Campus Improvement Plan
2024 - 2025

SAISD

Crockett Academy

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Crockett_2024_2025_CIP.xlsx

Vision, Mission, Core Values, and Core Beliefs

VISION

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

MISSION

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

CORE VALUES

Student Centered
High Expectations
Commitment
Passion
Integrity
Respect
Teamwork

CORE BELIEFS

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

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 June 13, 2024	We discussed the results from the summative review. We decided which strategies we could continue and which strategies we need to discontinue because they were no longer needed or they were not sucessful. We reviewed preliminary STAAR data. We reviewed EOY MAP data. We reviewed attendance and discipline data. We discussed parent involvement.
Meeting #2 June 14, 2024	We discussed aligning strategies to support Tier 1 instruction, improving student growth and increasing parent involvement. We discussed planning activities for the upcoming year and how to support campus needs. We discussed the importance and the impact of Tier 1 instruction on student growth and achievment.

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

We discussed the results from the summative review. We decided which strategies we could continue and which strategies we need to discontinue because they were no longer needed or they were not sucessful. We reviewed data preliminary STAAR data. We reviewed EOY MAP data. We reviewed attendance and discipline. We discussed parent involvement.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

Comprehensive Needs Assessment Process

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Demographics

At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	X
Special Education Service Records	X	PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data	X
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data		Sign-Ins / Minutes		Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data	X	Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	X
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement	X	Feedback to Teachers		Mission, Values, and Vision	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

Comprehensive Needs Assessment - Demographics

Demographics (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Student Discipline	PS DE-1	Students across K-8th grade are struggling with social-emotional, behavioral and academic developmental gaps that we need to address. 84% of student population is at-risk. Studentsport social-emotional, behavioral and academic developmental gaps that we need to address.
	RC DE-1	We had over 128 homeless students enrolled this year compared to last year of 63 families. We are currently 84% At-Risk. Students are experiencing a significant amount of trauma due to lack of support of basic needs being met.
Dual Language Enrollment	PS DE-2	Families are coming from outside the U.S. as well as other districts.
	RC DE-2	There is a 1% increase over projected student enrollment across K-8th grade.
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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.

Comprehensive Needs Assessment - Student Learning

		Student Learning (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
Grade Level Readiness	**PS SL-1**	MAP passing rates in Reading and Math have had low incremental growth: Reading: Tier 1-22% (2023) to 29% (2024), Math-Tier I- 20% (2023) to 25% (2024)
	RC SL-1	Students did not consistently receive timely, embedded, and effective interventions that are researched based progress monitored by the teacher on a regular basis.
EOY Assessment Outcomes	**PS SL-2**	While approaches scores improved in Reading, the number of students at the meets and or masters level was stagnant or decreased. Math, Science, and Social Studies scores are stagnant in the low DNM range as we are looking at data for STAAR: 2023-2024 -RLA- 42% Did Not Meet, 58% Approaches- Math- 64% Did Not Meet, 36% Approaches- Science- 79% Did Not Meet, 21% Approaches- Social Studies-8th Grade: 69% Did Not Meet, 31% Approaches
	RC SL-2	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.
Choose One	**PS SL-3**	
	RC SL-3	
Choose One	**PS SL- 4**	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		

Comprehensive Needs Assessment - Processes & Programs

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Teacher Leadership	PS PP-1	Students did not make expected growth in Reading and Math Kinder- 8th grade.
	RC PP-1	Teachers need support with planning, data disaggregation and small group instruction activities to engage students.
Teacher PD	PS PP-2	Our students are not performing on grade level. 27% of our students are on grade level in math and 39% are on grade level in reading according to 2024 MAPS preliminary result data.
	RC PP-2	Teachers need support with Tier 1 instruction to support student achievment.
Technology Integration	PS PP-3	Our teachers need support in maintaining and updating devices to ensure students are equipped and have opportunities to practice using all assessment platforms.
	RC PP-3	Campus does not have staff designated to support technolgy and learning platforms.
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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.

Comprehensive Needs Assessment - Perceptions

Student Learning (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Staff Survey Results	PS PE-1	Teachers are not filling out surveys.
	RC PE-1	Staff is too busy to complete. Emails went to other folders causing staff to not see it
Engagement Opportunities	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	Have parent meetings after school. Have an incentive for classroom parent. Student performances to get parents to come in. A fine arts performance during fall fest, literacy, math, science nights, and tailgates for games.
Services Support	PS PE-3	We need to hire a FACE specialists to coordinate events involving parents and their needs.
	RC PE-3	Fewer home visits for attendance, documentation for school events, knows the resources that parents need
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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

	GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
Plan for Improvement – Demographics	DE-1	4	By the end of the year,	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. Teachers will use the data from RHITHM, Mascot time, and Conscious Discipline to support social emotional needs. Teacher will practice Kagan Strategies to support academic needs.		
		PS #	**Quarterly KPIs**	By the end of the first quarter,		
				By the end of the second quarter,		
		1		By the end of the third quarter,		
				By the end of the fourth quarter,		
	DE-2	1	By the end of the year,	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		
		PS #	**Quarterly KPIs**	By the end of the second quarter,		
		2		By the end of the third quarter,		
				By the end of the fourth quarter,		
	DE-3		By the end of the year,			
		PS #	**Quarterly KPIs**	By the end of the first quarter,		
				By the end of the second quarter,		
				By the end of the third quarter,		
				By the end of the fourth quarter,		
	DE-4		By the end of the year,			
		PS #	**Quarterly KPIs**	By the end of the first quarter,		
				By the end of the second quarter,		
				By the end of the third quarter,		
				By the end of the fourth quarter,		

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the year,	Students in 6th-8th grade will have math enrichment class to support Tier 1 instruction.		
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
	1		By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-2	1,2,3	By the end of the year,	We will plan cross curricular activities and filedtrips for growth in all areas. We will disaggregate data after BOY,MOY and EOY collection periods using data trackers and branching minds.		
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
	2		By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-3	1,2,3	By the end of the year,	We will purchase resources and professional devellopment to support SPED and ELL students.		
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
	3		By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Student Learning

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

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	4	By the end of the year,	We will hire 2 Instructional Coaches to support teachers with planning, model teaching, co-teaching and small group interventions.		
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
	1		By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-2	4	By the end of the year,	Our teachers need ongoing Professional Development in all content areas with additional support needed in the Co-teach model and Resource/In-class support.		
	PS #	Quarterly KPIs			
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-3	4	By the end of the year,	We need to hire a librarian that assist with technology and learning platforms to support teachers and students.		
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
	3		By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4	4	By the end of the year,	We will hire a flex operations clerk to assist, support and monitor students, staff and parents to meet the varied needs of our campus.		
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
	4		By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)

The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, staff will complete the district surveys.	Have staff do the survey all together: PLC, PD, or ½ day teacher work day.		
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
	1		By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-2	4	By the end of the year,	Have parent meetings after school. Have an incentive for classroom parent. Student performances to get parents to come in. A fine arts performance during fall fest, literacy, math, science nights.		
	PS #	**Quarterly KPIs**	By the end of the firstquarter,		
			By the end of the second quarter,		
	2		By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-3		By the end of the year,	Event coordinator involving parents and their needs. Daily attendance callsand home visits to help with student truancy.		
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the secind quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Perceptions

First Quarterly Review

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter,	Choose One	
DE-2		Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter,	Choose One	
SL-2	By the end of the first quarter,	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter,	Choose One	
PP-2		Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter,	Choose One	
PE-2	By the end of the firstquarter,	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter,	Choose One	
DE-2	By the end of the second quarter,	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter,	Choose One	
SL-2	By the end of the second quarter,	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter,	Choose One	
PP-2	By the end of the second quarter,	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter,	Choose One	
PE-2	By the end of the second quarter,	Choose One	
PE-3	By the end of the secind quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter,	Choose One	
DE-2	By the end of the third quarter,	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter,	Choose One	
SL-2	By the end of the third quarter,	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter,	Choose One	
PP-2	By the end of the third quarter,	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter,	Choose One	
PE-2	By the end of the third quarter,	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Fourth Quarterly Review

	DEMOGRAPHICS		
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**
DE-1	By the end of the fourth quarter,	Choose One	
DE-2	By the end of the fourth quarter,	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	
	STUDENT LEARNING		
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**
SL-1	By the end of the fourth quarter,	Choose One	
SL-2	By the end of the fourth quarter,	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	
	PROCESSES & PROGRAMS		
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**
PP-1	By the end of the fourth quarter,	Choose One	
PP-2	By the end of the fourth quarter,	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	
	PERCEPTIONS		
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**
PE-1	By the end of the fourth quarter,	Choose One	
PE-2	By the end of the fourth quarter,	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year,	Choose One	
DE-2	By the end of the year,	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year,	Choose One	
SL-2	By the end of the year,	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year,	Choose One	
PP-2	By the end of the year,	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, staff will complete the district surveys.	Choose One	
PE-2	By the end of the year,	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

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

Name	Role	Name	Role

Committee Members

Assurances and Approval Information

Assurances and Plan Approval Information

Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
	15907- ###

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

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.

Title I Campus Program Requirements

Title I Campus Program Requirements		
Federally Required Strategies - Do we have strategies that address:	**Equitable Availability of the Campus Improvement Plan to Parents**	
☐ At-Risk Support	Physical Locations of the Plan	
☐ CCMR - Secondary	Languages Available	
☐ Dropout Prevention (Secondary)	URL to Online Version	
☐ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy	
☐ Parent & Family Engagement	Languages Available	
☐ Physical Activity	URL to Online Version	
☐ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☐ Quality of Learning Environment	Physical Locations of the Compact	
☐ Recruiting/Retaining Teachers	Languages Available	
☐ Social and Emotional Support	URL to Online Version	
☐ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

	Method	Date	Method	Date
☐ Students Not On Grade Level				
☐ Support for Special Populations				
☐ Transition PK to K				
☐ Violence Prevention/Intervention				

Documentation and Submissions

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, and posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	**Description**	**CIP Location / Upload Location**	**Done**
PFE Distribution	Answered how and when was your PFE Policy distributed	**CIP - Quality Checklist**	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices 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, and posted on your website	**CIP - Quality Checklist**	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	**Google Shared Folder**	
		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		