Campus Improvement Plan
2023-2024

Table of Contents

3

VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process	
The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]	
CNA Development Dates	**Meeting Topics and Actions**
Meeting #1 **4/24/23 @ 3:30 on Zoom**	I. Welcome / Formative April Review of CIP/Overview of the CNA Process II. Review current campus demographics, attendance, and mobility rate. III. Identify problem statement and root cause IV. Closure On April 24, 2023 the CAC met to conduct a formal review of the CIP for April. Mr. Diaz gave an overview of the CNA process. The CAC used the CNA from 2021-2022 as a guide when developing the 2023-2024 CNA. Furthermore, we reviewed the campus' current demographics, attendance rate and mobility rate.

Meeting #2
5/8/23 @ 3:30 on Zoom
	I. Welcome
	II. Review Student Learning
	    A. Identify root cause and problem statements
	III. Review Processes and Programs
	    A. Identify root causes and problem statements
	IV. Perceptions
	    A. Identify root causes and problem statements
	V. Closure

Meeting #3 **5/22/23 @ 3:30 on Zoom**	I. Welcome II. Overview of the CIP process III. Begin working on CIP IV. Closure
How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?	
The CAC members met on 5/22/23 and reviewed all performance objectives and strategies. We learned that we have solid systems in place for assessment and data collection. We are consistent with developing and monitoring action plans to fill the learning gaps. The concern is are we evaluating the effectiveness of the action plan as frequently as we should and the impact of student absences across subpopulations.	

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

Comprehensive Needs Assessment – Demographics

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Attendance	2021-2022 TAPR	PS 1	Our average student attendance rate is 89.4%. Chronic absenteeism is currently 32.8%, which is .8% higher than the school district.
		RC 1	Campus has not effectively developed a plan to engage families to increase attendance. (EA 1.2)
Student Data	2021-2022 TAPR	PS 2	Our student mobility rate is 18.6% (district average is 15.6%).
		RC 2	Campus lacks a student onboarding process to ensure students do not experience a gap in learning supports when they transfer from a different campus. (EA 1.2)
		PS 3	
		RC 3	
Data Determinations	Foster Elementary is a Head Start-5th Grade Title 1 campus in San Antonio ISD. The 2022-2023 enrollment was 369 at snapshot. The campus is predominantly an urban campus with a mixture of apartments and homes. Demographic Strengths: Average Years of Experience of Teachers :11.6 years Number of Students per Teacher:22 Fosters' students groups are as follows: Hispanic/Latino 87%, Black or African 10%, White 3% , Two or More Races 1%, American Indian 0%; 98% of the student enrollment is classified as economically disadvantaged, 2% are LEP, 17% are receiving Special Education services, 56% are At-Risk, 2% are gifted and talented; Student Mobility rate:18.6%; Student Attendance Rate:89.4%		

Comprehensive Needs Assessment – Student Learning

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Attendance	2021-2022 TAPR	PS 1	Our average student attendance rate is 89.4%, and chronic absenteeism is at 32.8%.
		RC 1	Campus has not effectively developed a plan to engage families to increase attendance. (EA 5.4)
Behavior and other Indicators / School Environment Data	Rhithm App Data	PS 2	According to the Rhithm App, 74% of students report to have optimal energy. 26% of students report to have either low or very low energy. (Very low energy 7%, low energy 13%, High energy 3%, Very high energy 4%)
		RC 2	Foster did not have a school wide system to address or develop students social emotional skills, such as problem solving, self regulation, impulse control and empathy. (EA 5.4)
Accountability Data/ Student Performance	STAAR Data	PS 3	As a district in 2021-2022 36% of students were at grade level in reading (2020-2021 31%) and 22% of students were at grade level in math. (2020-2021 35%).
		RC 3	As a campus, systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness are not effective. (EA 5.4)
Behavior	2021-2022 TAPR	PS 4	Our student mobility rate is 18.6% (district average is 15.6%), teachers struggle to get timely transfered student data to support student learning.
		RC 4	Campus lacks a student onboarding process to ensure students do not experience a gap in learning supports when they transfer from a different campus. (EA 5.4)
Data Determinations	In 2022-2023, MAP Middle of Year results show students across the campus making growth gains. MAP data also show students have learning gaps, the majority of students are Tiers 2 and 3 in Reading and Math. Student Learning Strengths: Students are taking responsibility for monitoring their learning progress through keeping data folders. Data shows that our goal for the math simulation for students at approaches or above was at 55%. Our actual result was 64% for students at or approaches or above.		

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

Comprehensive Needs Assessment – Processes & Programs

Processes and Programs (Minimum 2 Areas)			
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
Employee Data	Insight Survey 2022	PS 1	According to the results of the Insight Survey 2022,60% of teacher report there are not consistent expectations and consequences for student behavior.
		RC 1	The campus has not implemented a campus-wide behavior management system that does not align to Frontline/ MTSS process.
Employee Data	Insight Survey 2022	PS 2	According to the results of the Insight Survey 2022, 60% of teachers report that teachers and leaders at my school do not immediately address misbehavior in shared school spaces like hallways and the lunch room.
		RC 2	The campus wide system in place to address behavior when students transition from class to specials or cafeteria is not consistent.
Data Determinations	Summary: Foster Elementary has implemented a cohesive Theory of Action based on daily checks of verify knowledge and anchored in common formative assessments given every 3 weeks. Teachers create common formative assessments in reading and math aligned to the year at a glance, prior to lesson planning. As teachers lesson plan, they develop exit tickets to check for student understanding of what has been taught in the lesson cycle. Instructional coaches provide feedback on lesson planning and exit ticket alignment to the targeted TEKS. Instructional coaches follow up every other week with a 45 minute personalized coaching with every core teacher. At the end of the 3 week teaching cycle, teachers give a common formative assessment and develop a 3 week action plan to address learning gaps identified in the data. Administration provides on-going feedback on instructional practices and develop weekly professional learning communities to provide teachers the time needed to create assessments, exit tickets and action plans. Strengths: Teacher receive feedback from peers on developed common formative assessments every 4 weeks. All teachers submit lesson plans on CANVAS and receive timely feedback on plans and exit tickets to be used the following week. Teacher receive 90 minute blocks to review common formative assessment data every 4 weeks and develop action plans to address student needs. A campus wide calendar has been develop to schedule all PLCs for the years with assessment dates.		

Comprehensive Needs Assessment – Perceptions

Perceptions (Minimum 2 Areas)			
Area Examined	**Data Sources**	**Problem Statements and Root Causes**	
Employee Data	Insight Survey 2022	PS 1	According to the results of the Insight Survey 2022, 55 % of teachers agree or strongly agree with at my school, evaluation ratings are accurate reflections of teacher effectiveness.
		RC 1	Campus instructional leaders do not use normed tools and processes to conduct observations, capture trends, and track progress over time. (EA 5.2a)
Parent/ Community Data	Insight Survey 2022	PS 2	According to the results of the Insight Survey 2022, 63% of parents responded favorable on "How often do your student's teachers discuss your student's performance on exams, quizzes and tests?"
		RC 2	Lack of a campus wide system or process for keeping parents informed about student progress. (EA 1.2H)
Data Determinations	\multicolumn{3}{l}{Based on the 2022 Campus Insight Survey Peer Culture (Teachers): At my school, teachers use a common vocabulary to discuss effective teaching practice. 70% The time I spend collaborating with my colleagues is productive. 75% There are many teachers at my school who set an example of what highly effective teaching looks like. 80% Observation and Feedback (Teachers): Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice. 71% I get enough feedback on my instructional practice. 71% The feedback I get from being observed helps me improve student outcomes. 71% Evaluation (Teachers): I know the criteria that will be used to evaluate my performance as a teacher. 90% EA 1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities 80 % Parents responded favorably EA 5.1 Effective classroom routines and instructional strategies 77 %parents responded favorably EA 5.3 Data-Driven Instruction 73 % Parents responded favorably}		

Plan for Improvement – Demographics

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	BG1 BG4	By the EOY, we will increase campus wide attendance by 5% Demographics 1 Demographics 2	Campus will establish a student onboarding process to ensure students do not experience a gap in learning supports when they transfer from a different campus.	Campus Administration	
		Quarterly KPIs	By the end of quarter one 100% of teachers and staff will be trained in the student on boarding process as evidenced by sign in sheets, training presentation. By the end of quarter two 100% of teachers will correctly be utilizing the purple attendance cards to track and monitor students attendance as evidenced in quarterly campus attendance rate and purple attendance cards. By the end of quarter three 75% of students identified as Tier 2 or 3 for attendance will have received a home visit as evidenced by home visit log, quarterly campus rate and purple attendance cards. By the end of quarter four 70% of students still at a Tier 2 or 3 for attendance will be referred to the SAISD truancy department as evidenced in parent letters, quarterly campus attendance rate, and purple attendance cards.		
DE-2	BG1 BG2 BG3 BG4	By the EOY, we will increase campus wide attendance by 5%. Demographics 1	Campus will develop a plan to engage families to effectively increase attendance and monitor every quarter.	Campus Administration	
		Quarterly KPIs	By the end of quarter one 100% of teachers and staff will be trained on attendance monitoring procedures as evidenced by sign in sheets, training presentation. By the end of quarter two the attendance rate will increase by 1% as evidenced in the quarterly campus attendance rate, attendance meeting agendas and sign in sheets. By the end of quarter three the attendance rate will increase by 3% as evidenced in the quarterly campus attendance rate. By the end of quarter three the attendance rate will increase by 5% as evidenced in the quarterly campus attendance rate.		

2.1 - Campus Improvement Plan (CIP)

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

Plan for Improvement – Demographics

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-3	BG1 BG2 BG3	By the end of the year, students scoring at meets will increase in all content areas by 10% and masters will increase by 5% on the STAAR test. Demographics 2	Teachers will follow-up with Reading/Math/Science action plans and provide morning/after-school tutoring, as needed to complete action plans.	Teachers	211-11-6118-24-125-30-000-Tutoring-$3,600
		Quarterly KPIs	By the end of quarter one 50% of teachers will create and implement an action plan, in reading, math and 5th grade science based on student data as evidenced by the action plan, action plan feedback on Kami, tutoring rosters and student sign in sheets. By the end of quarter two 75% of teachers will create and implement an action plan, in reading, math and 5th grade science based on student data as evidenced by the action plan, action plan feedback on Kami, tutoring rosters and student sign in sheets. By the end of quarter three 80% of teachers will create and implement an action plan, in reading, math and 5th grade science based on student data as evidenced by the action plan, action plan feedback on Kami, tutoring rosters and student sign in sheets. By the end of quarter four 100% of teachers will create and implement an action plan, in reading, math and 5th grade science based on student data as evidenced by the action plan, action plan feedback on Kami, tutoring rosters and student sign in sheets.		
DE-4	BG1 BG4	By the EOY, on the SEAD survey the percent of Family Engagement/Input will increase by 10%. Demographics 2	Instructional Assistant/ Library(.5) will support in the attainment of campus goals of the Library and Digital Commons through the delivery of library services to students, families, and staff. To increase student academic achievement, reduce achievement gaps, and increase graduation rates for at-risk students.	Librarian (.5) Instructional Coaches Campus Administration	211-12-6129-00-125-30-000-Instructional Assistant-Library-(.5)-$18,911
		Quarterly KPIs	By the end of quarter one the instructional assistant/ library (.5) will have delivered 50% of library services to students, families, and staff as evidenced by library collection,inventory of all library-assigned materials, and producing library reports. By the end of quarter two the instructional assistant/ library (.5) will have delivered 75% of library services to students, families, and staff as evidenced by library collection,inventory of all library-assigned materials, and producing library reports. By the end of quarter three the instructional assistant/ library (.5) will have delivered 80% of library services to students, families, and staff as evidenced by library collection,inventory of all library-assigned materials, and producing library reports. By the end of quarter four the instructional assistant/ library (.5) will have delivered 100% of library services to students, families, and staff as evidenced by library collection,inventory of all library-assigned materials, and producing library reports.		

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

	#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
Plan for Improvement – Student Learning	SL-1	BG1 BG2 BG3	By the end of the year, students scoring at meets will increase in all content areas by 10% and masters will increase by 5% on the STAAR test. Student Learning 3	100% of core teachers will attend professional development starting half day on August 4th, and continue on August 7-8,2023 to ensure that a daily lesson-level, unit, and common formative assessments are administered to determine if students learned what was taught. In addition, assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials and time for reteach is built into the learning targets for the first nine weeks of school, as evident in sign in sheets, PD agendas, and CANVAS assignments.	Principal, Instructional Coaches and Core Teachers	210.13.6118.00.125. 11.0.00 $8,633.37
			Quarterly KPIs	By the end of quarter one 70% of teachers will have professional development to ensure alignment with lesson plans, daily formative assessments, common formative assessments and the TEKS as evidenced in sign-in sheets, PD Agendas, CANVAS Assignments. By the end of quarter two 80% of teachers will have professional development to ensure alignment with lesson plans, daily formative assessments, common formative assessments and the TEKS as evidenced in sign-in sheets, PD Agendas, CANVAS Assignments. By the end of quarter three 90% of teachers will have professional development to ensure alignment with lesson plans, daily formative assessments, common formative assessments and the TEKS as evidenced in sign-in sheets, PD Agendas, CANVAS Assignments. By the end of quarter four 100% of teachers will have professional development to ensure alignment with lesson plans, daily formative assessments, common formative assessments and the TEKS as evidenced in sign-in sheets, PD Agendas, CANVAS Assignments.		
	SL-2	BG1 BG2 BG3	By the end of the year, students scoring at meets will increase in all content areas by 10% and masters will increase by 5% on the STAAR test. Student Learning 3	100% of core teachers will utilize daily lessons, daily formative assessments (DFAs), and common formative assessments are administered to determine if students learned what was taught. Teachers will use various online subscriptions as well as **"Making Sense of Mathematics" and Lead4ward Field guides** to increase student performance on assessments. In addition, assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials, and time for reteach is built into the lesson cycle through three week action plans, as evident in CANVAS Lesson plan assignments, Performance Matters, Eduphoria, DFA Tracker, and action plans. (Examples of online subscriptions are: iReady, Learning A-Z, Mountain Math)	Principal, Instructional Coaches and Core Teachers	211-11-6399-00-125-30-000-Supplies-Teaching-$2,522 211-11-6399-65-125-30-000-Student Software- Online Subscriptions-$6,758.00 164-11-6399-65-125-30-0-00- Student Software Online Subscription-$702.00
			Quarterly KPIs	By the end of quarter one 50% of teachers will utilize daily lessons, DFA's and CFA's to track student data, as evidenced by CANVAS lesson plan assignments, Performance Matters, Eduphoria, DFA Trackers, and action plans. By the end of quarter two 75% of teachers will utilize daily lessons, DFA's and CFA's to track student data, as evidenced by CANVAS lesson plan assignments, Performance Matters, Eduphoria, DFA Trackers, and action plans. By the end of quarter three 90% of teachers will utilize daily lessons, DFA's and CFA's to track student data, as evidenced by CANVAS lesson plan assignments, Performance Matters, Eduphoria, DFA Trackers, and action plans. By the end of quarter one 100% of teachers will utilize daily lessons, DFA's and CFA's to track student data, as evidenced by CANVAS lesson plan assignments, Performance Matters, Eduphoria, DFA Trackers, and action plans.		

Plan for Improvement – Student Learning

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3	BG1 BG2 BG3	By the end of the year, students scoring at meets will increase in all content areas by 10% and masters will increase by 5% on the STAAR test. Student Learning 1 Student Learning 3 Student Learning 4	Campus instructional leaders ensure teachers are adapting instruction and materials with the use of **Forde Ferrier** materials to allow students to see the relevance between rigorous content and their lived experiences by providing weekly feedback on lesson plans as evident on CANVAS lesson plan assignments, performance matters, eduphoria, DFA trackers and action plans.	Teachers, Instructional Coaches, Administration	
		Quarterly KPIs	By the end of quarter one 70% of teachers will have received feedback from instructional leaders as evidenced by CANVAS Lesson Plan assignments, Performance Matters, Eduphoria, DFA Tracker, and action plans Kami feedback. By the end of quarter two 80% of teachers will have received feedback from instructional leaders as evidenced by CANVAS Lesson Plan assignments, Performance Matters, Eduphoria, DFA Tracker, and action plans Kami feedback. By the end of quarter three 90% of teachers will have received feedback from instructional leaders as evidenced by CANVAS Lesson Plan assignments, Performance Matters, Eduphoria, DFA Tracker, and action plans Kami feedback. By the end of quarter four 100% of teachers will have received feedback from instructional leaders as evidenced by CANVAS Lesson Plan assignments, Performance Matters, Eduphoria, DFA Tracker, and action plans Kami feedback.		
SL-4	BG1 BG2 BG3	By the end of the year, students scoring at meets will increase in all content areas by 10% and masters will increase by 5% on the STAAR test. Student Learning 1 Student Learning 3 Student Learning 4	A focus on GBF: Management Trajectory: Set Routines for Discourse 12. Engaged Small Group Work: Maximize the learning for every student during paired or group work:Deliver explicit step-by-step instructions in Think-Pair-Share-Write. Teachers will attend trainings/ PLC's hosted by campus instructional coaches, EPIC Saturday's or PD in PJ's.	Leadership Team	210.13.6118.00.125.11.0.00 $8,633.37
		Quarterly KPIs	By the end of quarter one 50% of teachers will have set routines for discourse as evidenced by Canvas/Lesson Plans, and Performance Matters feedback. By the end of quarter two 70% of teachers will have set routines for discourse as evidenced by Canvas/Lesson Plans, and Performance Matters feedback. By the end of quarter three 90% of teachers will have set routines for discourse as evidenced by Canvas/Lesson Plans, and Performance Matters feedback. By the end of quarter four 100% of teachers will have set routines for discourse as evidenced by Canvas/Lesson Plans, and Performance Matters feedback.		

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

Plan for Improvement – Processes & Programs

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	BG4	By the EOY, 100% of teachers will implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Processes and Programs 1	100% of teachers will receive professional development (Aug. 8, 2023) on a campus wide PBIS system to set behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.	PBIS Committee	
		Quarterly KPIs	By the end of quarter one 100% of all teachers will have received professional development on the campus wide PBIS system, as evidenced by PD Agenda/Sign-in Sheets and the presentation. By the end of quarter two 50% of all teachers will have implemented the campus wide PBIS system, as evidenced by agendas and sign-in sheets. By the end of quarter three 75% of all teachers will have implemented the campus wide PBIS system, as evidenced by agendas and sign-in sheets. By the end of quarter four 100% of all teachers will have implemented the campus wide PBIS system, as evidenced by agendas and sign-in sheets.		
PP-2	BG4	By the EOY, 100% of teachers will implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships Processes and Programs 1 Processes and Programs 2	The PBIS team will continue meet monthly as evident in the PD agenda, and all sign in sheets.	PBIS Committee	
		Quarterly KPIs	By the end of quarter one 100% of all teachers will have received professional development on the campus wide PBIS system, as evidenced by PD Agenda/Sign-in Sheets and the presentation. By the end of quarter two 50% of all teachers will have implemented the campus wide PBIS system, as evidenced by monthly agendas and sign-in sheets. By the end of quarter three 75% of all teachers will have implemented the campus wide PBIS system, as evidenced by monthly agendas and sign-in sheets. By the end of quarter four 100% of all teachers will have implemented the campus wide PBIS system, as evidenced by monthly agendas and sign-in sheets.		

Plan for Improvement – Processes & Programs

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-3	BG4	By the EOY, 100% of teachers will implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Processes and Programs 1 Processes and Programs 2	Campus will develop a system to effectively utilize and monitor the Rhithm app daily/weekly.	Counselor Campus Administration	
		Quarterly KPIs	By the end of quarter one 100% of all teachers will have received professional development the Rhithm app and how to view reports, as evidenced by PD Agenda/Sign-in Sheets and the presentation. By the end of quarter two 50% of all teachers will have implemented the Rhithm app daily as evidenced in the Rhithm app reports. By the end of quarter three 75% of all teachers will have implemented the Rhithm app daily as evidenced in the Rhithm app reports. By the end of quarter four 100% of all teachers will have implemented the Rhithm app daily as evidenced in the Rhithm app reports.		
PP-4	BG4	By the EOY, 100% of teachers will implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Processes and Programs 1 Processes and Programs 2	Campus will teach and enhance kindness practices by teaching strategies, acknowledging positive student behavior and creating kindness/ peace areas. As evident in Student of the month awards, kindness. peace areas and sign in sheets from trainings.		
		Quarterly KPIs	By the end of quarter one 100% of teachers will receive professional development on enhancing kindness and utilization of peace areas as evidenced by PD Agendas/ Sign in Sheets and the presentation. By the end of quarter two 50% of all teachers will have peace/ calming corners as evidenced in survey data. By the end of quarter three 75% of all teachers will have peace/ calming corners as evidenced in survey data. By the end of quarter four 100% of all teachers will have peace/ calming corners as evidenced in survey data.		

Plan for Improvement – Perceptions

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	BG1	By the end of the year, students scoring at meets will increase in all content areas by 10% and masters will increase by 5% on the STAAR test. Perceptions 1	Develop and maintain a Campus Assessment/Planning and Coaching Calendar for 2023-2024 School Year.	Teachers, Instructional Coaches and Administration	
		Quarterly KPIs	By the end of quarter one 100% of core teachers will be utilizing the assessment/ planning calendar created for the 2023-2024 school year as evidenced by the excel sheet calendar on Canvas and SMOREs. By the end of quarter two 50% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by the excel sheet calendar on Canvas and SMOREs. By the end of quarter three 75% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by the excel sheet calendar on Canvas and SMOREs. By the end of quarter four 100% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by the excel sheet calendar on Canvas and SMOREs.		
PE-2	BG4	By the EOY, on the SEAD survey the percent of Family Engagement/Input will increase by 10%. Perceptions 2	Campus administration will work to improve parent involvement and communication with parents via emails, flyers, home visits, School Messenger, school website and marquee. Events and meetings will occur monthly and will include but is not limited to: Attendance forums, Open House, and educational nights, Coffee/ Snacks with the Principal, **Math Kits for all families**. Agendas for those events will include an academic component to each one.	Campus Administration	211-Supplies-Parent and Family Engagement-$1,260 211-Refreshment (PFE USE)-Parent Meetings or Activities- $1,260
		Quarterly KPIs	By the end of quarter one parent engagement/ input will increase by 4% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey. By the end of quarter two parent engagement/ input will increase by 6% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey. By the end of quarter three parent engagement/ input will increase by 8% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey. By the end of quarter four parent engagement/ input will increase by 10% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey.		

Plan for Improvement – Perceptions

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-3	BG1 BG2 BG3 BG4	By the EOY, 100% of teachers will implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Perceptions 1	Campus instructional coaches ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences by providing weekly feedback on lesson plans as evident on CANVAS lesson plan assignments, performance matters, eduphoria, DFA trackers and action plan feedback.	Instructional Coaches Campus Administrators	211-13-6119-00-125 -30-000-2 Instructional Coaches-$178,266
		Quarterly KPIs	By the end of quarter one 100% of core teachers will be given feedback on their lesson plans as evidenced in CANVAS lesson plan assignments. By the end of quarter two 50% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by coaching logs, CANVAS lesson plan assignments, DFA trackers, action plans Kami feedback. By the end of quarter three 75% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by coaching logs, CANVAS lesson plan assignments, DFA trackers, action plans Kami feedback. By the end of quarter four 100% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by coaching logs, CANVAS lesson plan assignments, DFA trackers, action plans Kami feedback.		
PE-4					
		Quarterly KPIs			

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of quarter one 100% of teachers and staff will be trained in the student on boarding process as evidenced by sign in sheets, training presentation.	NP	We are have not yet established a clear onboarding process and will continue with this strategy in the next quarter.
DE-2	By the end of quarter one 100% of teachers and staff will be trained on attendance monitoring procedures as evidenced by sign in sheets, training presentation.	SP	BOY attendance rate 91.95% District average 91.28% 100% of teachers and staff have been trained on attendance monitoring procedures.
DE-3	By the end of quarter one 50% of teachers will create and implement an action plan, in reading, math and 5th grade science based on student data as evidenced by the action plan, action plan feedback on Kami, tutoring rosters and student sign in sheets.	MT	Currently more than 50% of teachers are creating and implementing action plans.
DE-4	By the end of quarter one the instructional assistant/ library (.5) will have delivered 50% of library services to students, families, and staff as evidenced by library collection,inventory of all library-assigned materials, and producing library reports.	MT	Students have been receiving weekly library services.
SL-1	By the end of quarter one 70% of teachers will have professional development to ensure alignment with lesson plans, daily formative assessments, common formative assessments and the TEKS as evidenced in sign-in sheets, PD Agendas, CANVAS Assignments.	MT	We have made significant progress with this strategy and continue to refine our DFA's and CFA's in weekly PLC meetings.
SL-2	By the end of quarter one 50% of teachers will utilize daily lessons, DFA's and CFA's to track student data, as evidenced by CANVAS lesson plan assignments, Performance Matters, Eduphoria, DFA Trackers, and action plans.	SP	We have met the 50% target and will continue to track this strategy next quarter.
SL-3	By the end of quarter one 70% of teachers will have received feedback from instructional leaders as evidenced by CANVAS Lesson Plan assignments, Performance Matters, Eduphoria, DFA Tracker, and action plans Kami feedback.	MT	We have met the 70% target and will continue to track this strategy next quarter.
SL-4	By the end of quarter one 50% of teachers will have set routines for discourse as evidenced by Canvas/Lesson Plans, and Performance Matters feedback.	SP	We have made significant progress but will need to continue monitoring this strategy next quarter.
PP-1	By the end of quarter one 100% of all teachers will have received professional development on the campus wide PBIS system, as evidenced by PD Agenda/Sign-in Sheets and the presentation. (Initial PBIS Training)	SP	98% of all staff was trained. We have a few staff members who came in after the training date who will get trained by Ms. Campos.
PP-2	By the end of quarter one 100% of all teachers will have received professional development on the campus wide PBIS system, as evidenced by PD Agenda/Sign-in Sheets and the presentation. (Monthly PBIS Meetings)	SP	98% of all staff was trained. We have a few staff members who came in after the training date who will get trained by Ms. Campos.
PP-3	By the end of quarter one 100% of all teachers will have received professional development the Rhithm app and how to view reports, as evidenced by PD Agenda/Sign-in Sheets and the presentation.	SP	We conducted a formal Rhithm training on August 8 but need to retrain new staff members and continue to provide ongoing trainings for staff.

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

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

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-4	By the end of quarter one 100% of teachers will receive professional development on enhancing kindness and utilization of peace areas as evidenced by PD Agendas/ Sign in Sheets and the presentation.	SP	We have made significant progress with this strategy. Some teachers did not receive a peace area due to limited kits. We are currently in the process of purchasing more peace area and kindness resources for students and staff.
PE-1	By the end of quarter one 100% of core teachers will be utilizing the assessment/ planning calendar created for the 2023-2024 school year as evidenced by the excel sheet calendar on Canvas and SMOREs.	SP	We have met our goal and will continue tracking it in the next quarter.
PE-2	By the end of quarter one parent engagement/ input will increase by 4% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey.	SP	Last year our coffee with the Principal only consisted of about two parents. This year both of our events have had 8-10 guests.
PE-3	By the end of quarter one 100% of core teachers will be given feedback on their lesson plans as evidenced in CANVAS lesson plan assignments.	SP	We have met this goal and will continue tracking it in the next quarter.

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of quarter two 50% of new students will have participated in an onboarding process and receive support services within three weeks of arrival as evidenced by meeting logs, quarterly campus attendance rate.	GP	A meeting log will be kept by Sanchez in the main office.
DE-2	By the end of quarter two the attendance rate will increase by 1% as evidenced in the quarterly campus attendance rate, attendance meeting agendas and sign in sheets.	SP	Our current rate is 90.02%, which is above EOY rate per SAISD Dashboard 1/16/24
DE-3	By the end of quarter two 75% of teachers will create and implement an action plan, in reading, math and 5th grade science based on student data as evidenced by the action plan, action plan feedback on Kami, tutoring rosters and student sign in sheets.	MT	We will continue to create Action plans and provide feedback.
DE-4	By the end of quarter two the instructional assistant/ library (.5) will have delivered 75% of library services to students, families, and staff as evidenced by library collection,inventory of all library-assigned materials, and producing library reports.	MT	
SL-1	By the end of quarter two 80% of teachers will have professional development to ensure alignment with lesson plans, daily formative assessments, common formative assessments and the TEKS as evidenced in sign-in sheets, PD Agendas, CANVAS Assignments.	SP	2 new hires (Kinder & 1st grade)
SL-2	By the end of quarter two 75% of teachers will utilize daily lessons, DFA's and CFA's to track student data, as evidenced by CANVAS lesson plan assignments, Performance Matters, Eduphoria, DFA Trackers, and action plans.	SP	We will continue to work with our 2 new hires.
SL-3	By the end of quarter two 80% of teachers will have received feedback from instructional leaders as evidenced by CANVAS Lesson Plan assignments, Performance Matters, Eduphoria, DFA Tracker, and action plans Kami feedback.	MT	
SL-4	By the end of quarter two 70% of teachers will have set routines for discourse as evidenced by Canvas/Lesson Plans, and Performance Matters feedback.	SP	Teachers should be responding to feedback prior to the next week's lesson plan upload.
PP-1	By the end of quarter two 50% of all teachers will have implemented the campus wide PBIS system, as evidenced by agendas and sign-in sheets.	SP	We will continue to work with the 2 new hires to train them on PBIS expectations
PP-2	By the end of quarter two 50% of all teachers will have implemented the campus wide PBIS system, as evidenced by monthly agendas and sign-in sheets.	SP	The majority of teachers are utilizing PBIS incentives, we will monitor and check PBIS calendars.
PP-3	By the end of quarter two 50% of all teachers will have implemented the Rhithm app daily as evidenced in the Rhithm app reports.	SP	We are above our 50% but will continue to monitor and implement.

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 2 Formative Review

Quarter 2 Formative Review

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-4	By the end of quarter two 50% of all teachers will have peace/ calming corners as evidenced in survey data.	MT	Our specials team and 1 new hire still needs calming corner materials.
PE-1	By the end of quarter two 50% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by the excel sheet calendar on Canvas and SMOREs.	MT	As evident in our coaching logs.
PE-2	By the end of quarter two parent engagement/ input will increase by 6% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey.	SP	We have held a Principal Coffee every month, Literacy Night, Winter Performance, Open House, Meet the Teacher
PE-3	By the end of quarter two 50% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by coaching logs, CANVAS lesson plan assignments, DFA trackers, action plans Kami feedback.	MT	As evident in our coaching logs.

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

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

Quarter 3 Formative Review

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of quarter three 75% of new students will have participated in an onboarding process and receive support services within three weeks of arrival as evidenced by meeting logs, quarterly campus attendance rate.		
DE-2	By the end of quarter three the attendance rate will increase by 3% as evidenced in the quarterly campus attendance rate.		
DE-3	By the end of quarter three 80% of teachers will create and implement an action plan, in reading, math and 5th grade science based on student data as evidenced by the action plan, action plan feedback on Kami, tutoring rosters and student sign in sheets.		
DE-4	By the end of quarter three the instructional assistant/ library (.5) will have delivered 80% of library services to students, families, and staff as evidenced by library collection,inventory of all library-assigned materials, and producing library reports.		
SL-1	By the end of quarter three 90% of teachers will have professional development to ensure alignment with lesson plans, daily formative assessments, common formative assessments and the TEKS as evidenced in sign-in sheets, PD Agendas, CANVAS Assignments.		
SL-2	By the end of quarter three 90% of teachers will utilize daily lessons, DFA's and CFA's to track student data, as evidenced by CANVAS lesson plan assignments, Performance Matters, Eduphoria, DFA Trackers, and action plans.		
SL-3	By the end of quarter three 90% of teachers will have received feedback from instructional leaders as evidenced by CANVAS Lesson Plan assignments, Performance Matters, Eduphoria, DFA Tracker, and action plans Kami feedback.		
SL-4	By the end of quarter three 90% of teachers will have set routines for discourse as evidenced by Canvas/Lesson Plans, and Performance Matters feedback.		
PP-1	By the end of quarter three 75% of all teachers will have implemented the campus wide PBIS system, as evidenced by agendas and sign-in sheets.		
PP-2	By the end of quarter three 75% of all teachers will have implemented the campus wide PBIS system, as evidenced by monthly agendas and sign-in sheets.		
PP-3	By the end of quarter three 75% of all teachers will have implemented the Rhithm app daily as evidenced in the Rhithm app reports.		

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 3 Formative Review

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of quarter three 75% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by the excel sheet calendar on Canvas and SMOREs.		
PE-2	By the end of quarter three parent engagement/ input will increase by 8% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey.		
PE-3	By the end of quarter three 75% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by coaching logs, CANVAS lesson plan assignments, DFA trackers, action plans Kami feedback.		

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 4 Formative Review

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of quarter four 100% of new students will have participated in an onboarding process and receive support services within three weeks of arrival as evidenced by meeting logs, quarterly campus attendance rate.		
DE-2	By the end of quarter four the attendance rate will increase by 5% as evidenced in the quarterly campus attendance rate.		
DE-3	By the end of quarter four 100% of teachers will create and implement an action plan, in reading, math and 5th grade science based on student data as evidenced by the action plan, action plan feedback on Kami, tutoring rosters and student sign in sheets.		
DE-4	By the end of quarter four the instructional assistant/ library (.5) will have delivered 100% of library services to students, families, and staff as evidenced by library collection,inventory of all library-assigned materials, and producing library reports.		
SL-1	By the end of quarter four 100% of teachers will have professional development to ensure alignment with lesson plans, daily formative assessments, common formative assessments and the TEKS as evidenced in sign-in sheets, PD Agendas, CANVAS Assignments.		
SL-2	By the end of quarter one 100% of teachers will utilize daily lessons, DFA's and CFA's to track student data, as evidenced by CANVAS lesson plan assignments, Performance Matters, Eduphoria, DFA Trackers, and action plans.		
SL-3	By the end of quarter four 100% of teachers will have received feedback from instructional leaders as evidenced by CANVAS Lesson Plan assignments, Performance Matters, Eduphoria, DFA Tracker, and action plans Kami feedback.		
SL-4	By the end of quarter four 100% of teachers will have set routines for discourse as evidenced by Canvas/Lesson Plans, and Performance Matters feedback.		
PP-1	By the end of quarter four 100% of all teachers will have implemented the campus wide PBIS system, as evidenced by agendas and sign-in sheets.		
PP-2	By the end of quarter four 100% of all teachers will have implemented the campus wide PBIS system, as evidenced by monthly agendas and sign-in sheets.		
PP-3	By the end of quarter four 100% of all teachers will have implemented the Rhithm app daily as evidenced in the Rhithm app reports.		

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of quarter four 100% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by the excel sheet calendar on Canvas and SMOREs.		
PE-2	By the end of quarter four parent engagement/ input will increase by 10% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey.		
PE-3	By the end of quarter four 100% of core teachers will be in a coaching cycle for the 2023-2024 school year as evidenced by coaching logs, CANVAS lesson plan assignments, DFA trackers, action plans Kami feedback.		

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

Quarter 4 Summative Review

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

Performance Objective	Q4 Rating	Findings / Next Steps

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

Committee Members

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

Name	Role	Name	Role
Johnny DIaz	Principal		
Geraldine Garcia	Instructional Coach		
Krissi Guel	5th Grade Teacher		
Margaret Suther	2nd Grade Teacher		
Sandra Garcia	1st Grade Teacher		
Vickie Williams	Kinder Teacher		
Christa Aldrich	Business Representative		
Traci Smith	District Level Professional Staff		
Karin Walker	Parent		
Jonathan Granato	Parent		
Belinda Sanchez	Community Member		

Committee Members

Assurances and Approval Information

Assistant Superintendent Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Foster Elementary	15907- 125
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Julio Garcia
Principal	**SAISD Board Approval Date**
Johnny Diaz	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
9/12/23	11/6/23

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.		All are based on the success criteria of the ESF.	
All are based on issues that the campus can control and improve on.		All talk to adult systems and behaviors.	

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

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

Equitable Availability of the Campus Improvement Plan to Parents / Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan		Physical Locations of the Plan	
Languages Available		Languages Available	
URL to Online Version		URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

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

Quality Checklists

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, and posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	**Description**	**CIP Location / Upload Location**	**Done**
PFE Distribution	Answered how and when was your PFE Policy distributed	**CIP - Quality Checklist**	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	**Google Shared Folder**	
School-Parent-Compact (ESSA Sec. 1116(d)			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	**Google Shared Folder**	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	**CIP - Quality Checklist**	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	**Google Shared Folder**	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Data Tables