Professional Development based on teacher need.
2-SL2	By the end of the Quarter 1 students will have scholastic resources to support intervention.	NR	
1-PP1	By the end of Quarter 2 ICs will conduct targeted PLCs using data. They will coordinate with District Specialist to support teachers and model teach. Feedback will be provided	MT	
3-PP2	By the end of Quarter 2 Co-Teach Model will be effective in classrooms with the support and feedback from the administrative team.	NR	
4-PE1	Quarter 2 we will see an increase in students receiving academic support from GEC department.	GP	
1-PE2	By the end of quarter 2, we will see an increase in parent participation compared to the previous quarter.	NR	



**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
4-DE1	By the end of Quarter 3, Counselors will complete the Kindness Act with the students. Offering guidance and support through various kindness activities that support the campus.	MT	
1-DE2	MTSS Coordinator will work with teachers to identify students in need of tutoring or extended day learning.	GP	We will continue to monitor
2-SL1	By the end of the year teachers will use the above assessments to determine if students met their individualized student goal to show student growth.	GP	We will continue to monitor
1-PP1	By the end of Quarter 3 ICs will conduct targeted PLCs using data. IC's will push in to co-teach with Mr. Aguilera 5th grade DL Reading and Math. They will pull out for small group instruction for grades 3-5 focusing on meets and masters.	GP	
4-PE1	Quarter 3 we will see an increase in students receiving academic support from GEC department. We will continue to monitor MTSS, Branching Minds and referrals. We will continue to meet with the E.D. and LSSP to discuss students in need of support.		

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

### 3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives

The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

## Committee Members

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

Name	Role	Name	Role
M. Lourdes Correa	Principal	Roxanne Rodriguez	Librarian
Sandra Jasso	Assistant Principal	Xavier Cantu	PE
Michelle Garza	Assistant Principal	Lidia Medina	Parent
Norma Hernandez	PreK	Ruth Rodriguez	Parent
Norma Galan	Kinder	Salene Bampi-Gonzalez	CIS
Gabrielle Valle	1st grade	Laura Gonzales	6th Grade
Elizabeth Quintanilla	2nd grade		
Blanca Rodriguez	3rd grade		
Cynthia Spears	4th grade		
Yvonne Recio	5th grade		
Cynthia Silva	6th grade		
Jaime Fraga	7th grade		
Roxanne Casanova	8th grade		
Audruole Anderson	ALE		
Maria Guerra	FACE		
Nicole Fryer	ESL		
Veronica Cuellar	IC		
Sarah Martinez	Counselor		

## 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
Crockett Academy	15907- 118
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Sharene Dixon
Principal	SAISD Board Approval Date
M. Lourdes Correa	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
05-16-23	05-23-23

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

### Improvement Plan – Performance Objectives

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

### Improvement Plan – Strategies

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

### Federally Required Strategies – Do we have strategies that address -

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

### Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	Main office and Web page
Languages Available	English and Spanish upon request
URL to Online Version	<a href="https://schools.saisd.net/page/118.homepage">https://schools.saisd.net/page/118.homepage</a>

### Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Main office and Web page
Languages Available	English and Spanish upon request
URL to Online Version	<a href="https://schools.saisd.net/page/118.homepage">https://schools.saisd.net/page/118.homepage</a>

### Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	Main office and Web page	How and When was the PFE Policy Distributed
Languages Available	English and Spanish	
URL to Online Version	<a href="https://schools.saisd.net/page/118.homepage">https://schools.saisd.net/page/118.homepage</a>	

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		

