



# Campus Improvement Plan

## 2023-2024



**Young Women's Leadership Academy Primary**

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**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</b><br>June 5, 2022     | <ul style="list-style-type: none"> <li>- Reviewed EOY MAP Data</li> <li>- Reviewed EOY STAAR Data</li> <li>- Problem/Root Cause/PO and Strategies</li> </ul> |
| <b>Meeting #2P</b><br>August 21, 2023 | <ul style="list-style-type: none"> <li>- Parent Survey</li> <li>- Student Survey</li> <li>- Teacher Survey</li> </ul>  |

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

The CIP from the previous year was used to determine effectiveness and inform decisions for the next year by reviewing what strategies were successful and need to be continued and what performance objectives were successful and can be discontinued.

**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 |   |
|----------------------------|--|------------------------------------|---|
| Eco Dis                    | PEIMS Data   | PS<br>DE-1                         | Forty-four percent of YWLAP students are identified as not economically disadvantaged.  |
|                            |  | RC<br>DE-1                         | Lack of advertising in areas around San Antonio that are aimed at the target population.  |
| Special Education          | PEIMS Data   | PS<br>DE-2                         | Twenty-nine percent of students that were identified as special education received meets on STAAR reading compared to 76% of the total population tested. Eighteen percent of special education students received meets on STAAR math compared to 49% of the total population tested. |
|                            |  | RC<br>DE-2                         | Lack of differentiated curriculum and resources to meet the needs of all students in math and reading.  |
| Attendance                 | PEIMS Data   | PS<br>DE-3                         | Overall attendance is 94.48% below the campus goal of 98%   |
|                            |  | RC<br>DE-3                         | The number of students who are chronically absent is that parents travel from all of the county.  |
| <b>Data Determinations</b> | <p><b><u>Strengths</u></b><br/>                     Fifty-six percent of students were identified as economically disadvantaged, which is only 4% away from meeting the target for the population that we want to serve according to our charter. We increased our overall attendance to 94% from the previous year. 56% of YWLAP (Young Women's Leadership Academy of San Antonio) students are identified as economically disadvantaged demonstrates diversity within the student population. This diversity can be a strength, as it can promote a rich learning environment with different perspectives and experiences.</p> |                                    |   |
|                            | <p><b><u>Challenges</u></b><br/>                     We have a high number of students who are chronically absent or tardy. Turnover in of our special education teachers and changes in curriculum has led to inconsistent practices. Increasing our population of eco disadvantaged students so that we are serving our population that we want to serve.</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 |  |
|--------------------------------|---|------------------------------------|--|
| Reading<br>Math<br>Science     | MAP Data  | <b>PS<br/>SL-1</b>                 | 70% of the 56 students identified as Tier 3 at the EOY remained in Tier 3 at BOY.  |
|                                |   | <b>RC<br/>SL-1</b>                 | There is inconsistency in tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. |
| Grade Level<br>Readiness       | Math STAAR Data<br>Reading STAAR Data   | <b>PS<br/>SL-2</b>                 | 37% of students did not meet expectations for the STAAR in reading and math.   |
|                                |   | <b>RC<br/>SL-2</b>                 | There is inconsistency in planning and monitoring for alignment, resources, and scaffolding for individual students needs caused by a lack of a deep understanding of grade level content standards. (ESF 5.2)           |
| <b>Data<br/>Determinations</b> | <p><b><u>Strengths</u></b><br/>                     Overall our students are performing on or at grade level according to MAP or STAAR. Sixty-three percent of students were at approaches meets or masters on the STAAR.</p> |                                    |  |
|                                | <p><b><u>Challenges</u></b><br/>                     Our challenges have been meeting growth on MAP. Student meets at the MOY but then growth becomes stagnant at the middle of the year.</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 |  |
|------------------------------|-----------------------------|------------------------------------|--|
| Lesson Plans and Assessments | Google classroom            | <b>PS<br/>PP-1</b>                 | Lesson plans were not consistently submitted for review. 85% of plans not submitted  |
|                              |                             | <b>RC<br/>PP-1</b>                 | Campus leaders inconsistently monitor plan implementation and hold task owners accountable for execution of the work.                          |
| MTSS                         | Branching Minds<br>MAP Data | <b>PS<br/>PP-2</b>                 | There was increase in the percentage of students in Tier 3 from BOY to EOY in by 14 students, or 3% in math and 5 students or 1 % reading MAP. |
|                              |                             | <b>RC<br/>PP-2</b>                 | Insufficient data exists to confirm the alignment between the intervention plan and the associated activity.                                   |
| SEL                          | Threat assessments          | <b>PS<br/>PP-3</b>                 | There was an increase of 3 threat assessments and discipline referrals from the 21-22 school year to the 22-23 school year.                    |
|                              |                             | <b>RC<br/>PP-3</b>                 | Lack of consistency and implementation of SEL curriculum.  |
|                              |                             | <b>PS<br/>PP-4</b>                 |  |
|                              |                             | <b>RC<br/>PP-4</b>                 |  |
| <b>Data Determinations</b>   |                             |                                    |  |

| <b>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</b><br>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps. |  |   |  |
|--|--|---|--|
| <b>Perceptions (Minimum 2 Areas)</b>   |  |   |  |
| <b>Area Examined</b>   | <b>Data Sources</b>  | <b>Problem Statements and Root Causes</b> |  |
| Family and Community   | Survey   | <b>PS<br/>PE-1</b>                        | Parent survey results communicate that only 58% of parents have a favorable opinion of parental involvement on campus. |
|  |  | <b>RC<br/>PE-1</b>                        | Inconsistent communication strategies with families.   |
| Teacher  | Insight Survey   | <b>PS<br/>PE-2</b>                        | Based on the the Insight Report teacher perceptions decreased by % on Instructional Planning for Student Growth        |
|  |  | <b>RC<br/>PE-2</b>                        | Absence of accountability, vigilant monitoring, and uniform adherence to campus expectations communicated to teachers  |
| Student  | Survey   | <b>PS<br/>PE-3</b>                        | Student survey communicates that only 48% of students have a favorable opinion of student safety.                      |
|  |  | <b>RC<br/>PE-3</b>                        | Inconsistent communication strategies with students.   |
|  |  | <b>PS<br/>PE-4</b>                        |  |
|  |  | <b>RC<br/>PE-4</b>                        |  |
| <b>Data Determinations</b>   | <p><b><u>Strengths</u></b><br/>Our campus has a high number of parent involvement but a low</p> <p><b><u>Challenges</u></b><br/>We have a high number of students who are chronically absent or tardy. Turnover in of our special education teachers and changes in curriculum has led to inconsistent practices. Increasing our population of eco disadvantaged students so that we are serving our population that we want to serve.</p> |   |  |

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          | <p><b>Performance Obj.</b> By the end of the 23-24 school year, we will increase the % of Economically Disadvantaged students for the 24-25 school year from 56% to 60%</p> <p><b>Problem Statements:</b> Forty-four percent of YWLAP students are identified as economically disadvantaged.</p> | <p><b>Strategy 1.</b> Increase recruitment opportunities in areas of Bexar county that have historically high economically disadvantaged populations.</p> <p><b>Strategy 2.</b> Establish an advisory board that can raise funds to support uniform purchases and transportation efforts for economically disadvantaged students.</p>   | Head of Schools<br>Principal<br>Assistant Principal | 196<br>Promotional<br>Materials<br>\$1000 |
|      |            | <p><b>Quarterly KPIs</b></p>   | <p><b>Strategy 1</b><br/>Q1: Identify recruitment opportunities for the 24-25 school year<br/>Q2: Attend 2 recruiting opportunities in low SES populations in Bexar County<br/>Q3: Attend 2 recruiting opportunities in low SES populations in Bexar County<br/>Q4: Attend 2 recruiting opportunities in low SES populations in Bexar County</p> <p><b>Strategy 2</b><br/>Q1: Identify roles, responsibilities and expectations for advisory board positions<br/>Q2: Recruit and appoint advisory board members<br/>Q3: Advisory board is appointed, and fully operational<br/>Q4: Advisory board has established a 503(1)(C)</p> |   |   |

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-2 | 1, 3       | <p><b>Performance Obj.</b> Increase the percentage of students at meets on the STAAR by 10% .</p> <p><b>Problem Statement:</b> Lack of differentiated curriculum and resources to meet the needs of all students in math and reading.</p> | Implement an effect co-teaching model for in-class support.   | Principal<br>Assistant Principal<br>Dys/GEC Teacher | 211<br>Training<br>\$250    |
|      |            | <b>Quarterly KPIs</b>   | <p>Q1: Research co-teaching model</p> <p>Q2: GEC/Dys teacher attend training for co-teaching</p> <p>Q3: Teacher and GEC teacher will plan together 50% of the time</p> <p>Q4: Teacher and GEC teacher will plan together 75% of the time</p>  |   |                             |
| DE-3 | 1,2,3,4    | <p><b>Performance Obj.</b> Increase the percentage of student attendance from 94% to 98%.</p> <p><b>Problem Statement:</b> Overall attendance is 94.48% below the campus goal of 98%</p>  | Provide incentives to students identified as chronically absent for improvements in attendance and utilize a tracking system to monitor student attendance.   | Principal<br>Teacher<br>PEIMS/Data Clerk            | 282<br>Incentives<br>\$1000 |
|      |            | <b>Quarterly KPIs</b>   | <p>Q1: Identify students who were chronically absent in the 22-23 school year and meet with 100%of families to set expectation for school year.</p> <p>Q2: Decrease the percentage of chronically ill students by 4%</p> <p>Q3: Decrease the percentage of chronically absent students by 6%</p> <p>Q4: Decrease the percentage of chronically absent students by 10%</p> |   |                             |

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          | <p><b>Performance Obj.:</b> Decrease the percentage of students at tier 3 by 50% by then end of the year.</p> <p><b>Problem Statement:</b><br/>70% of the 56 students identified as Tier 3 at the EOY remained in Tier 3 at BOY.</p> | Provide teachers with access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, such as tutoring and Saturday school, and meet the needs of all students, including special populations.  | Head of Schools<br>Principal<br>Assistant Principal<br>Instruction Coaches<br>Teachers | <p><b>Fund:</b> 211<br/><b>Purchase:</b><br/>95% Phonics<br/><b>Amount:</b> \$19,900</p> <p><b>Fund:</b> 211/196<br/><b>Purchase:</b><br/>Consulting<br/><b>Fund:</b> 211/<br/><b>Purchase:</b> Supplemental Pay<br/><b>Amount:</b> \$5250</p> <p><b>Fund:</b> 211<br/><b>Purchase:</b><br/>Consulting<br/>Conference fees<br/><b>Amount:</b> \$10,000</p> <p><b>Fund:</b> 282<br/><b>Purchase:</b><br/>IXL Learning<br/><b>Amount:</b> \$11,000</p> <p><b>Fund:</b> 282<br/><b>Purchase:</b>Supplemental pay.<br/><b>Amount:</b> \$5000</p> |
|      |            | <b>Quarterly KPIs</b>  | <p>Q1 Teachers will receive professional development on TEKS deconstruction, aligned resources (iReady, 95% Phonics,AVID iReady), standards in practice, collaborative planning, and teacher monitoring. Plan and identify additional learning opportunities, field trips, and Saturday School opportunities</p> <p>Q2 Teachers will receive professional development based on their needs. Additionally, at least 60% of teachers will utilize grade-level aligned resources, activities, and assessments daily. 0% of students will have attended or are scheduled to attend one educational field trip, and tutoring sessions have been completed</p> <p>Q3 80% of teachers will deliver grade-level aligned activities, resources, and assessments daily as evidenced by learning walks, lesson plans, collaborative planning sessions, and peer learning walks. 5% of students have attended or are scheduled to attend one educational field trip, and all 20 tutoring sessions are scheduled.</p> <p>Q4 100% students will be provided with grade-level aligned activities, resources, and assessments.100% of students will have attended one educational field trip, and the campus has offered 20 tutoring sessions per subject.</p> |  |  |

| 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-2   | 1          | <p><b>Performance Obj.:</b> We will improve the number of students performing at meets on STAAR to 75%.</p> <p><b>Problem Statement:</b>37% of students</p> | <p>Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond (ESF 5.3)</p>  | <p>Head of Schools<br/>Principal<br/>Assistant Principal<br/>Instruction Coaches<br/>Teachers</p> | <p><b>Fund:</b> 211<br/><b>Purchase:</b><br/>IC<br/><b>Amount:</b> \$89,00</p> |
|  |            | <p><b>Quarterly KPIs</b></p>  | <p>Q1 Deliver expectations for using Google Sheets and the YWLAP Data Tracker to collect student assessment date, writing samples, and SEL data. Train teacher to utilize protocols developed to determine student misconceptions, patterns and trends in data, and using exemplars to analyze student work to adjust instruction to meet student needs. Instructional coaches will support teachers with recognizing and supporting teachers to analyze student work.</p> <p>Q2 Each instructional coaches will work 2 teachers in a coaching cycles to develop skills in analyzing data to determine misconceptions, unpack standards and plan for assessments. Teachers will learn a protocol to analyze writing.</p> <p>Q3 Each instructional coaches will work 2 teachers in a coaching cycles to develop skills in analyzing data to determine misconceptions, unpack standards and plan for assessments. Teachers will learn a protocol to analyze writing.</p> <p>Q4 Each instructional coaches will work 2 teachers in a coaching cycles to develop skills in analyzing data to determine misconceptions, unpack standards and plan for assessments. Teachers will learn a protocol to analyze writing.</p> |   |  |

| 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-3   | 2          | <p><b>Performance Obj.</b> We will increase the percentage of all students who are Meets grade level in math across all grades from 49% in August 2023, to 60% in August 2024.</p> <p><b>Problem Statement:</b>27% of students did not meet expectations on STAAR math in 3rd and 4th grade.</p> | Students will engage daily with TEKS-aligned, high-quality instructional materials, manipulatives, and assessments that support learning at appropriate levels of rigor.   | Head of Schools<br>Principal<br>Assistant Principal<br>Instruction Coaches<br>Teachers |                        |
|  |            | <p><b>Quarterly KPIs</b></p>   | <p>Q1 Teachers will receive professional development on TEKS deconstruction, aligned resources (iReady, 95% Phonics,AVID iReady), standards in practice, collaborative planning, and teacher monitoring. Plan and identify additional learning opportunities, field trips, and Saturday School opportunities</p> <p>Q2 Teachers will receive professional development based on their needs. Additionally, at least 60% of teachers will utilize grade-level aligned resources, activities, and assessments daily. 0% of students will have attended or are scheduled to attend one educational field trip, and tutoring sessions have been completed</p> <p>Q3 80% of teachers will deliver grade-level aligned activities, resources, and assessments daily as evidenced by learning walks, lesson plans, collaborative planning sessions, and peer learning walks. 5% of students have attended or are scheduled to attend one educational field trip, and all 20 tutoring sessions are scheduled.</p> <p>Q4 100% students will be provided with grade-level aligned activities, resources, and assessments.100% of students will have attended one educational field trip, and the campus has offered 20 tutoring sessions per subject.</p> |  |                        |

| 2.1 - Campus Improvement Plan (CIP)  |            |   |  |   |  |
|--|------------|---|--|---|--|
| The CAC will create <b>Processes and Programs</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   |
| PP-1   | 4          | <p><b>Performance Obj.:</b> To increase student feedback regarding social emotional learning, how they feel about coming to school, and inclusion and diversity in school by 100% by using the Collaborative for Academic, Social, and Emotional Learning competencies to inform students through guidance and counseling services as measured by a campus created metric.</p> <p><b>Problem Statement:</b> There was an increase of 3 threat assessments and discipline referrals from the 21-22 school year to the 22-23 school year.</p> | Students will be provided with opportunities to engage in social emotional learning by participating in school events such as SEL day and field trips that promote kindness, anti-bullying and social emotional learning experiences with the use of SEL books. Students will create a take away project with the book aligned resource. | Principal<br>Assistant Principal<br>FACE Specialist | <p><b>Fund</b><br/>211</p> <p><b>Purchase</b><br/>Snacks</p> <p><b>Amount</b><br/>\$1000</p> |
|  |            | <p><b>Quarterly KPIs</b></p>  | <p>Student feedback</p> <ul style="list-style-type: none"> <li>- Student behavior</li> <li>Q - 2 Order Materials</li> <li>Q - 3 Utilize materials with in the classroom</li> <li>Q - 4 Utilize materials with in the classroom</li> </ul>  |   |  |



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-2 |            | <p><b>Performance Obj.:</b> To increase student feedback regarding social emotional learning, how they feel about coming to school, and inclusion and diversity in school by 100% by using the Collaborative for Academic, Social, and Emotional Learning competencies to inform students through guidance and counseling services as measured by a campus created metric.</p> <p><b>Problem Statement:</b> There was an increase of 3 threat assessments and discipline referrals from the 21-22 school year to the 22-23 school year.</p> | Utilize our house system to implement a mentorship or buddy program, where older students provide support to younger ones. This initiative aims to cultivate a strong sense of community and inclusion by incorporating social-emotional learning (SEL) and science, technology, engineering, arts, and mathematics (STEAM) activities during quarterly House Fridays.   | Principal<br>Assistant Principal<br>Instructional Coaches | <p><b>Fund</b><br/>211</p> <p><b>Purchase</b><br/>Snacks</p> <p><b>Amount</b><br/>\$1000</p> |
|      |            | <b>Quarterly KPIs</b>   | <p>Q1 Host one House Friday</p> <p>Q2 Host one House Friday. Provide a survey to 2nd-5th grade students for feedback. 100% of students will have favorable feedback of the House Friday.</p> <p>Q3 Host one House Friday: Provide a survey to 2nd-5th grade students for feedback. 100% of students will have favorable feedback of the House Friday.</p> <p>Q4 Host one House Friday. Provide a survey to 2nd-5th grade students for feedback. 100% of students will have favorable feedback of the House Friday.</p> |   |  |

| 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  |            | <p><b>Performance Objective</b><br/>Increase the percentage of parents who have a favorable opinion of parental environment on campus from 58% to 80% .</p> <p><b>Problem Statement</b><br/>Parent survey results communicate that only 58% of parents have a favorable opinion of parental involvement on campus.</p> | Implement 2 room parents per class to lead a parent council per grade level.  | Principal<br>Assistant Principal<br>FACE Specialist | <p><b>Fund</b><br/>211</p> <p><b>Purchase</b><br/>Snacks</p> <p><b>Amount</b><br/>\$1000</p> |
|   |            | <b>Quarterly KPIs</b>  | <p>Q1: Nominations for room parents and select two per class</p> <p>Q2: Room parents establish expectations for parent council</p> <p>Q3 Host informational session for prospective parent council members</p> <p>Q4: Nominate parent council members for 24-25 school year &amp; vote for parent council officers.</p> |   |  |

| 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-2  |            | <p><b>Performance Objective</b><br/>Increase the overall score on the teacher perception survey to 8 for Instructional Planning for Student Growth</p> <p><b>Problem Statement</b><br/>Based on the the Insight Report teacher perceptions decreased on Instructional Planning for Student Growth</p> | Collect and analyze student assessment data and work samples to determine areas of growth for students.  | Principal<br>Assistant Principal | Fund<br>211<br>Purchase<br><br>Amount |
|   |            | <p><b>Quarterly KPIs</b></p>  | <p>Q1 Deliver expectations for using Google Sheets and the YWLAP Data Tracker to collect student assessment date, writing samples, and SEL data. Train teacher to utilize protocols developed to determine student misconceptions, patterns and trends in data, and using exemplars to analyze student work to adjust instruction to meet student needs. Instructional coaches will support teachers with recognizing and supporting teachers to analyze student work.</p> <p>Q2 Each instructional coaches will work 2 teachers in a coaching cycles to develop skills in analyzing data to determine misconceptions, unpack standards and plan for assessments. Teachers will learn a protocol to analyze writing.</p> <p>Q3 Each instructional coaches will work 2 teachers in a coaching cycles to develop skills in analyzing data to determine misconceptions, unpack standards and plan for assessments. Teachers will learn a protocol to analyze writing.</p> <p>Q4 Each instructional coaches will work 2 teachers in a coaching cycles to develop skills in analyzing data to determine misconceptions, unpack standards and plan for assessments. Teachers will learn a protocol to analyze writing.</p> |                                  |                                       |

| 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-3  |            | <p><b>Performance Objective</b><br/>Increase the percentage of students from 48% to 75% that have a favorable opinion of student safety.</p> <p><b>Problem Statement</b><br/>Student survey communicates that only 48% of students have a favorable opinion of student safety.</p> | Increase awareness of school safety policies and procedures by posting graphics around campus that communicate with students how we promote school safety.   | Principal<br>Assistant Principal | <p><b>Fund</b><br/>282</p> <p><b>Purchase</b><br/>Posters</p> <p><b>Amount</b><br/>\$1000</p> |
|   |            | <p><b>Quarterly KPIs</b></p>   | <p>Q1 Work with 4th and 5th grade students to collect more specific data about their perceptions of school safety. Print SRP posters to hang around the school to communicate safety drill procedures. Execute “Safety Week” where all drills are practiced and follow with an assembly to discuss outcome of drills</p> <p>Q2</p> <p>Q3 Execute “Safety Week” where all drills are practiced and follow with an assembly to discuss outcome of drills</p> <p>Q4</p> |                                  |   |

**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   |
|------|--|-----------|---|
| DE-1 | Recruitment Events 24-25 SY  | MT        | Recruitment events identified   |
| DE-1 | Establish a advisory board   | GP        | Established board roles, moving toward establishing a board   |
| DE-2 | Research a co-teaching model   | GP        | Research has been done  |
| DE-3 | Identify students who were chronically absent for improvements   | GP        | Students have been identified, meetings need to be setup  |
| SL-1 | PD on TEKS deconstruction, aligned resources... identify additional learning opportunities such as field trips, and Saturday School  | MT        | Tutoring opportunities, field trips and saturday school opportunities have been identified. I-ready PD has been held and will be ongoing, 95% phonics PD has been conducted, AVID PD will follow. |
| SL-2 | Deliver expectations for using Google Sheets and the YWLAP Data Tracker to collect student assessment date, writing samples, and SEL data. Train teacher to utilize protocols developed to determine student misconceptions, patterns and trends in data, and using exemplars to analyze student work to adjust instruction to meet student needs. Instructional coaches will support teachers with recognizing and supporting teachers to analyze student work. | MT        | Student data tracker with teacher data for each unit and MAP  |
| SL-3 | Students will engage daily with TEKS-aligned, high-quality instructional materials, manipulatives, and assessments that support learning at appropriate levels of rigor.   |           | Purchased 95% Phonics resources, purchased iReady for teachers, purchased IXL for students.   |
| PP-1 | Nominations for room parents and select two per class  | GP        | resending the opportunity to families   |
| PP-2 | Host one House Friday  | MT        | Hosted first House Friday   |
| PE-1 | Nominations for room parents and select two per class  | MT        |   |
| PE-2 | Deliver expectations for using Google Sheets and the YWLAP Data Tracker to collect student assessment date, writing samples, and SEL data. Train teacher to utilize protocols developed to determine student misconceptions, patterns and trends in data, and using exemplars to analyze student work to adjust instruction to meet student needs. Instructional coaches will support teachers with recognizing and supporting teachers to analyze student work. | MT        | Student data tracker with teacher data for each unit and MAP  |
| PE-3 | Work with 4th and 5th grade students to collect more specific data about their perceptions of school safety. Print SRP posters to hang around the school to communicated safety drill procedures. Execute "Safety Week" where all drills are practiced and follow with an assembly to discuss outcome of drills  | GP        | We have executed our drills, but still need to hang the SRP posters.  |

**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   |
|------|--|-----------|---|
| DE-1 | Recruitment Events 24-25 SY  | MT        | Recruitment events identified   |
| DE-1 | Establish a advisory board   | NP        | Reached   |
| DE-2 | Research a co-teaching model   | GP        | Research has been done  |
| DE-3 | Identify students who were chronically absent for improvements   | GP        | Students have been identified, meetings need to be setup  |
| SL-1 | PD on TEKS deconstruction, aligned resources... identify additional learning opportunities such as field trips, and Saturday School  | MT        | Tutoring opportunities, field trips and saturday school opportunities have been identified. I-ready PD has been held and will be ongoing, 95% phonics PD has been conducted, AVID PD will follow. |
| SL-2 | Deliver expectations for using Google Sheets and the YWLAP Data Tracker to collect student assessment date, writing samples, and SEL data. Train teacher to utilize protocols developed to determine student misconceptions, patterns and trends in data, and using exemplars to analyze student work to adjust instruction to meet student needs. Instructional coaches will support teachers with recognizing and supporting teachers to analyze student work. | MT        | Student data tracker with teacher data for each unit and MAP  |
| SL-3 | Students will engage daily with TEKS-aligned, high-quality instructional materials, manipulatives, and assessments that support learning at appropriate levels of rigor.   |           | Purchased 95% Phonics resources, purchased iReady for teachers, purchased IXL for students.   |
| PP-1 | Nominations for room parents and select two per class  | GP        | resending the opportunity to families   |
| PP-2 | Host one House Friday  | MT        | Hosted first House Friday   |
| PE-1 | Nominations for room parents and select two per class  | MT        |   |
| PE-2 | Deliver expectations for using Google Sheets and the YWLAP Data Tracker to collect student assessment date, writing samples, and SEL data. Train teacher to utilize protocols developed to determine student misconceptions, patterns and trends in data, and using exemplars to analyze student work to adjust instruction to meet student needs. Instructional coaches will support teachers with recognizing and supporting teachers to analyze student work. | MT        | Student data tracker with teacher data for each unit and MAP  |
| PE-3 | Work with 4th and 5th grade students to collect more specific data about their perceptions of school safety. Print SRP posters to hang around the school to communicated safety drill procedures. Execute "Safety Week" where all drills are practiced and follow with an assembly to discuss outcome of drills  | GP        | We have executed our drills, but still need to hang the SRP posters.  |









## Committee Members

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

| Name               | Role                      | Name | Role |
|--------------------|---------------------------|------|------|
| Jennifer Elwood    | Principal                 |      |      |
| Elaine Kondratick  | Assistant Principal       |      |      |
| Jennifer Boone     | STEAM Instructional Coach |      |      |
| Shelby Calderon    | Instructional Coach       |      |      |
| Manual Esquivel    | Art Teacher               |      |      |
| Jonathan Rowley    | KG Teacher                |      |      |
| Monica Graham      | 1st Grade Teacher         |      |      |
| Arielle Rodriguez  | 2nd Grade Teacher         |      |      |
| Diana Perez        | 3rd Grade Teacher         |      |      |
| Cindy Jasso        | 4th Grade Teacher         |      |      |
| Regina Diaz        | SPED Teacher              |      |      |
| Rebecca Steiglader | Parent                    |      |      |
| Michelle Moncada   | Parent                    |      |      |
|                    |                           |      |      |
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|                    |                           |      |      |

## 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                     |
|--|-----------------------------------|
| Young Women's Leadership Academy Primary | 15907- 120                        |
| Superintendent                           | Assistant Superintendent          |
| Dr. Jaime Aquino                         | Angelica Romero                   |
| Principal                                | SAISD Board Approval Date         |
| Jennifer Elwood                          |                                   |
| Date #1 Presented to Stakeholders        | Date #2 Presented to Stakeholders |
| 8/21/23                                  | 9/26/23                           |

### 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. | 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   |                                |      |

