



Campus Improvement Plan

2023-2024



Gates Elementary

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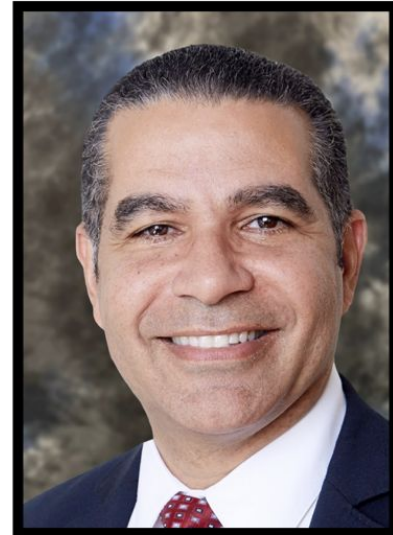
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Dr. Jaime Aquino**

VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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	Narratives were created for the following: demographics, student learning, processes & programs, and perceptions. The following data was analyzed: historical STAAR and NWEA MAP, TAPR report, district data Sharepoint, Insight survey data, and Panorama student data. Some root causes and problem statements were developed. The following priorities were determined for next school year: student learning (math, reading, writing across content areas), student recruitment & enrollment, and student and school climate & culture. Gates CNA
Meeting #2 5/8/23	The Advisory Team met and we reviewed data to analyze strengths and challenges currently. Focus was on analyzing Frontline discipline & Family Engagement data points to create a problem statement and root cause for processes and programs and perceptions.

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

Gates created goals for the campus focusing on different areas to include academics, SEL, and, family engagement & enrollment/recruitment. Based on these goals, an Action Plan was then created which is aligned to the campus CIP.

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	
School Enrollment	student mobility rate, longitudinal data on student enrollment, enrollment trends	PS DE-1	<i>From 2019 to 2022, Gates has decreased in enrollment by approximately 33% .</i>
		RC DE-1	<i>Our campus needs to actively promote community recruitment events to increase community participation, awareness, and enrollment. (ESF 3.4)</i>
Student Groups	TAPR report, Gifted & Talented data	PS DE-2	<i>Our campus had little to no nominations for Gifted and Talented from parents and/or teachers between the years of 2019 to 2022.</i>
		RC DE-2	<i>Our campus needs to inform teachers and families of the nomination process through various communication modalities, required documents, communicating deadlines, and that nominations can begin as early as August. (ESF 5.4)</i>
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	<p><i>Gates student enrollment has decreased from 2019-2022. Before COVID-19, Gates enrollment was approximately 200 students and Gates has not recovered since COVID. Gates did meet district student enrollment for the 2023 school year, but the recruitment of new scholars continues to still be a struggle.</i></p> <p><i>The team analyzed GT data and found that in 2021-2022 our campus had one nominations for Gifted and Talented from parents/and or teachers. In 2022- 2023 our campus had 14 nominations. Of those 14 nominations only two were from parents. Gates had 6 out of the 14 students qualify for the 2022-2023 school year. Gates has had 4% of the student population identified as GT from 2019-2021 and decreased by .5% in 2022 with 3.5% of students identified.</i></p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Grade Level Readiness	STAAR, MAP, CIRCLE	PS SL-1	<i>As a campus 48% of our 3rd-6th grade students are meeting grade level standards on STAAR Reading.</i>
		RC SL-1	<i>K- 6 teachers need training to effectively plan and implement writing instruction and strategies across all content areas. (ESF 5.2)</i>
Grade Level Readiness	STAAR, MAP, CIRCLE	PS SL-2	<i>As a campus 39% of our 3rd-6th grade students are meeting grade level standards on STAAR Math.</i>
		RC SL-2	<i>As a campus, we did not implement and monitor a campus wide computational fluency in grades kinder-6th and math instruction does not promote higher-order thinking. (ESF 5.2)</i>
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	<p>Gates recognizes that learning was loss due to COVID-19, closing learning gaps rapidly is a priority. Based on the historical STAAR data, Gates totals are as follows:</p> <p>2017-2018: reading: 74%, 41%, 16%, mathematics: 86%, 57%, 30%, science: 70%, 36%, 15%, writing: 56%, 20%, 0%</p> <p>2018-2019: reading: 75%, 35%, 15%, mathematics: 81%, 51%, 33%, science: 70%, 26%, 4%, writing: 61%, 32%, 7%</p> <p>2019-2020: No scores due to COVID-10</p> <p>2020-2021: reading: 55%, 24%, 9%, mathematics: 59%, 29%, 12%, science: 17%, 9%, 0%, writing: 39%, 17%, 6%</p> <p>2021-2022: reading: 71%, 47%, 29% mathematics: 63%, 37%, 19%, science: 67%, 39%, 11%</p> <p>Data indicates that reading and science scores are close to pre-pandemic scores or higher, but now that writing is included in grades 3-6th, Gates will take a dip in scores. A focus has to be on writing across all content areas in order to continue to grow. Math as not recovered to pre pandemic scores.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
retention strategies	Insight survey	PS PP-1	Approximately 25% teachers did not feel like their leader encouraged, recognized, or provided teachers opportunities to pursue leadership roles.
		RC PP-1	The leadership team has not implemented targeted strategies to retain teachers. (ESF 2.1)
Observation & Feedback	Insight survey	PS PP-2	Based on data from 2021-2022 Insight survey, 60% of teachers reported feedback is timely and/or beneficial such that it makes an impact on student outcomes.
		RC PP-2	The instructional leadership team at Gates does not have a clear coaching cycle. (ESF 5.2)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	<p>After reviewing and analyzing Insight survey from observation and feedback, that domain dropped from 5.6 to 5.0. 60% of teachers felt feedback was not specific and/or actionable that would improve teaching practices or student outcomes. Teachers also felt that once feedback was given, teachers didn't receive support to implement changes.</p> <p>Teacher plans from the Insight survey was reviewed and analyzed and it was noted that Gates' doesn't have any retention strategies.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Discipline	Frontline Discipline Incidents	PS PP-1	As a campus, discipline referrals increased from 3% in 2021-2022 school year to 22% in 2022-2023 school year.
		RC PP-1	The school does not have a schoolwide discipline approach that empowers students and staff to help students feel connected to their classroom community. (ESF 3.2)
Parent Engagement	PFE event sign-ins,	PS PP-2	10% of our parents attend regular monthly family engagement meetings in the 2022-2023 school year.
		RC PP-2	The campus has not consistently offered parent trainings with topics of interest to families or scheduled at times convenient for families (ESF 3.4).
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Monthly campus meetings attendance averages about 10 parents per meeting. Campus events such as Open House, Meet the Teacher, Literacy Night attracts average of 40 parents.		
	The SEL committee met monthly, but much focus was on the physical safety of students. The SEL and advisory committee discussed the increase in student outcrys nd increase in disciplinary referrals.		

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	By the end of the year the campus will increase enrollment by 10%. Demographics 1	Create an Enrollment team that meets 2x monthly, implements planned recruitment/enrollment events and track recruitment/enrollment numbers based off events.	Counselor, Instructional Leadership Team,	
		Quarterly KPIs	By the end of Quarter 1 the Enrollment team will create a calendar of recruitment/enrollment events in the first 2 meetings. A monthly event in September and October will be completed which will be at least 3% increase in enrollment. By the end of Quarter 2 the Enrollment team will have implemented monthly events per event calendar with at least a 4% increase in enrollment. By the end of Quarter 3 the Enrollment team will have implemented monthly events per event calendar with at least a 2% increase in enrollment. By the end of Quarter 4 the Enrollment team will have implemented monthly events per event calendar with at least a 1% increase in enrollment.		
DE-2	1	By the end of the year the campus will increase GT teacher/parent nomination by 20%. Demographics 2	Providing a series of information on GT nominations, testing, and results.	Counselor, Instructional Leadership Team,	
		Quarterly KPIs	By the end of Quarter 1 the counselor will have presented a minimum of 3 parent/teacher informational meeting regarding GT. By the end of the second quarter, 20% of nominations will be from teachers/parents. By the end of quarter 3, new students to Gates will be tested in the Spring. By the end of the 4th quarter, 10% of tested students, parents will attend a meeting reviewing GT results.		
DE-3					
		Quarterly KPIs			
DE-4					
		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		By the end of the year, students will score 48% at the Meets level in reading.	Implement a school wide model of small group instruction in grade K-6th and implementation of ELAR journals.	Instructional Leadership Team, CAC	
		Quarterly KPIs	By the end of quarter 1, 70% of K-6th grade classrooms will exhibit alignment of instructional activities to posted ELAR TEKS standard. By the end of quarter 2, 75% of K-5 teachers will show evidence of modeling journal writing and students will show evidence of writing in journals. By the end of quarter 3, 45% of 3rd-6th graders will score meets on ELAR STAAR simulations. By the end of quarter 4, 48% of students in 3rd-6th will have scores meets on ELAR STAAR.		
SL-2		By the end of year, students will score 39% at the Meets level in math.	Implement a school wide problem solving strategy and computational fluency plan that will lead to student success on math TEKS.	Instructional Leadership Team, CAC	
		Quarterly KPIs	By the end of quarter 1, 70% of K-6th grade classrooms will exhibit alignment of instructional activities to posted math TEKS standard, by the end of quarter 2, 80% of K-6th teachers will implement the problem solving process and computational fluency as evidenced through journals, and walkthroughs, by the end of quarter 3, 29% of 3rd-6th graders will score meets on math simulations, and by the end of the 4th quarter, 39% of students in 3rd-6th will have scores meets on STAAR.		
SL-3					
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

<div> <div>2.1 - Campus Improvement Plan (CIP)</div> <div>The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes</div> </div>					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year 85% of teachers will be retained at Gates.	Implement a process that provides opportunities for teachers to be encouraged, recognized and provided opportunities for leadership opportunities.	Principal	
		Quarterly KPIs	By the end of Quarter 1, leadership team will create a calming space for faculty and staff. By the end of Quarter 2, administration will have conducted check-ins with 100% of teachers. By end of Quarter 3, 80% of the teachers will be recognized through various modes of communication. By the end of Quarter 4, Gates will have 85% teacher retention rate. https://www.qualtrics.com/experience-management/industry/teacher-retention/		
PP-2		By the end of the year, 100% of teachers will be coached utilizing the coaching cycle.	Implement a clear coaching cycle that provides feedback to positively impact student outcomes. The coaching cycle will consist of the following four components: goal setting, planning (coaching actions for implementing and monitoring the plan), observation, and reflection.	Principal	211-13-6119-Instructional Coach Position 89,133
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will be assigned a coach. By the end of Quarter 2, 50% of teachers will have completed a coaching cycle. By the end of Quarter 3, 75% of teachers will have completed a coaching cycle. By the end of Quarter 4, 100% of teachers will have completed a coaching cycle. https://achievethecore.org/peersandpedagogy/digital-coaching-menu-four-reasons-need-one/ https://www.nwea.org/blog/2022/how-to-make-coaching-cycles-the-center-of-instructional-coaching-work/		
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		By the end of the year, decrease the number of student discipline referrals by 10% as evident through FrontLine.	The SSSP/SEL committee will conduct a needs assessment to identify behavioral/SEL concerns in order to create school-wide expectations. The team will create a tiering systems for behavioral infractions.	SSSP/SEL team, Instructional Leadership Team	
		Quarterly KPIs	By the end of Quarter 1 professional development provided to teachers on Sanford Harmony Morning Meetings. By the end of Quarter 2 student discipline referrals will decrease by 3%. By the end of Quarter 3 student discipline will decrease by 3%. By the end of the year a decrease of 10% of student discipline referrals.		
PE-2		By the end of the year, increase attendance at parent trainings by 10% as indicated by sign-ins and parental surveys. Perceptions 2	Provide opportunities for the leadership team, teachers, and campus leadership to receive/attend PD focused on family engagement strategies. Conduct parent trainings on a variety of topics for families and create resources for parents that support student learning and achievement.	Leadership Team, SIC Executive Director, CAC Members	
		Quarterly KPIs	By the end of Quarter 1 the campus will have identify family engagement needs and establish a system of communication to promote PD sessions, the campus will also provide opportunities for families to identify parent training topics and where resources will be housed for parents that support student learning and achievement. By the end of Quarter 2 attendance at campus events will increase to 5%. By the end of Quarter 3 attendance at campus events will increase to 8%, By the end of the year there will be an increase of 10% in attendance at parent training.		
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
Gates Elementary	15907- 127
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Angelica Romero
Principal	SAISD Board Approval Date
Kimberly Barg	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

