

Campus Improvement Plan

2023-2024



Franklin Elementary

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1			<ul style="list-style-type: none"> Increase attendance and maintain parent/teacher communication 		
		Quarterly KPIs			
DE-2			<ul style="list-style-type: none"> Catch chronic absenteeism earlier in the school year & review attendance during required parent conferences 		
		Quarterly KPIs			
DE-3			<ul style="list-style-type: none"> Promote attendance incentives that are more engaging 		
		Quarterly KPIs			
DE-4			<ul style="list-style-type: none"> Catching chronic absences earlier and holding parent meetings w/attendance auditors. 		
		Quarterly KPIs			

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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** - 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 2023-2024 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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
4. **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 2023-2024 Campus 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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
4. **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 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 April 11, 2023	Demographics - Attendance - Examined attendance report Perceptions - Parental Engagement - Examined parent surveys, PFE event sign-ins, and all engagement opportunities for 2022-2023.
Meeting #2 May 23, 2023	Processes and Programs - SEL and PBIS - Examined Rhythm reports and PBIS agenda notes. Student Learning - CIRCLE/MAP - Examined EOY BI Reports

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

Based on the summative evaluation of the 2022 - 2023 CIP:

- Tier 1 MAP Reading decreased from 55% to 42% and MAP Math declined from 59% to 57%. To address these deficits, small group interventions will be structured to provide scaffolding of literacy and math skills based on MAP data. Teachers will work with our District Data Specialist and Instructional Coach to develop targeted student groups and monitor student progress throughout interventions. Administration will monitor WIN (What I Need) Time in order to ensure that small group interventions are being implemented daily.
- CIRCLE data showed gain in student growth, however did not meet EOY Tier 1 by 18% in Reading and 5% in Math. CIRCLE reports will be used to support grouping of students, based on skill needs. PK Teachers and Instructional Assistants will work together to identify and implement strategies and activities that will address high needs literacy and math skills throughout the day. We will continue to blend '22-'23 strategies and include two more strategies to better support the work.
- Attendance rate was 91% in the 2022-2023 school year, up from 89% during the 2021-2022 school year. Attendance motivators will be used more frequently- weekly, monthly, each 9-weeks, and at the end of the year. Attendance committee will develop and maintain a system for communicating attendance incentives, communicating attendance requirements with parents, and documenting daily attendance.
- During the 2022-2023 school year, parents attended events when students performed but not many attended for parent meetings. Our campus will continue to examine practices for providing parents with event that are high quality, topics of interest, and are during convenient times to increase our parent participants.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Attendance	Attendance data; BI platform; Frontline; mySAISD dashboard	PS DE-1	Campus attendance goal 94% and we ended at 91%.
		RC DE-1	The campus has not been effective in promoting daily student attendance and compensatory attendance requirements to all stakeholders.
Attendance	Daily attendance report Campus Gold Cards	PS DE-2	100% of teachers do not submit their attendance by 10 am
		RC DE-2	A campus-wide system is not in place to provide teachers with an additional 10 am attendance notice. As a campus we have inconsistently monitored daily attendance practices and process.
Physical Education	Fitnessgram Data	PS DE-3	According to Fitnessgram report 4% of students did not meet their fitness goals.
		RC DE-3	At this time we don't have an incentive program for students to practice fitness activities outside of school.
		PS DE-4	
		RC DE-4	
Data Determinations	While EOY campus attendance was at 90%, our goal was to be at 94% for the year. Improved implementation of parent and student notification of attendance incentives will be provided through School Messenger, Facebook, flyers, and teacher dojo/seesaw. Additionally, a campus-wide system for Teachers to input daily attendance will be monitored for accuracy. .		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
CIRCLE	BOY - EOY CIRCLE data	PS SL-1	16% of PK-4 students did not met EOY CIRCLE growth in literacy/phonological awareness.
		RC SL-1	As a campus we have not effectively trained teachers to analyze CIRCLE data and create reports to develop flexible small groups that scaffold tier 1 instruction.
CIRCLE	BOY - EOY CIRCLE data	PS SL-2	16% of PK-4 students did not met growth in EOY CIRCLE Math.
		RC SL-2	As a campus we have not effectively trained teachers to analyze CIRCLE data and create reports to develop flexible small groups that scaffold tier 1 instruction.
MAP	BOY-MOY MAP data	PS SL-3	Tier 1 MAP English Reading decreased from BOY 55% to EOY 42% and MOY Math decreased from MOY 59% to EOY 57%.
		RC SL-3	The campus has not consistently monitored progress of targeted small group instruction in reading and math.
		PS SL- 4	
		RC SL-4	
Data Determinations	CIRCLE data indicated that 84% of PK-4 students met EOY growth in CIRCLE reading and math. In order to increase our goal, PK Teachers and Instructional Assistants will implement small group instruction based on CIRCLE reports. MAP Reading data showed that our DL Spanish Reading grew from 70% to 76% . Kinder DL increased from 64% to 84%; 1st DL grew from 65% to 82%. and 3rd increased from 74% to 84%. In the area of MAP Math Kinder improved from 58% to 70%.in Tier 1. Overall EOY MAP Reading and Math data indicates that we did not meet our 15% overall growth for Tier 1. To address this concern, teachers will implement consistent small group instruction in the areas of reading and math.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Processes and Programs (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Rhithm	Rhithm usage report	PS PP-1	30% of all classrooms are not consistently engaging in Rhithm App.
		RC PP-1	Teachers do not include Rhithm in their daily schedule.
PBIS	PBIS meeting notes	PS PP-2	100% of teacher do not take their students to PBIS store.
		RC PP-2	Inconsistent implementation of PBIS.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Based on Rithim data, 43% of all students are utilizing the app and including various SEL into their daily routines. In order to increase students access to Rithim, a daily SEL time will be embedded into the master schedule for all students. .To support PBIS goals and implementation, a monthly incentive calendar will be created and used with fidelity.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parent Involvement	Surveys; sign in sheets	PS PE-1	50% of our parental engagement opportunities were poorly attended.
		RC PE-1	The campus has not consistently offered parent trainings with topics of interest to families or scheduled at times convenient for families (ESF 3.4)
Parental Involvement	Surveys; sign in sheets	PS PE-2	Parent attendance averages about 10 parents for academic nights, while campus events average 80-100 parents.
		RC PE-2	High participation is higher when linked to teacher or student-led activity/event rather than a meeting led by community partner or other staff. Campus events are inconsistently connected to student-led activities/performances that would promote/increase participation.
		PS PE-3	
		RC PE-3	
Data Determinations	We determined that parents feel like they have opportunities for school engagement but are not provided opportunities for involvement concerning their child's education. Based on less than 5% feedback on surveys, we determined that communication is an area we need to improve in. In order to do that, teachers and staff will utilize various platforms to communicate and engage families.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3,4	By the end of the year, quarterly events will be scheduled to promote daily attendance from 91% to 93% DE-1	<ul style="list-style-type: none"> Daily, weekly, and monthly celebrations and raffles of classroom perfect attendance. Engaging events held to celebrate students with perfect attendance, such as, water day, field trips, Monster Truck, dance, raffles. Conduct Parent raffles for perfect attendance. 	Admin, Data Clerk, Teachers, Attendance Committee	
		Quarterly KPIs	<ul style="list-style-type: none"> By the end of Quarter 1 100% of parents will have been informed of attendance expectations. By the end of Quarter 2 90% of students will participate in attendance events. By the end of Quarter 3 92% of students will participate in attendance events. By the end of the year 94% of students will participate in attendance events. . 		
DE-2	1,2,3,4	By the end of the school year, 100% of teachers will take attendance daily. DE-2	<ul style="list-style-type: none"> Implement an SEL component into our daily schedule at 10:00 am (Franklin moment) Counselor will conduct all required State lessons. Communities in School will engage families/students with SEL, academic, and attendance support. 	Admin, Data Clerk, Teachers, Attendance Committee	
		Quarterly KPIs	<ul style="list-style-type: none"> By the end of Quarter 1 100% of teachers will have been trained on daily attendance expectations. By the end of Quarter 2 80% of teachers will submit daily attendance without errors. By the end of Quarter 3 90% of teachers will submit daily attendance without errors. By the end of the year 100% of teacher will submit daily attendance without errors. 		
DE-3	4	By the end of the year, Fitnessgram goals will increase by 5%. DE-3	<ul style="list-style-type: none"> Implement an incentive program for students to practice physical activities off campus. 	Admin, PE Coach	
		Quarterly KPIs	<ul style="list-style-type: none"> By the end of Quarter 1 50% of students have tracked physical activity outside of school. By the end of Quarter 2 75% of students have tracked physical activity outside of school. By the end of Quarter 3 90% of students have tracked physical activity outside of school. By the end of Quarter 1 95% of students have tracked physical activity outside of school. 		
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the year there will be a 8-10% increase in the students at the Tier 1 level on CIRCLE Literacy. SL-1	<ul style="list-style-type: none"> Provide all PK classrooms with high-quality instructional materials and activities.. Provide PK Teachers with Professional Development opportunities that align to the PK Guidelines and literacy needs, as identified through analysis of CIRCLE data. Provide PK Inst. Assistants with PD opportunities that reinforce Tier 1 instruction based on CIRCLE data. During centers, Teacher and IA will implement small groups to reinforce PK guidelines. 	Admin Team and Instructional Coaches	
		Quarterly KPIs	<ul style="list-style-type: none"> By the end of Quarter 1 100% of teachers will have been trained on the use of high-quality instructional materials., By the end of Quarter 2 50-100% of teachers will implement strategies and assessments aligned to identified gaps, By the end of Quarter 3 50-100% of teachers will be intentional when implementing small group interventions and anecdotal records to increase Tier 1 by 10%. By the end of the year there will be an 8- 10% increase in literacy, based on CIRCLE data.. 		
SL-2	1,2,3	By the end of the year there will be a 8-10% increase in the students at the Tier 1 level on CIRCLE Math. SL-2	<ul style="list-style-type: none"> Provide all PK classrooms with high-quality math instructional materials and activities. Provide Professional Development opportunities that align to the PK Guidelines and as identified through analysis of CIRCLE data. 	Admin Team and Instructional Coaches	
		Quarterly KPIs	<ul style="list-style-type: none"> By the end of Quarter 1 100% of teachers will have been trained on the use of high-quality instructional materials., By the end of Quarter 2 50-100% of teachers will implement strategies and assessments aligned to identified gaps, By the end of Quarter 3 50-100% of teachers will be intentional when implementing small group interventions and anecdotal records to increase Tier 1 by 10%. By the end of the year there will be an 8- 10% increase in math, based on CIRCLE data.. 		
SL-3	1,2,3	By the end of the year there will be a 5-10% increase in the students at the Tier 1 level on MAP Reading and 10% increase on Tier 1 MAP Math. SL-3	<ul style="list-style-type: none"> Teachers will provide small group instruction and tutoring (before/after school or Saturday) based on formative assessment data. Retired certified teacher will provide intervention support in reading and math. Instructional Coach will support teachers by providing structured data analysis and identification of student needs in order to support teacher planning. Provide opportunities for students to engage in field trips to reinforce and engage learning (Zoo, Witte, Doseum). Utilize additional resources, manipulatives, online tools and platforms that will supplement Tier 1 instruction to increase student growth and mastery. Utilize document cameras to model instructional strategies in writing, reading, math. 	Admin Team and Instructional Coaches	
		Quarterly KPIs	<ul style="list-style-type: none"> By the end of Quarter 1 100% of teachers will be trained on collecting/analyzing formative assessment data, By the end of Quarter 2 50% of identified students will receive small group instruction and tutoring, By the end of Quarter 3 70% of identified students will receive small group instruction and tutoring, 		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1	By the end of the year, 75% students will actively engage in utilizing the Rithim APP. PP-1	<ul style="list-style-type: none"> Provide all PK-5 classrooms teachers with updated Rithim Professional Development. Utilize Rithim reports to identify and address social and emotional needs. 	Admin Team and Instructional Coaches	
		Quarterly KPIs	<ul style="list-style-type: none"> By the end of Quarter 1 100% of teachers will be trained on Rithim APP By the end of Quarter 2 50% of students accessing Rithim APP By the end of Quarter 3 70% of students accessing Rithim APP By the end of the year there will be a 90% increase in students consistently accessing Rithim APP 		
PP-2	1	By the end of the year, 100% of students will have access to the PBIS store. PP-2	<ul style="list-style-type: none"> Implement a campus-wide PBIS calendar to schedule classroom visits to store. Host campus events to promote PBIS/Kindness that include motivators such as, pencils, stickers, anxiety relief toys, and artistic materials, teacher supplies for crafts. 	Admin Team and Instructional Coaches	
		Quarterly KPIs	<ul style="list-style-type: none"> By the end of Quarter 1 100% of teachers will have a scheduled time and access to the PBIS store. By the end of Quarter 2 50% of teachers consistently utilize and follow PBIS calendar. By the end of Quarter 3 70% of teachers will consistently utilize and follow the PBIS calendar. By the end of the year there will be a 100% increase in the amount of students that have access to the PBIS store on regular basis. . 		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

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	1,2,3,4	By the end of the school year, there will be an increase of 5 parent events scheduled. PE-1	<ul style="list-style-type: none"> FACE Specialist will utilize Parent Feedback Surveys to determine areas of interest and need. FACE Specialist will schedule PFE meetings to share Title I and other campus information as well as (make-take activities/resources) that parents can utilize at home to support reading and math. FACE Specialist will provided with opportunities to attend professional development . Door prizes and raffles will be provided to promote parent participation. Provide parents access to a Parent Cafe (in collaboration with PK) for trainings, build community relationships and academic social/emotional supports. 	Admin Team and FACE Specialist	211-\$1267.00 Refreshments 211-\$1267.00 Supplies
		Quarterly KPIs	<ul style="list-style-type: none"> By the end of Quarter 1 100% of parents will be provided with a parent survey for campus feedback. By the end of Quarter 2 50% of parent needs will be identified By the end of Quarter 3 65% of identified parent needs will be incorporated into scheduled training/events By the end of the year there will be an increase of at least 5 parent events. 		
PE-2	1,2,3,4	By the end of the school year, there will be a 5-10 teacher led parent-community events scheduled. PE-2	<ul style="list-style-type: none"> Conduct monthly teacher-led family engagement events/activities/meetings. Schedule teacher-led events that include make-take activities/resources that parents can utilize at home. Attaching campus wide meetings with a teacher or grade level event. 	Admin Team and FACE Specialist	211-\$1267.00 Refreshments 211-\$1267.00 Supplies
		Quarterly KPIs	<ul style="list-style-type: none"> By the end of Quarter 1 100% of teachers will be made aware of teacher-led events expectations. By the end of Quarter 2, at least 3 teachers will have conducted a teacher-led parent event. By the end of Quarter 3 at least 6 teachers will have conducted a teacher-led parent event. By the end of the year, at least 10 teachers will have conducted a teacher-led parent event. 		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

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

2.2 – Third Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

<div>2.2 – Fourth Quarterly Review Meeting</div> <div>The CAC will use artifacts and data to check KPI progression for all strategies.</div>			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

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

Performance Objective	Q4 Rating	Findings / Next Steps

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									

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, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

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

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
Franklin Elementary	15907- 126
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Joanela G. De Leon
Principal	SAISD Board Approval Date
Jennifer Adan	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
September 25, 2023	September 27, 2023

