

# Campus Improvement Plan

## 2024 - 2025



**YWLAP**

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Dr. Jaime Aquino**

**VISION**

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

**MISSION**

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

**CORE VALUES**

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

**CORE BELIEFS**

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



**SAISD 5 Year Board Goals**

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 63% in August 2024, to 80% 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 56% in August 2024, to 65% 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

# Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<b>Meeting #3</b> May 27, 2024	Attendees: Campus Advisory Committee - Reviewed previous goals for perceptions and student data - Discussed data for demographics, programs and processes, and demographics - Reviewed CIP
<b>Meeting #4</b> August 27, 2024	Attendees: Campus Advisory Committee - Reviewed parent compact and parent family engagement policy - Reviewed the CNA process and CIP - Shared attendance plan
<b>Additional Meetings</b> May 8, 2024	Attendees: Teachers - Focused on CNA -Perceptions and developing the CIP - Data reviewed was the teacher insight survey - Teachers worked together to identify the top 3 priorities for the campus for the 24-25 school year - After determining the top 3 priorities teachers identified the problem and root cause - Teachers worked together to develop strategies and action plan, and key performance indicators to address the top three priorities.
<b>Additional Meetings</b> May 21, 2024	Attendees: Instructional Leadership Team - Reviewed MAP data for areas of strength and weakness - Math data saw a drop in achievement and in growth - Reading data was an area of strength - Reading foundational skills saw a decrease especially in 1st grade

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

The CIP summative evaluation was used to determine what strategies we would continue to implement, which were not effective, and which have been accomplished and don't need to be continued.



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

**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.**

**Comprehensive Needs Assessment Process**

**Demographics**

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

**Student Learning**

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

**Processes and Programs**

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

**Perceptions**

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

**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)**

**e Needs Assessment - Demographics**

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	Late arrivals and early checkouts for students have become a significant issue, negatively impacting instructional time, student learning, and overall school performance. Current data indicates that 25% of students are regularly arriving late or leaving early, disrupting classroom activities and reducing engagement.
	RC DE-1	We have not effectively established reliable transportation options, consistent morning routines, or adequately communicated the importance of punctual attendance to parents and students, contributing to the issue of late arrivals and early checkouts.
Student Discipline	PS DE-2	The learning environment at our school is not consistently conducive to effective teaching and learning, as evidenced by low scores in the Insight survey. Only 50% of teachers feel supported in maintaining high standards for student behavior, and 47% believe misbehavior is promptly addressed, leading to disruptions and a lack of mutual respect in the classroom.
	RC DE-2	We have not effectively established consistent expectations and consequences for student behavior or provided adequate support and training for teachers to manage and address behavior issues effectively.
Programs Student Outcomes	PS DE-3	The support and instructional effectiveness for special education students at our school are inadequate, as indicated by the Insight survey. Only 40% of teachers feel that they receive adequate support for instructional planning, and 35% believe that special education students are given a fair chance at academic success.
	RC DE-3	We have not effectively developed and implemented tailored instructional strategies and supports for special education students, nor have we provided sufficient training and resources for teachers to address the diverse needs of these students.
Choose One	PS DE-4	
	RC DE-4	

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**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	Problem Statements and Root Causes	
Grade Level Readiness	<b>PS SL-1</b>	At the Young Women's Leadership Academy Primary, there is a significant gap in the proportion of students achieving in the highest percentiles (HiAvg and Hi) in reading performance. Despite a majority of students performing above the district average, fewer students are reaching the highest performance brackets. For example, in Grade 5, while 83.75% of students are above the district mean RIT score, only 26% are in the HiAvg percentile and 23% in the Hi percentile. Similarly, in Grade 3, 80.39% of students are above the district mean, but only 27% are in the HiAvg percentile and 32% in the Hi percentile.
	<b>RC SL-1</b>	The root cause of this issue appears to be a lack of targeted instructional strategies and interventions aimed at pushing high-achieving students to their maximum potential. Current instructional methods and curricular materials are adequately supporting students to meet and slightly exceed the average, but they are not sufficiently challenging the most capable students to reach the top performance brackets.
Grade Level Readiness	<b>PS SL-2</b>	Students in grades K-5 at Young Women's Leadership Academy demonstrate a significant need in the area of Numerical Representations and Relationships. A 23%, nearly a quarter, of students are performing below the 21st percentile, indicating a foundational gap in their understanding and ability to work with numbers.
	<b>RC SL-2</b>	The root cause of this issue appears to be a lack of early and consistent exposure to effective numeracy practices and interventions. This gap may be attributed to insufficient focus on developing strong number sense and numerical reasoning skills in the early grades. Additionally, there may be a need for professional development for teachers to equip them with strategies to effectively teach these concepts and provide targeted support to students struggling in this area.
Grade Level Readiness	<b>PS SL-3</b>	Students in 1st through 3rd grade at Young Women's Leadership Academy are demonstrating significant challenges in achieving oral reading fluency. Approximately 27.76% of students in these grades have not reached the expected level of oral fluency, indicating a substantial portion of students are struggling with this critical reading skill.
	<b>RC SL-3</b>	The root cause of the issue appears to be multifaceted. Inadequate early intervention is a significant factor, as there may be insufficient targeted support for students struggling with foundational reading skills, particularly phonological awareness and phonics. Additionally, current instructional strategies may not effectively address the needs of these students, requiring more support to develop oral fluency. Teachers may also need additional professional development focused on effective techniques for teaching oral fluency and differentiating instruction to meet diverse student needs. Furthermore, limited resources and time dedicated to practicing and developing oral fluency skills in the classroom may be contributing to the problem. This combination of factors is hindering the ability of a significant portion of students to achieve the expected level of oral reading fluency.
Choose One	<b>PS SL-4</b>	
	<b>RC SL-4</b>	

**Strengths &  
Areas for  
Improvement  
Based on your  
Data Analysis**

**MAP Math**

Area of Strength

The strong performance in Data Analysis and Monetary Transactions across multiple grades indicates that students have a good understanding of interpreting data and dealing with monetary calculations. This suggests that the instructional strategies and curriculum in these areas are effectively supporting student learning.

Area of Need

The consistent percentage of students scoring below the 21st percentile in Numerical Representations and Relationships indicates a significant area of need. This foundational skill is critical for understanding more complex mathematical concepts, and the data suggests that many students are struggling in this area.

**MAP Reading**

**MAP Fluency**

Area of Strength

The high percentage of students meeting or exceeding expectations in listening comprehension and picture vocabulary indicates that these areas are strengths for the students. This suggests that students have a good understanding of spoken language and vocabulary knowledge, which are critical components of overall reading comprehension.

Area of Need

Oral reading fluency is identified as a significant area of need. This skill is crucial for reading proficiency, as it involves the ability to read text smoothly, accurately, and with appropriate expression. The relatively high percentage of students struggling with oral fluency indicates a need for focused interventions and instructional strategies to support their development in this area.

**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 Feedback	<b>PS PP-1</b>	Teachers feel that the current coaching and feedback system lacks consistency, actionable insights, and sufficient follow-up support, impacting their professional growth and instructional effectiveness. According to the survey, 60% of teachers reported that feedback is inconsistent, 55% found the feedback not actionable, and 50% stated they did not receive enough support to implement changes based on feedback.
	<b>RC PP-1</b>	The current coaching and feedback system is inconsistent, lacks personalization and actionable insights, and does not provide sufficient support or opportunities for collaborative professional development.
Teacher PD	<b>PS PP-2</b>	The current professional development opportunities are not sufficiently effective in improving teacher instructional practices. Although 79% of teachers receive feedback that gives them specific actions to improve their teaching practice, only 64% feel they get enough feedback on their instructional practice. Additionally, just 58% regularly discuss feedback about their teaching with an instructional leader. Moreover, 53% of teachers have practiced teaching techniques with a peer or instructional expert outside their classroom in the past six months. This indicates a gap in the effectiveness and applicability of the professional development programs offered, suggesting a need to redesign these opportunities to be more interactive, practical, and tailored to the specific needs of the teachers.
	<b>RC PP-2</b>	The root cause of the ineffectiveness of professional development programs seems to be the lack of hands-on, practical training and ongoing support. While teachers receive feedback, the opportunity to apply this feedback in a supportive and practical setting is limited. There is also a lack of collaboration and practice with peers and instructional experts, which is crucial for translating feedback into improved instructional practices. This gap suggests that professional development is currently too theoretical and not sufficiently integrated into daily teaching activities.
Tutoring	<b>PS PP-3</b>	The current implementation and monitoring of Multi-Tiered System of Supports (MTSS) plans lack consistency and effectiveness, leading to suboptimal academic and behavioral outcomes for students requiring additional support. Data shows that 40% of students in need of MTSS interventions are not making expected progress.
	<b>RC PP-3</b>	We have not effectively developed, implemented, and consistently monitored MTSS plans, leading to gaps in support and intervention for students. Additionally, staff may lack adequate training and resources to execute MTSS strategies effectively.
Choose One	<b>PS PP-4</b>	
	<b>RC PP-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<p><b>Coaching &amp; Feedback</b></p> <p><b>Strengths:</b>                      Teachers at our school consistently express appreciation for the recognition and encouragement they receive. Positive notes and public acknowledgments during staff meetings are particularly valued, making teachers feel seen and appreciated for their hard work. The current methods of feedback, such as walkthroughs and performance evaluations, are generally well-received, providing teachers with valuable insights into their teaching practices. Additionally, collaborative planning sessions and peer observations are highlighted as beneficial practices, promoting a culture of continuous improvement and professional development. The use of structured feedback protocols like T-TESS is also recognized as a strength, helping to standardize feedback and set clear expectations.</p> <p><b>Areas for Improvement:</b>                      Despite these strengths, there are significant areas for improvement in our coaching and feedback system. Teachers have reported that feedback delivery needs to be more consistent, with 60% expressing concerns about the irregularity of feedback they receive. Additionally, 55% of teachers feel that the feedback they receive is not sufficiently actionable, indicating a need for more specific and practical suggestions that can be implemented in the classroom. Another critical area for improvement is the support provided to teachers for implementing feedback. Half of the teachers surveyed stated that they do not receive enough support and resources to effectively apply the feedback they receive. To address these issues, we need to increase opportunities for personalized and follow-up coaching sessions, ensuring that all teachers receive the guidance and resources necessary to foster their professional growth and enhance their instructional effectiveness.</p> <p><b>Professional Development</b>                      The data provided offers a comprehensive overview of teacher satisfaction and school culture across various domains, highlighting key areas such as professional development, career progression, and retention. Strengths of the data include detailed breakdowns of teacher perceptions, specific percentages on participation and satisfaction rates, and clear indicators of areas needing improvement, such as hands-on training and career advancement opportunities. However, the data also reveals areas for improvement, such as the need for more qualitative insights to explain the underlying reasons behind the survey responses. Additionally, while the data is quantitative and provides a snapshot of current conditions, it may benefit from capturing longitudinal trends and considering external factors influencing teacher morale and retention. The data's reliance on self-reported measures might also introduce biases, suggesting a potential improvement in incorporating diverse data collection methods to enhance the accuracy and depth of the insights derived.</p>	

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

**Perceptions (Minimum 2 Areas)**

**Needs Assessment - Perceptions**

Area Examined	Problem Statements and Root Causes	
Staff Survey Results	<b>PS PE-1</b>	According to the data, 16% of teachers plan to leave this year or next year, citing reasons such as the ability to have a positive impact on student outcomes, feeling safe and supported, financial compensation, and opportunities for advancement or career progression. Specifically, 5 teachers cited staff collegiality and collaboration/relationships with staff as a top reason for planning to stay. This highlights the need for a more effective and comprehensive retention plan that addresses these key issues to improve teacher retention rates.
	<b>RC PE-1</b>	Insufficient recognition of teachers' contributions and accomplishments, leading to a sense of undervaluation among staff. The current strategies might not be fully addressing these critical areas, thereby failing to provide the necessary support and motivation for teachers to remain long-term.
Parent Survey Results	<b>PS PE-2</b>	Family involvement at the school is lower than desired, with only 55% of families participating in parent groups. This gap in engagement limits the potential positive impact on student outcomes, school climate, and overall community cohesion. Despite high favorability ratings in other areas such as school climate (91%) and family efficacy (92%), the lack of widespread family involvement indicates a need for more effective strategies to engage families in their children's education and the school community.
	<b>RC PE-2</b>	The primary root cause for the low family involvement is the inflexibility and lack of variety in engagement opportunities. Many families cite busy schedules (67%) as a significant barrier, and a portion of families (9%) do not feel a sense of belonging within the school community. Additionally, some families are concerned about potential negative treatment if they raise issues (7%). These factors collectively contribute to the limited participation in school activities and parent groups.
Student Survey Results	<b>PS PE-3</b>	There is a significant concern regarding students' perceptions of school safety and growth mindset, which might affect their overall academic performance and well-being.
	<b>RC PE-3</b>	School Safety: The lower favorable ratings on "Worry About Violence at School" (47%) and "Difficulty Getting Help from Adult if Being Bullied" (41%) indicate underlying issues in addressing bullying and violence. Growth Mindset: The lower scores in areas such as "Possibility to Change: How Easily You Give Up" (34%) and "Possibility to Change: Being Talented" (43%) suggest that students may not believe in their ability to improve through effort and persistence.
Choose One	<b>PS PE-4</b>	
	<b>RC PE-4</b>	

**Strengths &  
Areas for  
Improvement  
Based on your  
Data Analysis**

**Staff Survey Results**

The data provided offers a comprehensive overview of teacher satisfaction and school culture across various domains, highlighting key areas such as professional development, career progression, and retention. Strengths of the data include detailed breakdowns of teacher perceptions, specific percentages on participation and satisfaction rates, and clear indicators of areas needing improvement, such as hands-on training and career advancement opportunities.

However, the data also reveals areas for improvement, such as the need for more qualitative insights to explain the underlying reasons behind the survey responses. Additionally, while the data is quantitative and provides a snapshot of current conditions, it may benefit from capturing longitudinal trends and considering external factors influencing teacher morale and retention. The data's reliance on self-reported measures might also introduce biases, suggesting a potential improvement in incorporating diverse data collection methods to enhance the accuracy and depth of the insights derived.

**Parent Survey**

The data reveals several key strengths of the school, particularly in the domains of family efficacy, school climate, school safety, and school fit. The school achieved a 92% favorability rating in family efficacy, indicating that families feel confident in their ability to support their child's learning at home. Additionally, the school climate received a high favorability rating of 91%, reflecting a positive social and learning environment where families recognize the school's efforts to respect students and value diversity. Similarly, the school's 89% favorability rating in school safety suggests that families feel their children are physically and psychologically safe. Furthermore, with a score of 89% in school fit, families believe that the school effectively meets their child's developmental needs. These high ratings demonstrate the school's strong performance in creating a supportive and inclusive environment for both students and families.

Despite the many strengths, the data also highlights areas for improvement, particularly in family involvement and addressing barriers to engagement. While the school scored 81% in family involvement, there is notable room for growth. Specifically, only 55% of families reported being involved with parent groups, indicating a potential gap in parental engagement in school community activities. Additionally, the survey points out that 67% of families find their busy schedules as a significant barrier to involvement, which suggests the need for more flexible engagement opportunities. Concerns about being treated differently if they raise an issue (7%) and a lack of sense of belonging (9%) also present areas that require attention. Furthermore, although the data provides a robust quantitative overview, incorporating more qualitative feedback could offer deeper insights into the specific reasons behind the ratings. This would help in tailoring more effective strategies to address these areas for improvement and enhance overall family engagement.

**Student Survey**

One of the key strengths identified from the SEAD Student Survey is the students' strong sense of self-management, with 68% of respondents expressing favorable views. This indicates that a majority of students feel capable of effectively managing their emotions, thoughts, and behaviors in various situations, which is crucial for both academic success and personal development. Another notable strength is social awareness, where 64% of students responded favorably. This demonstrates a commendable ability among students to empathize with others and understand different perspectives, fostering a supportive and inclusive school environment. Additionally, the sense of belonging is relatively high, with 62% of students feeling that they are valued members of their school community. This suggests that many students experience a positive connection with their peers and teachers, contributing to a cohesive and nurturing educational atmosphere.

Despite these strengths, there are significant areas that require attention, particularly concerning school safety and growth mindset. The survey revealed that only 55% of students feel favorable about their physical and psychological safety at school. This relatively low percentage points to existing concerns regarding bullying and violence, as evidenced by specific questions like "Worry About Violence at School" and "Difficulty Getting Help from Adult if Being Bullied," which scored even lower. Addressing these issues is critical to ensure that all students feel secure and supported. Additionally, the growth mindset category received a 51% favorable response rate, indicating that many students do not fully believe in their ability to improve through effort and persistence. Lower scores in areas such as "Possibility to Change: How Easily You Give Up" and "Possibility to Change: Being Talented" suggest that fostering a growth mindset among students should be a priority to help them build resilience and a positive attitude towards learning and personal development.



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
DE-1	1,2,3,4	By the end of the academic year, implement a comprehensive attendance improvement program that includes educating 90% of parents and students on the importance of timely attendance, enhancing transportation options to reduce transportation-related tardiness by 20%, and establishing morning programs to ensure a 15% increase in on-time arrivals.	Implement a comprehensive attendance improvement program that includes educating parents and students on the importance of timely attendance, enhancing transportation options, and establishing clear routines and expectations.	Principal Assistant Principal(s) PEIMS Clerk Counselor	
	PS #	Quarterly KPIs	<p><b>By the end of the first quarter,</b></p> <p><b>Education and Awareness:</b> Conduct workshops and send informational materials to parents and students about the importance of timely attendance. KPI: 80% of parents attend workshops or receive informational materials by the end of Q1.</p> <p><b>Morning Routine Support:</b> Introduce a morning program that helps students arrive on time, such as a breakfast club or morning activities. KPI: 60% participation rate in the morning program by the end of Q1.</p> <p><b>By the end of the second quarter,</b></p> <p><b>Transportation Reliability:</b> Collaborate with local transportation services to ensure reliable and punctual transportation options for students. KPI: Decrease in transportation-related late arrivals by 15% by the end of Q2.</p> <p><b>Monitoring and Reporting:</b> Implement a tracking system for late arrivals and early checkouts to identify patterns and address specific issues. KPI: Establish and utilize a tracking system with 100% accuracy by the end of Q2.</p> <p><b>By the end of the third quarter,</b></p> <p><b>Incentives and Rewards:</b> Introduce an incentive program to reward students with perfect or improved attendance. KPI: 20% increase in students with perfect or improved attendance by the end of Q3.</p> <p><b>Parental Engagement:</b> Organize regular meetings with parents of frequently late or early checkout students to develop personalized plans for improvement. KPI: 70% of identified parents engaged in regular meetings by the end of Q3</p> <p><b>By the end of the fourth quarter,</b></p> <p><b>Review and Adjust:</b> Conduct a comprehensive review of the attendance improvement program and make necessary adjustments based on feedback and data. KPI: 90% of strategies reviewed and adjusted based on effectiveness by the end of Q4.</p> <p><b>Sustained Improvement:</b> Aim for a sustained reduction in late arrivals and early checkouts, targeting a 30% overall reduction by the end of the academic year. KPI: Achieve a 30% reduction in late arrivals and early checkouts compared to the start of the academic year.</p>		
	Late arrivals and early checkouts for students have become a significant issue, negatively impacting instructional time, student learning, and overall school performance. Current data indicates that 25% of students are regularly arriving late or leaving early, disrupting classroom activities and reducing engagement.				
DE-2	1,2,3,4		By the end of the academic year, improve the learning environment to ensure that 80% of teachers feel supported in maintaining high standards for student behavior and believe that misbehavior is promptly addressed, as measured by the Insight survey.	Implement a comprehensive behavior management program that includes setting clear behavior expectations, providing professional development for teachers on effective behavior management strategies, and establishing a consistent system for addressing misbehavior.	Principal Assistant Principal(s) Counselor
	PS #	Quarterly KPIs	<p><b>By the end of the first quarter,</b></p> <p><b>Setting Clear Expectations:</b> Develop and communicate clear behavior expectations and consequences to students, teachers, and parents. KPI: 100% of students, teachers, and parents receive and acknowledge the behavior expectations by the end of Q1.</p> <p><b>Professional Development:</b> Conduct training sessions for teachers on effective behavior management strategies. KPI: 90% of teachers complete behavior management training by the end of Q1.</p> <p><b>By the end of the second quarter,</b></p> <p><b>Consistent Implementation:</b> Implement the behavior expectations and consequences consistently across all classrooms and common areas. KPI: 85% of teachers report consistent implementation of behavior policies by the end of Q2.</p> <p><b>Monitoring and Support:</b> Establish a system for monitoring behavior and providing support to teachers as needed. KPI: 75% of teachers feel supported in managing student behavior by the end of Q2.</p>		

			<p>The learning environment at our school is not consistently conducive to effective teaching and learning, as evidenced by low scores in the Insight survey. Only 50% of teachers feel supported in maintaining high standards for student behavior, and 47% believe misbehavior is promptly addressed, leading to disruptions and a lack of mutual respect in the classroom.</p>	<p><b>By the end of the third quarter,</b></p> <p><b>Review and Adjustment:</b> Conduct a mid-year review of the behavior management program and adjust strategies based on feedback and data. KPI: 80% of teachers participate in the mid-year review and provide feedback by the end of Q3.</p> <p><b>Additional Support:</b> Provide additional resources and support based on mid-year review findings to address any remaining behavior management issues.</p>		
			<p>By the end of the academic year, ensure that 80% of teachers feel adequately supported in planning and delivering instruction for special education students, and that 75% believe special education students are given a fair chance at academic success, as measured by the Insight survey.</p>	<p>Implement a comprehensive support system for special education students that includes specialized training for teachers, enhanced instructional resources, and regular monitoring and adjustments to meet the diverse needs of these students.</p>	Principal Assistant Principal(s) SPED Caseworkers	
DE-3		Quarterly KPIs		<p><b>By the end of the first quarter,</b></p> <p><b>Specialized Training:</b> Provide comprehensive training sessions for teachers on effective instructional strategies and supports for special education students. KPI: 90% of teachers complete specialized training by the end of Q1.</p> <p><b>Resource Allocation:</b> Allocate necessary resources and materials specifically designed for special education instruction. KPI: 100% of classrooms with special education students receive appropriate resources by the end of Q1.</p>		
	PS #		<p><b>By the end of the second quarter,</b></p> <p><b>Consistent Implementation:</b> Ensure consistent implementation of tailored instructional strategies and supports across all classrooms with special education students. KPI: 85% of teachers report consistent implementation of instructional strategies by the end of Q2.</p> <p><b>Monitoring and Support:</b> Establish a system for regular monitoring and support for teachers of special education students. KPI: 75% of teachers feel supported in addressing the needs of special education students by the end of Q2.</p>			
			<p><b>By the end of the third quarter,</b></p> <p><b>Review and Adjustment:</b> Conduct a mid-year review of the special education support system and make necessary adjustments based on feedback and data. KPI: 80% of teachers participate in the mid-year review and provide feedback by the end of Q3.</p> <p><b>Additional Resources and Support:</b> Provide additional resources and support based on mid-year review findings to address any remaining instructional challenges. KPI: 70% of teachers report improved support and resources by the end of Q3.</p>			
			<p>The support and instructional effectiveness for special education students at our school are inadequate, as indicated by the Insight survey. Only 40% of teachers feel that they receive adequate support for instructional planning, and 35% believe that special education students are given a fair chance at academic success.</p>	<p><b>By the end of the fourth quarter,</b></p> <p><b>Comprehensive Review:</b> Conduct a comprehensive end-of-year review of the special education support system to assess overall effectiveness. KPI: 90% of teachers report adequate support and effective instructional strategies for special education students by the end of Q4.</p> <p><b>Sustained Improvement:</b> Aim for sustained improvement in support and instructional effectiveness for special education students, targeting a 75% satisfaction rate among teachers regarding fair academic opportunities for special education students. KPI: Achieve a 75% satisfaction rate in the Insight survey by the end of the academic year.</p>		
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 2024-2025 school year, the proportion of students achieving in the highest percentiles (HiAvg and Hi) in reading performance at the Young Women's Leadership Academy will increase by 10% across all grade levels.	Implement differentiated instructional strategies, including flexible grouping, tiered assignments, enrichment activities, and the use of adaptive technology, ensuring that high-achieving students are sufficiently challenged and supported in their academic growth.	Principal Assistant Principal(s) Instructional Coach	
	PS #	Quarterly KPIs	<p><b>By the end of the first quarter,</b></p> <p><b>Professional Development Completion:</b> KPI: 100% of reading teachers will complete at least one professional development session on differentiated instruction by the end of Q1. Measurement: Attendance records and training evaluations.</p> <p><b>Flexible Grouping Implementation:</b> KPI: 75% of reading classes will utilize flexible grouping strategies in their instruction. Measurement: Classroom observations and lesson plan reviews.</p> <p><b>Initial High Percentile Performance Check:</b> KPI: Collect baseline data on the proportion of students in the HiAvg and Hi percentiles. Measurement: Assessment results from MAP Growth tests.</p> <p><b>By the end of the second quarter,</b></p> <p><b>Tiered Assignment Development:</b> KPI: 100% of reading teachers will develop and implement at least two tiered assignments. Measurement: Curriculum documents and student work samples.</p> <p><b>Enrichment Activities Participation:</b> KPI: 50% of high-achieving students will participate in at least one enrichment activity. Measurement: Participation records and feedback forms.</p> <p><b>Mid-Year High Percentile Performance Check:</b> KPI: Increase the proportion of students in the HiAvg and Hi percentiles by 3% from the baseline. Measurement: Mid-year assessment results.</p> <p><b>By the end of the third quarter,</b></p> <p><b>Adaptive Technology Usage:</b> KPI: 75% of high-achieving students will regularly use adaptive reading platforms. Measurement: Usage data and progress reports from technology platforms.</p> <p><b>Student Feedback on Differentiated Instruction:</b> KPI: Collect feedback from 80% of high-achieving students on their experiences with differentiated instruction. Measurement: Student surveys and interviews.</p> <p><b>Quarterly High Percentile Performance Check:</b> KPI: Increase the proportion of students in the HiAvg and Hi percentiles by an additional 3% from the mid-year check. Measurement: Q3 assessment results.</p> <p><b>By the end of the fourth quarter,</b></p> <p><b>Final Review of Differentiated Instruction Strategies:</b> KPI: Conduct a comprehensive review of the differentiated instruction strategies implemented throughout the year. Measurement: Review session records and summary reports.</p> <p><b>End-of-Year Enrichment Activities Participation:</b> KPI: 75% of high-achieving students will have participated in at least one enrichment activity by the end of the year.</p> <p><b>Measurement: Participation records and feedback forms.</b></p> <p><b>End-of-Year High Percentile Performance Check:</b> KPI: Achieve a total increase of 10% in the proportion of students in the HiAvg and Hi percentiles compared to the baseline. Measurement: End-of-year assessment results from MAP Growth tests.</p>		
			At the Young Women's Leadership Academy, there is a significant gap in the proportion of students achieving in the highest percentiles (HiAvg and Hi) in reading performance. Despite a majority of students performing above the district average, fewer students are reaching the highest performance brackets. For example, in Grade 5, while 83.75% of students are above the district mean RIT score, only 26% are in the HiAvg percentile and 23% in the Hi percentile. Similarly, in Grade 3, 80.39% of students are above the district mean, but only 27% are in the HiAvg percentile and 32% in the Hi percentile.		
	By the end of the 2024-2025 academic year, reduce the percentage of students performing below the 21st percentile in Numerical Representations and Relationships from 23.05% to 15% across grades K-5 at Young Women's Leadership Academy.		Implement targeted interventions, enhanced numeracy instruction, and professional development for teachers focusing on effective strategies for teaching foundational math skills.	Principal Assistant Principal (s) Instructional Coach	

SL-2

<p>1</p>		<p><b>By the end of the first quarter,</b>  <b>Targeted Interventions:</b>                  KPI: Identify and begin interventions for at least 50% of students performing below the 21st percentile.                  KPI: Conduct baseline assessments and set individual learning goals for these students.</p> <p><b>Enhanced Numeracy Instruction:</b>                  KPI: Integrate at least one hands-on numeracy activity per week in each grade's math curriculum.                  KPI: Monitor and record student engagement and understanding through formative assessments.</p> <p><b>Professional Development:</b>                  KPI: Conduct one professional development session focused on numeracy strategies.                  KPI: Achieve at least 80% teacher attendance and participation in the session.</p> <p><b>Progress Monitoring:</b>                  KPI: Complete the first round of progress monitoring assessments and analyze data for growth patterns.                  KPI: Adjust intervention strategies based on initial assessment results.</p> <p><b>Parental Involvement:</b>                  KPI: Organize and conduct one parent workshop on supporting numeracy skills at home.                  KPI: Achieve at least 50% parent attendance for the workshop.</p>
<p>PS #</p>		<p><b>By the end of the second quarter,</b>  <b>Targeted Interventions:</b>                  KPI: Increase the number of students receiving interventions to 75% of those identified.                  KPI: Monitor progress and adjust individual learning plans as needed.</p> <p><b>Enhanced Numeracy Instruction:</b>                  KPI: Implement two additional hands-on activities focused on key numeracy concepts.                  KPI: Conduct and review student assessments to measure improvements in understanding.</p> <p><b>Professional Development:</b>                  KPI: Provide one additional training session focused on data-driven instruction techniques.                  KPI: Ensure 90% teacher participation in the training.</p> <p><b>Progress Monitoring:</b>                  KPI: Conduct the second round of progress monitoring and compare results to baseline.                  KPI: Use data to refine instructional strategies and interventions.</p> <p><b>Parental Involvement:</b>                  KPI: Distribute monthly numeracy tips and resources to parents via newsletters.                  KPI: Collect feedback from parents on the usefulness of provided resources.</p>
<p>Students in grades K-5 at Young Women's Leadership Academy demonstrate a significant need in the area of Numerical Representations and Relationships. A 23% nearly a quarter of</p>	<p>Quarterly KPIs</p>	<p><b>By the end of the third quarter,</b>  <b>Targeted Interventions:</b>                  KPI: Reach 100% of students identified as needing interventions.                  KPI: Continue to adjust interventions based on ongoing progress monitoring data.</p> <p><b>Enhanced Numeracy Instruction:</b>                  KPI: Increase the frequency of hands-on numeracy activities to twice a week.                  KPI: Ensure that at least 75% of students demonstrate improved understanding through assessments.</p> <p><b>Professional Development:</b>                  KPI: Host two more professional development sessions focusing on advanced numeracy teaching strategies.                  KPI: Achieve 95% teacher participation in these sessions.</p> <p><b>Progress Monitoring:</b>                  KPI: Complete the third round of progress monitoring assessments and analyze results.                  KPI: Identify and support any students who are still not showing sufficient growth.</p> <p><b>Parental Involvement:</b>                  KPI: Organize a mid-year parent-teacher conference focused on student progress in numeracy.                  KPI: Achieve at least 60% parent attendance for the conference.</p>

and relationships. A 23%, nearly a quarter, of students are performing below the 21st percentile, indicating a foundational gap in their understanding and ability to work with numbers.

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**By the end of the fourth quarter,**  
**Targeted Interventions:**  
 KPI: Review and finalize individual student progress reports.  
 KPI: Ensure that 80% of students receiving interventions show significant improvement in numeracy skills.  
**Enhanced Numeracy Instruction:**  
 KPI: Maintain the frequency of hands-on activities and assess overall student performance.  
 KPI: Aim for at least 85% of students to demonstrate competency in key numeracy areas.  
**Professional Development:**  
 KPI: Conduct a final professional development session to review best practices and successes.  
 KPI: Collect and analyze teacher feedback to plan for the next academic year.  
**Progress Monitoring:**  
 KPI: Conduct the final round of progress monitoring and compare it to the baseline and interim assessments.  
 KPI: Achieve a measurable reduction in the percentage of students below the 21st percentile, aiming for the target of 15%.  
**Parental Involvement:**  
 KPI: Hold an end-of-year workshop to help parents prepare their children for continued numeracy practice over the summer.  
 KPI: Achieve at least 70% parent participation in the workshop.

2

By the end of the 2024-2025 academic year, reduce the percentage of 1st through 3rd grade students who have not reached oral fluency from 27.76% to 15%.

This will be achieved through targeted interventions, enhanced instructional strategies, and comprehensive professional development for teachers.

Principal  
 Assistant Principal (s)  
 Instructional Coach

PS #

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**By the end of the first quarter,**  
**Targeted Interventions:**  
 KPI: Identify and begin interventions for at least 50% of students who have not reached oral fluency by the end of October.  
 KPI: Conduct baseline assessments and set individual learning goals for these students.  
**Enhanced Instructional Strategies:**  
 KPI: Implement at least one evidence-based instructional practice (e.g., repeated reading) per week in each grade's reading curriculum.  
 KPI: Monitor and record student engagement and progress through formative assessments.  
**Professional Development:**  
 KPI: Conduct one professional development session focused on strategies for teaching oral fluency.  
 KPI: Achieve at least 80% teacher attendance and participation in the session.  
**Progress Monitoring:**  
 KPI: Complete the first round of progress monitoring assessments and analyze data for growth patterns.  
 KPI: Adjust intervention strategies based on initial assessment results.

SI.3

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**By the end of the second quarter,**  
**Targeted Interventions:**  
 KPI: Increase the number of students receiving interventions to 75% of those identified.  
 KPI: Monitor progress and adjust individual learning plans as needed.  
**Enhanced Instructional Strategies:**  
 KPI: Implement two additional evidence-based instructional practices focused on improving oral fluency.  
 KPI: Conduct and review student assessments to measure improvements in oral fluency.  
**Professional Development:**  
 KPI: Provide one additional training session on data-driven instruction techniques for oral fluency.  
 KPI: Ensure 90% teacher participation in the training.  
**Progress Monitoring:**  
 KPI: Conduct the second round of progress monitoring and compare results to baseline.  
 KPI: Use data to refine instructional strategies and interventions.  
**Parental Involvement:**  
 KPI: Distribute monthly reading fluency tips and resources to parents via newsletters.  
 KPI: Collect feedback from parents on the usefulness of provided resources.

SL-3	<p>Students in 1st through 3rd grade at Young Women's Leadership Academy are demonstrating significant challenges in achieving oral reading fluency. Approximately 27.76% of students in these grades have not reached the expected level of oral fluency, indicating a substantial portion of students are struggling with this critical reading skill.</p>	<p>Quarterly KPIs</p>	<p><b>By the end of the third quarter,</b></p> <p><b>Targeted Interventions:</b>  KPI: Reach 100% of students identified as needing interventions.  KPI: Continue to adjust interventions based on ongoing progress monitoring data.</p> <p><b>Enhanced Instructional Strategies:</b>  KPI: Increase the frequency of evidence-based fluency activities to twice a week.  KPI: Ensure that at least 75% of students demonstrate improved fluency through assessments.</p> <p><b>Professional Development:</b>  KPI: Host two more professional development sessions on advanced strategies for oral fluency.  KPI: Achieve 95% teacher participation in these sessions.</p> <p><b>Progress Monitoring:</b>  KPI: Complete the third round of progress monitoring assessments and analyze results.  KPI: Identify and support any students who are still not showing sufficient growth.</p> <p><b>Parental Involvement:</b>  KPI: Organize a mid-year parent-teacher conference focused on student progress in oral fluency.  KPI: Achieve at least 60% parent attendance for the conference.</p> <p><b>By the end of the fourth quarter,</b></p> <p><b>Targeted Interventions:</b>  KPI: Review and finalize individual student progress reports.  KPI: Ensure that 80% of students receiving interventions show significant improvement in oral fluency.</p> <p><b>Enhanced Instructional Strategies:</b>  KPI: Maintain the frequency of evidence-based fluency activities and assess overall student performance.  KPI: Aim for at least 85% of students to demonstrate competency in oral fluency.</p> <p><b>Professional Development:</b>  KPI: Conduct a final professional development session to review best practices and successes.  KPI: Collect and analyze teacher feedback to plan for the next academic year.</p> <p><b>Progress Monitoring:</b>  KPI: Conduct the final round of progress monitoring and compare it to the baseline and interim assessments.  KPI: Achieve a measurable reduction in the percentage of students not reaching oral fluency, aiming for the target of 15%.</p> <p><b>Parental Involvement:</b>  KPI: Hold an end-of-year workshop to help parents prepare their children for continued reading practice over the summer.  KPI: Achieve at least 70% parent participation in the workshop.</p>		
SL-4	<p>PS #</p>	<p>By the end of the year,</p> <p>Quarterly KPIs</p>	<p>By the end of the first quarter,</p>	<p>By the end of the second quarter,</p>	<p>By the end of the third quarter,</p> <p>By the end of the fourth quarter,</p>

**2.1 - Campus Improvement Plan (CIP)**  
The CAC will create **Processes & Programs** 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
PP-1	1,2,3,4	By the end of the academic year, enhance the coaching and feedback system to ensure that 90% of teachers receive consistent, personalized, and actionable feedback with sufficient follow-up support, leading to measurable improvements in instructional practices and professional growth as evidenced by a 15% increase in teacher satisfaction scores related to feedback and support.	Standardize and personalize the feedback process, enhance support systems for implementing feedback, and increase opportunities for collaborative professional development.	Principal Assistant Principal(s) Instructional Coach	
	PS #	Quarterly KPIs	<p><b>By the end of the first quarter,</b></p> <p><b>Standardize Feedback Protocols:</b> Conduct training sessions on the new feedback protocol for all instructional leaders and coaches. KPI: 90% of instructional leaders trained on the new feedback protocol by end of Q1.</p> <p><b>Personalize Feedback:</b> Develop individual professional development plans (IPDPs) for each teacher. KPI: 100% of teachers have IPDPs by end of Q1.</p> <p><b>By the end of the second quarter,</b></p> <p><b>Enhance Support Systems:</b> Provide access to additional resources and coaching support for feedback implementation. KPI: 80% of teachers report having sufficient resources and support to implement feedback.</p> <p><b>Increase Collaborative Opportunities:</b> Establish bi-weekly peer observation and feedback sessions. KPI: 75% of teachers participate in at least one peer observation session by end of Q2.</p> <p><b>By the end of the third quarter,</b></p> <p><b>Standardize Feedback Protocols:</b> Conduct quarterly reviews to ensure adherence to the feedback protocol. KPI: 85% adherence to the standardized feedback protocol based on quarterly reviews.</p> <p><b>Personalize Feedback:</b> Provide targeted professional development sessions based on feedback trends. KPI: 70% of teachers attend at least one targeted professional development session.</p> <p><b>By the end of the fourth quarter,</b></p> <p><b>Enhance Support Systems:</b> Introduce a mentorship program for new and struggling teachers. KPI: 90% of new and struggling teachers paired with mentors by end of Q4.</p> <p><b>Increase Collaborative Opportunities:</b> Organize end-of-year reflective sessions to assess progress and plan for the next year. KPI: 80% of teachers participate in end-of-year reflective sessions.</p>		
	Teachers feel that the current coaching and feedback system lacks consistency, actionable insights, and sufficient follow-up support, impacting their professional growth and instructional effectiveness. According to the survey, 60% of teachers reported that feedback is inconsistent, 55% found the feedback not actionable, and 50% stated they did not receive enough support to implement changes based on feedback.				
PP-2	1,2,3,4		By the end of the year, enhance the effectiveness and relevance of professional development (PD) opportunities to improve teacher instructional practices and student outcomes, aiming for at least 85% teacher satisfaction and a 20% improvement in student performance by the end of the year.	Implement a comprehensive professional development program that includes hands-on workshops, content-specific training, collaborative learning sessions, regular mentorship and coaching, and integration of feedback mechanisms.	Principal Assistant Principal(s) Instructional Coach
	PS #	Quarterly KPIs	<p><b>By the end of the first quarter,</b></p> <p><b>PD Participation Rate:</b> At least 75% of teachers attending and actively participating in PD sessions.</p> <p><b>Teacher Satisfaction with PD:</b> At least 70% of teachers report satisfaction with PD sessions.</p> <p><b>Implementation Rate:</b> At least 60% of teachers applying new skills and strategies from PD in their classrooms.</p> <p><b>Student Performance Improvement:</b> At least 5% improvement in student performance metrics (e.g., test scores, engagement levels) following teacher participation in PD.</p> <p><b>Feedback Quality and Frequency:</b> At least 2 constructive feedback instances per teacher during PD sessions and follow-up activities.</p> <p><b>By the end of the second quarter,</b></p> <p><b>PD Participation Rate:</b> At least 80% of teachers attending and actively participating in PD sessions.</p> <p><b>Teacher Satisfaction with PD:</b> At least 75% of teachers report satisfaction with PD sessions.</p> <p><b>Implementation Rate:</b> At least 65% of teachers applying new skills and strategies from PD in their classrooms.</p> <p><b>Student Performance Improvement:</b> At least 10% improvement in student performance metrics following teacher participation in PD.</p> <p><b>Feedback Quality and Frequency:</b> At least 3 constructive feedback instances per teacher during PD sessions and follow-up activities.</p>		

The current professional development opportunities are not sufficiently effective in improving teacher instructional practices. Although 79% of teachers receive feedback that gives them specific actions to improve their teaching practice, only 64% feel they get enough feedback on their instructional practice. Additionally, just 58% regularly discuss feedback about their teaching with an instructional leader. Moreover, 53% of teachers have practiced teaching techniques with a peer or instructional expert outside their classroom in the past six months. This indicates a gap in the effectiveness and applicability of the professional development programs offered, suggesting a need to redesign these opportunities to be more interactive, practical, and tailored to the specific needs of the teachers.

**By the end of the third quarter,**  
**PD Participation Rate:** At least 85% of teachers attending and actively participating in PD sessions.  
**Teacher Satisfaction with PD:** At least 80% of teachers report satisfaction with PD sessions.  
**Implementation Rate:** At least 70% of teachers applying new skills and strategies from PD in their classrooms.  
**Student Performance Improvement:** At least 15% improvement in student performance metrics following teacher participation in PD.  
**Feedback Quality and Frequency:** At least 4 constructive feedback instances per teacher during PD sessions and follow-up activities.

**By the end of the fourth quarter,**  
**PD Participation Rate:**  
 At least 90% of teachers attending and actively participating in PD sessions.  
**Teacher Satisfaction with PD:**  
 At least 85% of teachers report satisfaction with PD sessions.  
**Implementation Rate:**  
 At least 75% of teachers applying new skills and strategies from PD in their classrooms.  
**Student Performance Improvement:**  
 At least 20% improvement in student performance metrics following teacher participation in PD.  
**Feedback Quality and Frequency:**  
 At least 5 constructive feedback instances per teacher during PD sessions and follow-up activities.

By the end of the academic year, ensure that 95% of students receiving MTSS interventions show measurable progress in their academic and behavioral outcomes.

Establish a robust MTSS implementation and monitoring system by providing comprehensive staff training, ensuring consistent application of MTSS plans, and regularly monitoring and reviewing student outcomes. This will involve detailed plan development, consistent execution, progress tracking, and periodic adjustments based on data and feedback.

Principal  
 Assistant Principal(s)  
 Instructional Coach  
 Lead Teachers  
 Counselor

PP-3

1,2,3,4

PS #

The current implementation and monitoring of Multi-Tiered System of Supports (MTSS) plans lack consistency and effectiveness, leading to suboptimal academic and behavioral outcomes for students requiring additional support. Data shows that 40% of students in need of MTSS interventions are not making expected progress.

Quarterly KPIs

**By the end of the first quarter,**  
**Staff Training and Resources:**  
 Provide comprehensive MTSS training sessions for all relevant staff, ensuring they are equipped with the necessary skills and resources.  
 KPI: 100% of relevant staff trained in MTSS strategies by the end of Q1.  
**Development of MTSS Plans:**  
 Develop detailed MTSS plans for all students identified as needing support.  
 KPI: 90% of identified students have detailed MTSS plans developed by the end of Q1.

**By the end of the second quarter,**  
**Consistent Implementation:**  
 Ensure the consistent application of MTSS plans across classrooms with regular check-ins and support for teachers.  
 KPI: 85% of teachers consistently implementing MTSS plans as per guidelines by the end of Q2.  
**Progress Monitoring System:**  
 Implement a robust progress monitoring system to track student outcomes and adjust interventions as needed.  
 KPI: Establish and use the progress monitoring system with 100% accuracy by the end of Q2.

**By the end of the third quarter,**  
**Data Review and Adjustment:**  
 Conduct mid-year reviews of student progress and adjust MTSS plans based on data and feedback.  
 KPI: 75% of MTSS plans reviewed and adjusted based on student progress data by the end of Q3.  
**Additional Training and Support:**  
 Provide additional training and resources based on identified gaps and needs from the mid-year review.  
 KPI: 80% of staff receive additional training and resources based on mid-year review findings by the end of Q3.

**By the end of the fourth quarter,**  
**Comprehensive Review:**  
 Conduct a comprehensive end-of-year review of the MTSS implementation and outcomes to assess overall effectiveness.  
 KPI: 90% of MTSS plans and outcomes reviewed and assessed for effectiveness by the end of Q4.  
**Sustained Improvement:**  
 Aim for sustained improvement in student outcomes, targeting a 95% success rate for students receiving MTSS interventions showing measurable progress.  
 KPI: Achieve a 95% success rate in student progress for those receiving MTSS interventions by the end of the academic year.

PP-4

PS #

By the end of the year,

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 <b>Perceptions</b> 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	1,2,3,4	Improve teacher retention by fostering a supportive and valued work environment that recognizes achievements, provides constructive feedback, and offers clear career progression paths, aiming for a retention rate of at least 95% and 85% teacher satisfaction by the end of the year.	Develop and maintain a positive school culture that includes regular recognition programs, structured feedback systems, clear career advancement pathways, open communication, and timely provision of resources.	Principal Assistant Principal(s)	
	PS #	Quarterly KPIs	<p><b>By the end of the first quarter,</b> Retention Rate: Achieve a retention rate of at least 95%. Recognition and Morale: At least 70% of teachers report feeling valued and recognized for their contributions. Feedback Satisfaction: At least 70% of teachers report satisfaction with the frequency and quality of feedback received. Career Advancement: At least 5% of teachers promoted to leadership roles or other advanced positions within the school. Resource Satisfaction: At least 70% of teachers report satisfaction with the availability and adequacy of teaching resources and support.</p> <p><b>By the end of the second quarter,</b> Retention Rate: Achieve a retention rate of at least 95%. Recognition and Morale: At least 75% of teachers report feeling valued and recognized for their contributions. Feedback Satisfaction: At least 75% of teachers report satisfaction with the frequency and quality of feedback received. Career Advancement: At least 10% of teachers promoted to leadership roles or other advanced positions within the school. Resource Satisfaction: At least 75% of teachers report satisfaction with the availability and adequacy of teaching resources and support.</p> <p><b>By the end of the third quarter,</b> Retention Rate: Achieve a retention rate of at least 95%. Recognition and Morale: At least 80% of teachers report feeling valued and recognized for their contributions. Feedback Satisfaction: At least 80% of teachers report satisfaction with the frequency and quality of feedback received. Career Advancement: At least 15% of teachers promoted to leadership roles or other advanced positions within the school. Resource Satisfaction: At least 80% of teachers report satisfaction with the availability and adequacy of teaching resources and support.</p> <p><b>By the end of the fourth quarter,</b> Retention Rate: Achieve a retention rate of at least 95%. Recognition and Morale: At least 85% of teachers report feeling valued and recognized for their contributions. Feedback Satisfaction: At least 85% of teachers report satisfaction with the frequency and quality of feedback received. Career Advancement: At least 20% of teachers promoted to leadership roles or other advanced positions within the school. Resource Satisfaction: At least 85% of teachers report satisfaction with the availability and adequacy of teaching resources and support.</p>		
	According to the data, 16% of teachers plan to leave this year or next year, citing reasons such as the ability to have a positive impact on student outcomes, feeling safe and supported, financial compensation, and opportunities for advancement or career progression. Specifically, 5 teachers cited staff collegiality and collaboration/relationships with staff as a top reason for planning to stay. This highlights the need for a more effective and comprehensive retention plan that addresses these key issues to improve teacher retention rates.				
PE-2	4		By the end of the year, improve students' perceptions of school safety and growth mindset to at least 70% favorable by the end of the next academic year.	Implement a phased strategy involving workshops, support systems, policy reviews, and continuous assessments	Principal Assistant Principal(s) Counselor
		There is a significant concern regarding students' perceptions of school safety and growth mindset, which might affect their overall academic performance and well-being.	<p><b>By the end of the first quarter,</b> Workshops on Anti-Bullying and Safety Measures: Initiative: Conduct interactive workshops for students, teachers, and staff focusing on recognizing, preventing, and addressing bullying and safety issues. KPI: Aim for a 10% increase in the favorable rating of "Difficulty Getting Help from Adult if Being Bullied" from the baseline. Growth Mindset Programs: Initiative: Introduce programs that teach students about growth mindset concepts, including the importance of effort and resilience. KPI: Target a 5% increase in the favorable rating of "Possibility to Change: Being Talented" from the baseline.</p> <p><b>By the end of the second quarter,</b> Peer Support Groups and Mentorship Programs: Initiative: Establish peer support groups and mentorship programs to create a network of trust and support among students. KPI: Aim for a 10% increase in the favorable rating of "Worry About Violence at School" from the baseline. Continued Growth Mindset Initiatives: Initiative: Continue and expand growth mindset activities, including workshops and classroom integration, to reinforce positive thinking and persistence. KPI: Target a 5% increase in the favorable rating of "Possibility to Change: How Easily You Give Up" from the baseline.</p> <p><b>By the end of the third quarter,</b> Review and Enhance School Safety Policies: Initiative: Conduct a comprehensive review of existing safety policies and enhance them based on feedback and best practices. Ensure that these policies are clearly communicated to students, parents, and staff. KPI: Aim for a further 10% increase in the favorable rating of "Difficulty Getting Help from Adult if Being Bullied" from the baseline. Mid-Year Growth Mindset Assessments: Initiative: Assess the impact of growth mindset initiatives through surveys and feedback sessions, and adjust strategies as necessary. KPI: Target a 5% increase in the overall growth mindset scores from the baseline.</p> <p><b>By the end of the fourth quarter,</b> Comprehensive Review of Safety Measures: Initiative: Evaluate the effectiveness of implemented safety measures through surveys and focus groups, and make necessary adjustments to ensure continued improvement. KPI: Aim for a 10% increase in the overall school safety score from the baseline. Final Growth Mindset Evaluation: Initiative: Conduct a final evaluation of growth mindset interventions and provide targeted support to areas still needing improvement. Celebrate successes and share best practices.</p>		
PE-3	4		By the end of the year,		
	PS #	Quarterly KPIs	<p><b>By the end of the first quarter,</b></p> <p><b>By the end of the second quarter,</b></p>		

		<b>Quarterly KPIs</b>	By the end of the third quarter,		
			By the end of the fourth quarter,		
			By the end of the year,		
			<b>Quarterly KPIs</b>	By the end of the first quarter,	
<b>PE-4</b>			By the end of the second quarter,		
	<b>PS #</b>		By the end of the third quarter,		
			By the end of the fourth quarter,		

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

**DEMOGRAPHICS**

<b>GPS</b>	<b>Quarter 1 KPI</b>	<b>Q1 Rating</b>	<b>Findings / Next Steps</b>
DE-1	By the end of the first quarter,  Education and Awareness: Conduct workshops and send informational materials to parents and students about the importance of timely attendance. KPI: 80% of parents attend workshops or receive informational materials by the end of Q1.  Morning Routine Support: Introduce a morning program that helps students arrive on time, such as a breakfast club or morning activities. KPI: 60% participation rate in the morning program by the end of Q1.	Choose One	
DE-2	By the end of the first quarter,  Setting Clear Expectations: Develop and communicate clear behavior expectations and consequences to students, teachers, and parents. KPI: 100% of students, teachers, and parents receive and acknowledge the behavior expectations by the end of Q1.  Professional Development: Conduct training sessions for teachers on effective behavior management strategies. KPI: 90% of teachers complete behavior management training by the end of Q1.	Choose One	
DE-3	By the end of the first quarter,  Specialized Training: Provide comprehensive training sessions for teachers on effective instructional strategies and supports for special education students. KPI: 90% of teachers complete specialized training by the end of Q1.  Resource Allocation: Allocate necessary resources and materials specifically designed for special education instruction. KPI: 100% of classrooms with special education students receive appropriate resources by the end of Q1.	Choose One	
DE-4	By the end of the first quarter,	Choose One	

**STUDENT LEARNING**

Quarterly Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	<p>By the end of the first quarter,</p> <p>Professional Development Completion: KPI: 100% of reading teachers will complete at least one professional development session on differentiated instruction by the end of Q1. Measurement: Attendance records and training evaluations.</p> <p>Flexible Grouping Implementation: KPI: 75% of reading classes will utilize flexible grouping strategies in their instruction. Measurement: Classroom observations and lesson plan reviews.</p> <p>Initial High Percentile Performance Check: KPI: Collect baseline data on the proportion of students in the HiAvg and Hi percentiles. Measurement: Assessment results from MAP Growth tests.</p>	Choose One	
SL-2	<p>By the end of the first quarter,</p> <p>Targeted Interventions: KPI: Identify and begin interventions for at least 50% of students performing below the 21st percentile. KPI: Conduct baseline assessments and set individual learning goals for these students.</p> <p>Enhanced Numeracy Instruction: KPI: Integrate at least one hands-on numeracy activity per week in each grade's math curriculum. KPI: Monitor and record student engagement and understanding through formative assessments.</p> <p>Professional Development: KPI: Conduct one professional development session focused on numeracy strategies. KPI: Achieve at least 80% teacher attendance and participation in the session.</p> <p>Progress Monitoring: KPI: Complete the first round of progress monitoring assessments and analyze data for growth patterns. KPI: Adjust intervention strategies based on initial assessment results.</p> <p>Parental Involvement: KPI: Organize and conduct one parent workshop on supporting numeracy skills at home. KPI: Achieve at least 50% parent attendance for the workshop.</p>	Choose One	

SL-3	<p>By the end of the first quarter,</p> <p>Targeted Interventions: KPI: Identify and begin interventions for at least 50% of students who have not reached oral fluency by the end of October. KPI: Conduct baseline assessments and set individual learning goals for these students.</p> <p>Enhanced Instructional Strategies: KPI: Implement at least one evidence-based instructional practice (e.g., repeated reading) per week in each grade's reading curriculum. KPI: Monitor and record student engagement and progress through formative assessments.</p> <p>Professional Development: KPI: Conduct one professional development session focused on strategies for teaching oral fluency. KPI: Achieve at least 80% teacher attendance and participation in the session.</p> <p>Progress Monitoring: KPI: Complete the first round of progress monitoring assessments and analyze data for growth patterns. KPI: Adjust intervention strategies based on initial assessment results.</p>	Choose One	
SL-4	By the end of the first quarter,	Choose One	
<b>PROCESSES &amp; PROGRAMS</b>			
<b>GPS</b>	<b>Quarter 1 KPI</b>	<b>Q1 Rating</b>	<b>Findings / Next Steps</b>
PP-1	<p>By the end of the first quarter,</p> <p>Standardize Feedback Protocols: Conduct training sessions on the new feedback protocol for all instructional leaders and coaches. KPI: 90% of instructional leaders trained on the new feedback protocol by end of Q1.</p> <p>Personalize Feedback: Develop individual professional development plans (IPDPs) for each teacher. KPI: 100% of teachers have IPDPs by end of Q1.</p>	Choose One	
PP-2	<p>By the end of the first quarter,</p> <p>PD Participation Rate: At least 75% of teachers attending and actively participating in PD sessions.</p> <p>Teacher Satisfaction with PD: At least 70% of teachers report satisfaction with PD sessions.</p> <p>Implementation Rate: At least 60% of teachers applying new skills and strategies from PD in their classrooms.</p> <p>Student Performance Improvement: At least 5% improvement in student performance metrics (e.g., test scores, engagement levels) following teacher participation in PD.</p> <p>Feedback Quality and Frequency: At least 2 constructive feedback instances per teacher during PD sessions and follow-up activities.</p>	Choose One	

	<p>By the end of the first quarter,</p> <p>Staff Training and Resources: Provide comprehensive MTSS training sessions for all relevant staff, ensuring they are equipped with the necessary skills and resources. KPI: 100% of relevant staff trained in MTSS strategies by the end of Q1.</p> <p>Development of MTSS Plans: Develop detailed MTSS plans for all students identified as needing support. KPI: 90% of identified students have detailed MTSS plans developed by the end of Q1.</p>		
PP-3		Choose One	
PP-4	By the end of the first quarter,	Choose One	
<b>PERCEPTIONS</b>			
<b>GPS</b>	<b>Quarter 1 KPI</b>	<b>Q1 Rating</b>	<b>Findings / Next Steps</b>
PE-1	<p>By the end of the first quarter,</p> <p>Retention Rate: Achieve a retention rate of at least 95%. Recognition and Morale: At least 70% of teachers report feeling valued and recognized for their contributions. Feedback Satisfaction: At least 70% of teachers report satisfaction with the frequency and quality of feedback received. Career Advancement: At least 5% of teachers promoted to leadership roles or other advanced positions within the school. Resource Satisfaction: At least 70% of teachers report satisfaction with the availability and adequacy of teaching resources and support.</p>	Choose One	
PE-2	<p>By the end of the first quarter,</p> <p>Workshops on Anti-Bullying and Safety Measures: Initiative: Conduct interactive workshops for students, teachers, and staff focusing on recognizing, preventing, and addressing bullying and safety issues. KPI: Aim for a 10% increase in the favorable rating of "Difficulty Getting Help from Adult if Being Bullied" from the baseline.</p> <p>Growth Mindset Programs: Initiative: Introduce programs that teach students about growth mindset concepts, including the importance of effort and resilience. KPI: Target a 5% increase in the favorable rating of "Possibility to Change: Being Talented" from the baseline.</p>	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.

**DEMOGRAPHICS**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
DE-1	By the end of the second quarter,  Transportation Reliability: Collaborate with local transportation services to ensure reliable and punctual transportation options for students. KPI: Decrease in transportation-related late arrivals by 15% by the end of Q2.  Monitoring and Reporting: Implement a tracking system for late arrivals and early checkouts to identify patterns and address specific issues. KPI: Establish and utilize a tracking system with 100% accuracy by the end of Q2.	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**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
SL-1	By the end of the second quarter,  Tiered Assignment Development: KPI: 100% of reading teachers will develop and implement at least two tiered assignments. Measurement: Curriculum documents and student work samples.  Enrichment Activities Participation: KPI: 50% of high-achieving students will participate in at least one enrichment activity. Measurement: Participation records and feedback forms.  Mid-Year High Percentile Performance Check: KPI: Increase the proportion of students in the HiAvg and Hi percentiles by 3% from the baseline. Measurement: Mid-year assessment results.	Choose One	
SL-2	By the end of the second quarter, <u>Targeted Interventions:</u>	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**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
PP-1	By the end of the second quarter,  Enhance Support Systems: Provide access to additional resources and coaching support for feedback implementation. KPI: 80% of teachers report having sufficient resources and support to implement feedback.  Increase Collaborative Opportunities: Establish bi-weekly peer observation and feedback sessions. KPI: 75% of teachers participate in at least one peer observation session by end of Q2.	Choose One	

5	PP-2	By the end of the second quarter, PD Participation Rate: At least 80% of teachers attending and actively participating in PD sessions. Teacher Satisfaction with PD: At least 75% of teachers report satisfaction with PD sessions. Implementation Rate: At least 65% of teachers applying new skills and strategies from PD in their classrooms. Student Performance Improvement: At least 10% improvement in student performance metrics following teacher participation in PD. Feedback Quality and Frequency: At least 3 constructive feedback instances per teacher during PD sessions and follow-up activities.	Choose One	
	PP-3	By the end of the second quarter, Consistent Implementation: Ensure the consistent application of MTSS plans across classrooms with regular check-ins and support for teachers. KPI: 85% of teachers consistently implementing MTSS plans as per guidelines by the end of Q2. Progress Monitoring System: Implement a robust progress monitoring system to track student outcomes and adjust interventions as needed. KPI: Establish and use the progress monitoring system with 100% accuracy by the end of Q2.	Choose One	
	PP-4	By the end of the second quarter,	Choose One	
	<b>PERCEPTIONS</b>			
	<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
	PE-1	By the end of the second quarter, <del>Retention Rate: Achieve a retention rate of at least 95%</del>	Choose One	
	PE-2	By the end of the second quarter, <del>Peer Support Groups and Mentorship Programs</del>	Choose One	
	PE-3	By the end of the second 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.

**DEMOGRAPHICS**

<b>GPS</b>	<b>Quarter 3 KPI</b>	<b>Q3 Rating</b>	<b>Findings / Next Steps</b>
DE-1	By the end of the third quarter,  Incentives and Rewards: Introduce an incentive program to reward students with perfect or improved attendance. KPI: 20% increase in students with perfect or improved attendance by the end of Q3.  Parental Engagement: Organize regular meetings with parents of frequently late or early checkout students to develop personalized plans for improvement. KPI: 70% of identified parents engaged in regular meetings by the end of Q3	Choose One	
DE-2	By the end of the third quarter,  Review and Adjustment: Conduct a mid-year review of the behavior management program and adjust strategies based on feedback and data. KPI: 80% of teachers participate in the mid-year review and provide feedback by the end of Q3.  Additional Support: Provide additional resources and support based on mid-year review findings to address any remaining behavior management issues.	Choose One	
DE-3	By the end of the third quarter,  Review and Adjustment: Conduct a mid-year review of the special education support system and make necessary adjustments based on feedback and data. KPI: 80% of teachers participate in the mid-year review and provide feedback by the end of Q3.  Additional Resources and Support: Provide additional resources and support based on mid-year review findings to address any remaining instructional challenges. KPI: 70% of teachers report improved support and resources by the end of Q3.	Choose One	
DE-4	By the end of the third quarter,	Choose One	

**STUDENT LEARNING**

<b>GPS</b>	<b>Quarter 3 KPI</b>	<b>Q3 Rating</b>	<b>Findings / Next Steps</b>
SL-1	By the end of the third quarter, Adaptive Technology Usage: KPI: 75% of high-achieving students will regularly use adaptive reading platforms. Measurement: Usage data and progress reports from technology platforms.  Student Feedback on Differentiated Instruction: KPI: Collect feedback from 80% of high-achieving students on their experiences with differentiated instruction. Measurement: Student surveys and interviews.  Quarterly High Percentile Performance Check: KPI: Increase the proportion of students in the HiAvg and Hi percentiles by an additional 3% from the mid-year check. Measurement: Q3 assessment results.	Choose One	

# Third Quarterly Review

SL-2	<p>By the end of the third quarter,</p> <p>Targeted Interventions: KPI: Reach 100% of students identified as needing interventions. KPI: Continue to adjust interventions based on ongoing progress monitoring data.</p> <p>Enhanced Numeracy Instruction: KPI: Increase the frequency of hands-on numeracy activities to twice a week. KPI: Ensure that at least 75% of students demonstrate improved understanding through assessments.</p> <p>Professional Development: KPI: Host two more professional development sessions focusing on advanced numeracy teaching strategies. KPI: Achieve 95% teacher participation in these sessions.</p> <p>Progress Monitoring: KPI: Complete the third round of progress monitoring assessments and analyze results. KPI: Identify and support any students who are still not showing sufficient growth.</p> <p>Parental Involvement: KPI: Organize a mid-year parent-teacher conference focused on student progress in numeracy. KPI: Achieve at least 60% parent attendance for the conference.</p>	Choose One	
SL-3	<p>By the end of the third quarter,</p> <p>Targeted Interventions: KPI: Reach 100% of students identified as needing interventions. KPI: Continue to adjust interventions based on ongoing progress monitoring data.</p> <p>Enhanced Instructional Strategies: KPI: Increase the frequency of evidence-based fluency activities to twice a week. KPI: Ensure that at least 75% of students demonstrate improved fluency through assessments.</p> <p>Professional Development: KPI: Host two more professional development sessions on advanced strategies for oral fluency. KPI: Achieve 95% teacher participation in these sessions.</p> <p>Progress Monitoring: KPI: Complete the third round of progress monitoring assessments and analyze results. KPI: Identify and support any students who are still not showing sufficient growth.</p> <p>Parental Involvement: KPI: Organize a mid-year parent-teacher conference focused on student progress in oral fluency. KPI: Achieve at least 60% parent attendance for the conference.</p>	Choose One	
SL-4	By the end of the third quarter,	Choose One	
<b>PROCESSES &amp; PROGRAMS</b>			
<b>GPS</b>	<b>Quarter 3 KPI</b>	<b>Q3 Rating</b>	<b>Findings / Next Steps</b>
PP-1	<p>By the end of the third quarter,</p> <p>Standardize Feedback Protocols: Conduct quarterly reviews to ensure adherence to the feedback protocol. KPI: 85% adherence to the standardized feedback protocol based on quarterly reviews.</p> <p>Personalize Feedback: Provide targeted professional development sessions based on feedback trends. KPI: 70% of teachers attend at least one targeted professional development session.</p>	Choose One	

	<p>By the end of the third quarter,</p> <p>PD Participation Rate: At least 85% of teachers attending and actively participating in PD sessions.</p> <p>Teacher Satisfaction with PD: At least 80% of teachers report satisfaction with PD sessions.</p> <p>Implementation Rate: At least 70% of teachers applying new skills and strategies from PD in their classrooms.</p> <p>Student Performance Improvement: At least 15% improvement in student performance metrics following teacher participation in PD.</p> <p>Feedback Quality and Frequency: At least 4 constructive feedback instances per teacher during PD sessions and follow-up activities.</p>		
PP-2		Choose One	
	<p>By the end of the third quarter,</p> <p>Data Review and Adjustment: Conduct mid-year reviews of student progress and adjust MTSS plans based on data and feedback. KPI: 75% of MTSS plans reviewed and adjusted based on student progress data by the end of Q3.</p> <p>Additional Training and Support: Provide additional training and resources based on identified gaps and needs from the mid-year review. KPI: 80% of staff receive additional training and resources based on mid-year review findings by the end of Q3.</p>		
PP-3		Choose One	
PP-4	By the end of the third quarter,	Choose One	
<b>PERCEPTIONS</b>			
<b>GPS</b>	<b>Quarter 3 KPI</b>	<b>Q3 Rating</b>	<b>Findings / Next Steps</b>
PE-1	<p>By the end of the third quarter,</p> <p>Retention Rate: Achieve a retention rate of at least 95%.</p> <p>Recognition and Morale: At least 80% of teachers report feeling valued and recognized for their contributions.</p> <p>Feedback Satisfaction: At least 80% of teachers report satisfaction with the frequency and quality of feedback received.</p> <p>Career Advancement: At least 15% of teachers promoted to leadership roles or other advanced positions within the school.</p> <p>Resource Satisfaction: At least 80% of teachers report satisfaction with the availability and adequacy of teaching resources and support.</p>	Choose One	
PE-2	<p>By the end of the third quarter,</p> <p>Review and Enhance School Safety Policies: Initiative: Conduct a comprehensive review of existing safety policies and enhance them based on feedback and best practices. Ensure that these policies are clearly communicated to students, parents, and staff. KPI: Aim for a further 10% increase in the favorable rating of "Difficulty Getting Help from Adult if Being Bullied" from the baseline.</p> <p>Mid-Year Growth Mindset Assessments: Initiative: Assess the impact of growth mindset initiatives through surveys and feedback sessions, and adjust strategies as necessary. KPI: Target a 5% increase in the overall growth mindset scores from the baseline.</p>	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

**DEMOGRAPHICS**

<b>GPS</b>	<b>Quarter 4 KPI</b>	<b>Q4 Rating</b>	<b>Findings / Next Steps</b>
DE-1	By the end of the fourth quarter,  Review and Adjust: Conduct a comprehensive review of the attendance improvement program and make necessary adjustments based on feedback and data. KPI: 90% of strategies reviewed and adjusted based on effectiveness by the end of Q4.  Sustained Improvement: Aim for a sustained reduction in late arrivals and early checkouts, targeting a 30% overall reduction by the end of the academic year. KPI: Achieve a 30% reduction in late arrivals and early checkouts compared to the start of the academic year.	Choose One	
DE-2	By the end of the fourth quarter,	Choose One	
DE-3	By the end of the fourth quarter,  Comprehensive Review: Conduct a comprehensive end-of-year review of the special education support system to assess overall effectiveness. KPI: 90% of teachers report adequate support and effective instructional strategies for special education students by the end of Q4.  Sustained Improvement: Aim for sustained improvement in support and instructional effectiveness for special education students, targeting a 75% satisfaction rate among teachers regarding fair academic opportunities for special education students. KPI: Achieve a 75% satisfaction rate in the Insight survey by the end of the academic year.	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

**STUDENT LEARNING**

<b>GPS</b>	<b>Quarter 4 KPI</b>	<b>Q4 Rating</b>	<b>Findings / Next Steps</b>
SL-1	By the end of the fourth quarter,  Final Review of Differentiated Instruction Strategies: KPI: Conduct a comprehensive review of the differentiated instruction strategies implemented throughout the year. Measurement: Review session records and summary reports.  End-of-Year Enrichment Activities Participation: KPI: 75% of high-achieving students will have participated in at least one enrichment activity by the end of the year.  Measurement: Participation records and feedback forms. End-of-Year High Percentile Performance Check: KPI: Achieve a total increase of 10% in the proportion of students in the HiAvg and Hi percentiles compared to the baseline. Measurement: End-of-year assessment results from MAP Growth tests.	Choose One	

# Fourth Quarterly Review

SL-2	<p>By the end of the fourth quarter,</p> <p>Targeted Interventions: KPI: Review and finalize individual student progress reports. KPI: Ensure that 80% of students receiving interventions show significant improvement in numeracy skills.</p> <p>Enhanced Numeracy Instruction: KPI: Maintain the frequency of hands-on activities and assess overall student performance. KPI: Aim for at least 85% of students to demonstrate competency in key numeracy areas.</p> <p>Professional Development: KPI: Conduct a final professional development session to review best practices and successes. KPI: Collect and analyze teacher feedback to plan for the next academic year.</p> <p>Progress Monitoring: KPI: Conduct the final round of progress monitoring and compare it to the baseline and interim assessments. KPI: Achieve a measurable reduction in the percentage of students below the 21st percentile, aiming for the target of 15%.</p> <p>Parental Involvement: KPI: Hold an end-of-year workshop to help parents prepare their children for continued numeracy practice over the summer. KPI: Achieve at least 70% parent participation in the workshop.</p>	Choose One	
SL-3	<p>By the end of the fourth quarter,</p> <p>Targeted Interventions: KPI: Review and finalize individual student progress reports. KPI: Ensure that 80% of students receiving interventions show significant improvement in oral fluency.</p> <p>Enhanced Instructional Strategies: KPI: Maintain the frequency of evidence-based fluency activities and assess overall student performance. KPI: Aim for at least 85% of students to demonstrate competency in oral fluency.</p> <p>Professional Development: KPI: Conduct a final professional development session to review best practices and successes. KPI: Collect and analyze teacher feedback to plan for the next academic year.</p> <p>Progress Monitoring: KPI: Conduct the final round of progress monitoring and compare it to the baseline and interim assessments. KPI: Achieve a measurable reduction in the percentage of students not reaching oral fluency, aiming for the target of 15%.</p> <p>Parental Involvement: KPI: Hold an end-of-year workshop to help parents prepare their children for continued reading practice over the summer. KPI: Achieve at least 70% parent participation in the workshop.</p>	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	
<b>PROCESSES &amp; PROGRAMS</b>			
<b>GPS</b>	<b>Quarter 4 KPI</b>	<b>Q4 Rating</b>	<b>Findings / Next Steps</b>

	PP-1	By the end of the fourth quarter,  Enhance Support Systems: Introduce a mentorship program for new and struggling teachers. KPI: 90% of new and struggling teachers paired with mentors by end of Q4.  Increase Collaborative Opportunities: Organize end-of-year reflective sessions to assess progress and plan for the next year. KPI: 80% of teachers participate in end-of-year reflective sessions.	Choose One	
	PP-2	By the end of the fourth quarter,  PD Participation Rate: At least 90% of teachers attending and actively participating in PD sessions.  Teacher Satisfaction with PD: At least 85% of teachers report satisfaction with PD sessions.  Implementation Rate: At least 75% of teachers applying new skills and strategies from PD in their classrooms.  Student Performance Improvement: At least 20% improvement in student performance metrics following teacher participation in PD.  Feedback Quality and Frequency: At least 5 constructive feedback instances per teacher during PD sessions and follow-up activities.	Choose One	
	PP-3	By the end of the fourth quarter,  Comprehensive Review: Conduct a comprehensive end-of-year review of the MTSS implementation and outcomes to assess overall effectiveness. KPI: 90% of MTSS plans and outcomes reviewed and assessed for effectiveness by the end of Q4.  Sustained Improvement: Aim for sustained improvement in student outcomes, targeting a 95% success rate for students receiving MTSS interventions showing measurable progress. KPI: Achieve a 95% success rate in student progress for those receiving MTSS interventions by the end of the academic year.	Choose One	
	PP-4	By the end of the fourth quarter,	Choose One	
<b>PERCEPTIONS</b>				
<b>GPS</b>	<b>Quarter 4 KPI</b>		<b>Q4 Rating</b>	<b>Findings / Next Steps</b>
	PE-1	By the end of the fourth quarter, Retention Rate: Achieve a retention rate of at least 95%. Recognition and Morale: At least 85% of teachers report feeling valued and recognized for their contributions. Feedback Satisfaction: At least 85% of teachers report satisfaction with the frequency and quality of feedback received. Career Advancement: At least 20% of teachers promoted to leadership roles or other advanced positions within the school. Resource Satisfaction: At least 85% of teachers report satisfaction with the availability and adequacy of teaching resources and support.	Choose One	

	PE-2	<p>By the end of the fourth quarter, Comprehensive Review of Safety Measures: Initiative: Evaluate the effectiveness of implemented safety measures through surveys and focus groups, and make necessary adjustments to ensure continued improvement. KPI: Aim for a 10% increase in the overall school safety score from the baseline. Final Growth Mindset Evaluation: Initiative: Conduct a final evaluation of growth mindset interventions and provide targeted support to areas still needing improvement. Celebrate successes and share best practices. KPI: Target a 5% increase in the favorable rating of "Possibility to Change: Level of Intelligence" from the baseline.</p>	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.

DEMOGRAPHICS			
GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the academic year, implement a comprehensive attendance improvement program that includes educating 90% of parents and students on the importance of timely attendance, enhancing transportation options to reduce transportation-related tardiness by 20%, and establishing morning programs to ensure a 15% increase in on-time arrivals.	Choose One	
DE-2	By the end of the academic year, improve the learning environment to ensure that 80% of teachers feel supported in maintaining high standards for student behavior and believe that misbehavior is promptly addressed, as measured by the Insight survey.	Choose One	
DE-3	By the end of the academic year, ensure that 80% of teachers feel adequately supported in planning and delivering instruction for special education students, and that 75% believe special education students are given a fair chance at academic success, as measured by the Insight survey.	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 2024-2025 school year, the proportion of students achieving in the highest percentiles (HiAvg and Hi) in reading performance at the Young Women's Leadership Academy will increase by 10% across all grade levels.	Choose One	
SL-2	By the end of the 2024-2025 academic year, reduce the percentage of students performing below the 21st percentile in Numerical Representations and Relationships from 23.05% to 15% across grades K-5 at Young Women's Leadership Academy.	Choose One	
SL-3	By the end of the 2024-2025 academic year, reduce the percentage of 1st through 3rd grade students who have not reached oral fluency from 27.76% to 15%.	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 academic year, enhance the coaching and feedback system to ensure that 90% of teachers receive consistent, personalized, and actionable feedback with sufficient follow-up support, leading to measurable improvements in instructional practices and professional growth as evidenced by a 15% increase in teacher satisfaction scores related to feedback and support.	Choose One	
PP-2	By the end of the year, enhance the effectiveness and relevance of professional development (PD) opportunities to improve teacher instructional practices and student outcomes, aiming for at least 85% teacher satisfaction and a 20% improvement in student performance by the end of the year.	Choose One	
PP-3	By the end of the academic year, ensure that 95% of students receiving MTSS interventions show measurable progress in their academic and behavioral outcomes.	Choose One	
PP-4	By the end of the year,	Choose One	
PERCEPTIONS			
GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	Improve teacher retention by fostering a supportive and valued work environment that recognizes achievements, provides constructive feedback, and offers clear career progression paths, aiming for a retention rate of at least 95% and 85% teacher satisfaction by the end of the year.	Choose One	
PE-2	By the end of the year, improve students' perceptions of school safety and growth mindset to at least 70% favorable by the end of the next academic 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

## Committee Members

Name	Role	Name	Role
Jennifer Elwood	Principal		
Elaine Kondratick	Assistant Principal		
Cindy Jasso	Teacher		
Robert Wilson	Teacher		
Joshua Muñoz	Teacher		
Genevieve Azocar	Parent		
Jhirmesia Crawford	Parent		
Brittany Olmedo	Parent		
Elizabeth Phipps	Librarian		

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## Assurances and 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
Young Women's Leadership Academy Primary	15907- 120
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Melissa Acala
Principal	SAISD Board Approval Date
Jennifer Elwood	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

May 28, 2024

### Index Scores

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



### Domain Scores from the Teacher Survey

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

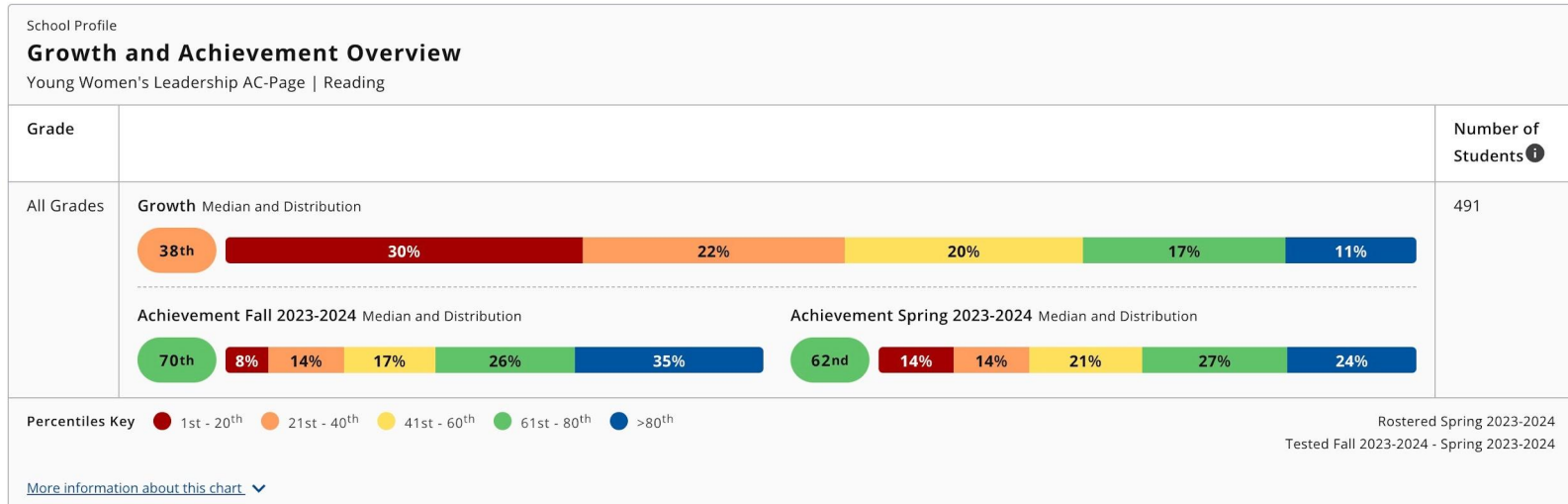


	Spring 2023	Spring 2024	SAISD Average	SAISD Top Quartile
Observation and Feedback	2.8	3.2	5.4	6.6
Peer Culture	2.7	3.4	5.4	7.2
Leadership	2.9	3.6	5.1	6.7
Professional Development	2.5	3.7	5.3	7.1
Instructional Planning for Student Growth	1.7	3.9	5.2	6.8
Career Progression	4.3	4.0	5.2	6.5
Evaluation	5.0	4.4	5.7	7.1
Learning Environment	3.6	4.7	5.1	7.0
Diversity, Equity, and Inclusion	2.7	5.0	5.4	7.1
Family and Community Engagement	3.4	5.1	5.2	6.7
Hiring Process	4.0	5.4	4.0	6.2

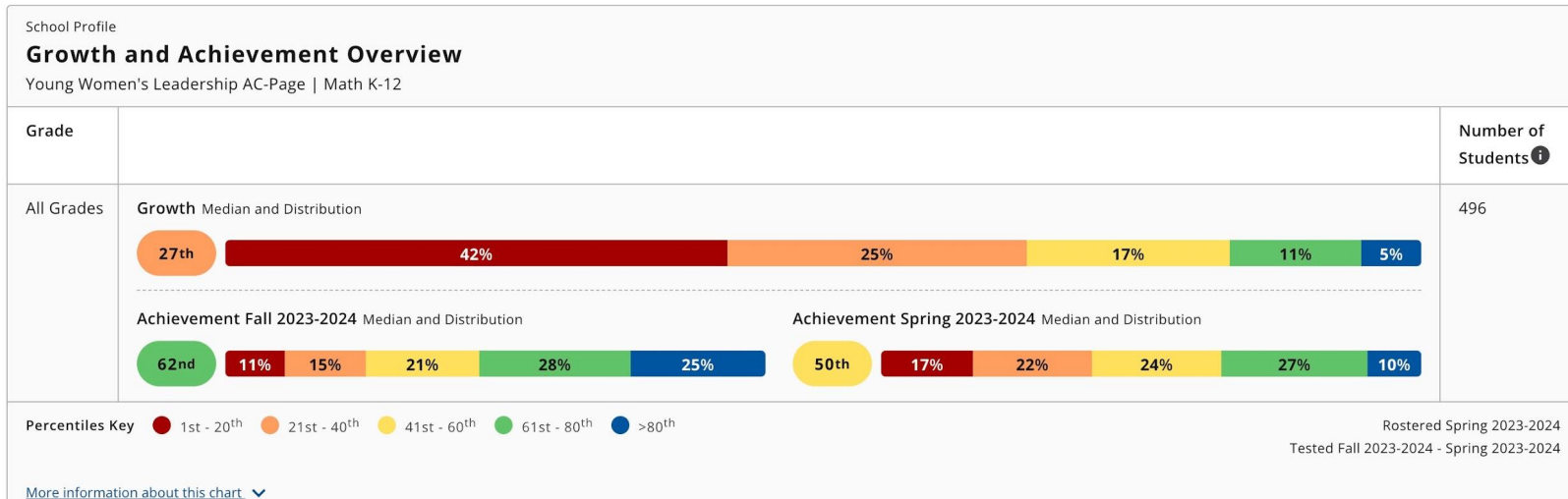


	Hiring Process		5.4	4.9	5.2
	Academic Opportunity	5.3	5.8	4.9	6.8

## Young Women's Leadership AC-Page



## Young Women's Leadership AC-Page









# Family-School Relationships Survey

## Overview

Schools that effectively engage families find that their students earn higher grades, score higher on tests, develop better social skills, and are more likely to graduate. By asking parents and guardians to provide feedback through surveys, schools and districts can gather actionable data and better understand how to build effective partnerships with families. The Family-School Relationships Survey provides schools and districts with a clear picture of family attitudes about an array of topics—including family engagement, barriers to engagement, school climate, and family efficacy. SAISD gathered families' input from February 19 through April 5.

**Note: While the domain names remain the same as previous years, the questions and answer scales were changed for the 2023-24 school year. As a result, scores from the 2023-24 school year should not be directly compared to results from previous years.**

Total Responses Received

92

Family Engagement and Input



Family Involvement



School Climate



School Fit



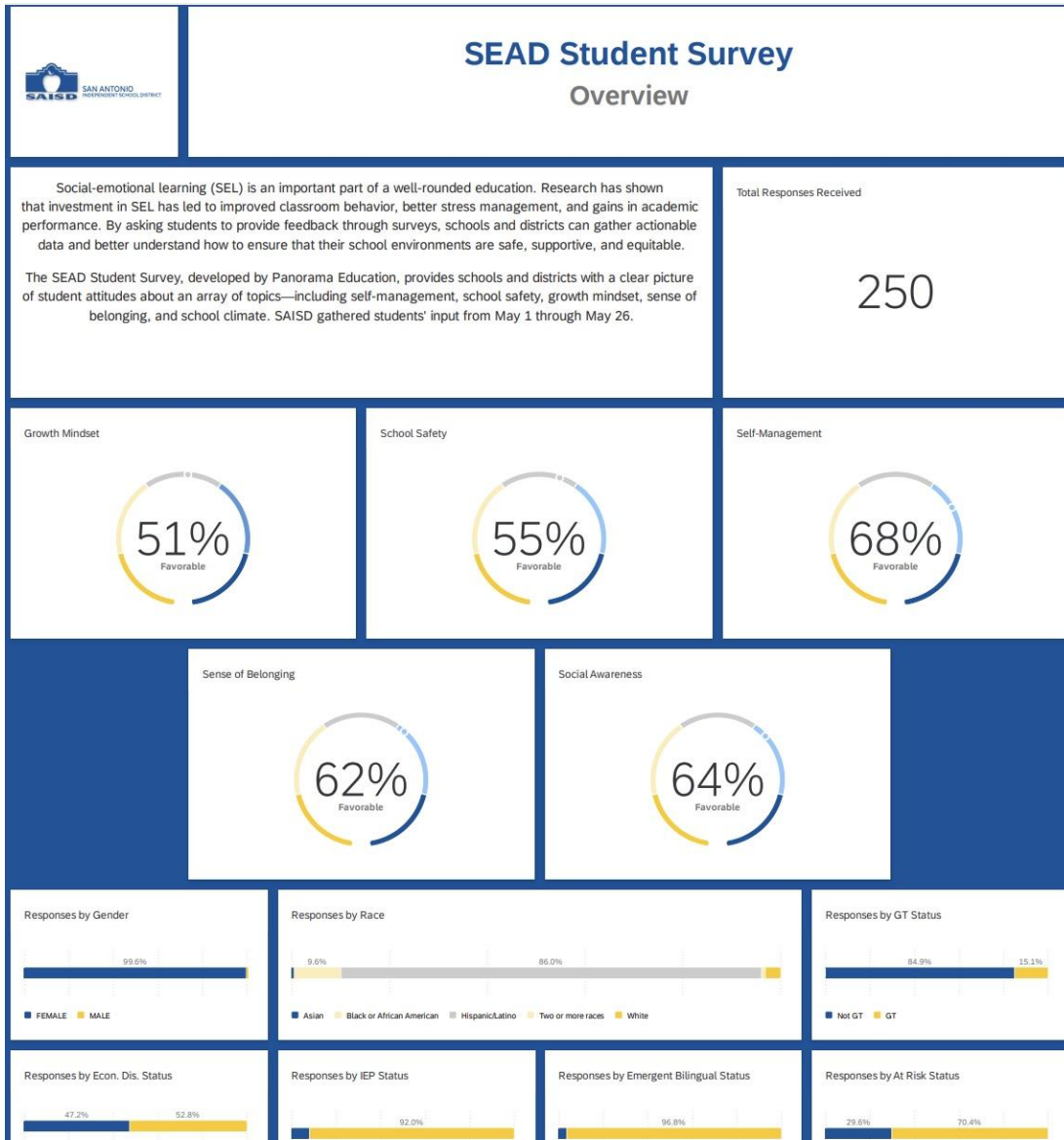
School Safety



Family Efficacy









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			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

**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		

**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))**

	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		

**Documentation and Submissions**



	Title I Meetings	CIP was presented to parents & families during Title I meeting presentation as noted on agenda	Google Shared Folder	
		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			