

# Campus Improvement Plan

## 2023-2024



Campus Name

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**Board of Trustees**



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**Superintendent of Schools  
Dr. Jaime Aquino**

## **VISION**

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

## **MISSION**

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

## **CORE VALUES**

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

## **CORE BELIEFS**

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

**SAISD 5 Year Board Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - 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 1, 2023  | 22-23 CIP Summative Evaluation and CNA Data Review |
| Meeting #2 April 17, 2023 | 22-23 CNA/ CIP Workshop                            |

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

We reviewed all goals and strategies to discuss impact of student performance, attendance, campus climate, and community building. We discuss the effectiveness and the cost for each strategy. We used a start/stop protocol and discussed blind spots that we missed and wish to address in our CIP for next year.

**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 |   |
|---------------------|--|------------------------------------|---|
| Teacher Retention   | Teacher demographics<br>Teacher transfer requests<br>Teacher resignations and retirement | PS<br>DE-1                         | 31% of our teacher are not returning next year due to retirement, resignation, or transfer requests.    |
|                     |  | RC<br>DE-1                         | Campus culture needs to improve with additional incentives and recognition for teachers.                |
| Student Attendance  | student attendance reports   | PS<br>DE-2                         | We are not meeting the district's goal of 95% attendance, 4% percent below the district average at 91%. |
|                     |  | RC<br>DE-2                         | We lack a school-wide attendance incentive plan.  |
|                     |  | PS<br>DE-3                         |   |
|                     |  | RC<br>DE-3                         |   |
|                     |  | PS<br>DE-4                         |   |
|                     |  | RC<br>DE-4                         |   |
| Data Determinations | UTSA teacher survey  |                                    |   |

**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 |   |
|----------------------------|---|------------------------------------|---|
| Math                       | STAAR 22-23 MATH Interim Data from Fall and Spring<br>MAP MOY Math Data | <b>PS<br/>SL-1</b>                 | According to STAAR interim data, 60% or more of our students are below grade level in Math in grades 3rd to 5th.                |
|                            |   | <b>RC<br/>SL-1</b>                 | We had limited professional development around math framework and access to resources. The manipulatives are also insufficient. |
| Reading                    | STAAR 22-23 Reading Interim Data from Fall and Spring<br>MAP MOY        | <b>PS<br/>SL-2</b>                 | According to STAAR interim data, 50% or more of our students are below grade level in Reading in grades 3rd to 5th.             |
|                            |   | <b>RC<br/>SL-2</b>                 | Teacher are not familiar with reading curriculum and lack of alignment campus-wide.   |
| Science                    | STAAR 22-23 Science Interim Data from the Fall and Spring<br>MAP MOY    | <b>PS<br/>SL-3</b>                 | According to STAAR interim data, 70% or more of our students are below grade level in Science in 5th grade.                     |
|                            |   | <b>RC<br/>SL-3</b>                 | Lack of fidelity to science curriculum campus-wide and limited hands on experiences and materials.                              |
|                            |   | <b>PS<br/>SL-4</b>                 |   |
|                            |   | <b>RC<br/>SL-4</b>                 |   |
| <b>Data Determinations</b> | STAAR interim data and MAP MOY data                                     |                                    |   |



**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 |   |
|-----------------------|--------------|------------------------------------|---|
| Behavior Expectations | UTSA Survey  | PS<br>PP-1                         | PBIS is implemented consistently in 50% of the campus.  |
|                       |              | RC<br>PP-1                         | We lack a school wide tracking of implementation and incentives.                                      |
| Vertical Alignment    | UTSA Survey  | PS<br>PP-2                         | We only have vertical alignment activities twice a year.  |
|                       |              | RC<br>PP-2                         | Limited collective efficacy among teachers and opportunities were not planned for vertical alignment. |
|                       |              | PS<br>PP-3                         |   |
|                       |              | RC<br>PP-3                         |   |
|                       |              | PS<br>PP-4                         |   |
|                       |              | RC<br>PP-4                         |   |
| Data Determinations   |              |                                    |   |

| <b>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</b><br>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps. |                             |   |   |
|--|-----------------------------|---|---|
| <b>Perceptions (Minimum 2 Areas)</b>   |                             |   |   |
| <b>Area Examined</b>   | <b>Data Sources</b>         | <b>Problem Statements and Root Causes</b> |   |
| Student Behavior   | UTSA Survey, Frontline data | <b>PS<br/>PE-1</b>                        | 45% of teachers felt that had little influence over student behavior.   |
|  |                             | <b>RC<br/>PE-1</b>                        | Teachers received insufficient training on social-emotional learning, restorative practices and Tiered SEL plan.  |
| Community Engagement   | Sign Ins, Flyers            | <b>PS<br/>PE-2</b>                        | 25% of parents did not attend any of our school events.   |
|  |                             | <b>RC<br/>PE-2</b>                        | The campus did not offer opportunities for families who are unable to attend traditional events. We haven't created sufficient trainings for parents to get involved in a way they can engage, collaborate, and contribute more deeply. |
|  |                             | <b>PS<br/>PE-3</b>                        |   |
|  |                             | <b>RC<br/>PE-3</b>                        |   |
|  |                             | <b>PS<br/>PE-4</b>                        |   |
|  |                             | <b>RC<br/>PE-4</b>                        |   |
| <b>Data Determinations</b>   |                             |   |   |

| 2.1 - Campus Improvement Plan (CIP)  |            |  |   |  |  |
|--|------------|--|---|--|--|
| The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes |            |  |   |  |  |
| #  | Board Goal | Performance Objective and Problem Statement  | Strategy  | Monitor(s)                             | Fund /Purchase/ Amount   |
| DE-1   | 1          | By the end of August, the master schedule will reflect additional 45 PD and 45 PLC time for teachers.<br>P.S. DE 1 | Creating additional Specials classes such Motor Lab, STEM Lab, Mariachi, Counseling to allow teachers opportunities for training, peer observations, and PLC.   | instructional coaches and principal    | 257-61-6399-00-12<br>9-99-0-01-General Supplies \$4,000<br>199-11-6399-24-12<br>9-11-0-00-instructional supplies \$2,000 |
|  |            | <b>Quarterly KPIs</b>  | By the end of the first quarter, the master schedule will reflect additional 45 PD and 45 PLC time for teachers monthly<br>By the end of the second quarter, teachers will participate in 3 Culturally Relevant Pedagogy Pd sessions<br>By the end of the third quarter, teachers will participate in 6 Culturally Relevant Pedagogy PD Sessions<br>By the end of fourth quarter, teachers will participate in 9 Culturally Relevant Pedagogy PD Sessions   |  |  |
| DE-2   | 1          | PO:Campus will have a daily rate of attendance of 97%.<br>P.S. DE 2  | Students will be provided with incentives every 3 weeks based on attendance through a campus incentives initiative or store.  | attendance clerk and family specialist | 173-11-6499-11-12<br>9-11-0-00<br>attendance incentives \$6,650  |
|  |            | <b>Quarterly KPIs</b>  | By the end of the first quarter, 5% of students will receive recognition and incentives for perfect attendance and academic achievements<br>By the end of the second quarter, 10% of students will receive recognition and incentives for perfect attendance and academic achievements<br>By the end of the third quarter, 15% of students will receive recognition and incentives for perfect attendance and academic achievements<br>By the end of the fourth quarter, 20% of students will receive recognition and incentives for perfect attendance and academic achievements |  |  |
| DE-3   |            |  |   |  |  |
|  |            | <b>Quarterly KPIs</b>  |   |  |  |
| DE-4   |            |  |   |  |  |
|  |            | <b>Quarterly KPIs</b>  |   |  |  |

| 2.1 - Campus Improvement Plan (CIP)  |            |  |  |                       |   |
|--|------------|--|--|-----------------------|---|
| The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes |            |  |  |                       |   |
| #  | Board Goal | Performance Objective and Problem Statement  | Strategy   | Monitor(s)            | Fund /Purchase/ Amount  |
| SL-1   | 4          | <b>PS-Student Learning 1</b> Students will demonstrate a 20% increase in MAP Math Growth EOY Scores for kindergarten through 5th grade.    | All pre-kinder through fifth grade teachers will receive Math professional development by instructional coach, instructional specialist, new curriculum, materials, <b>academic field trips</b> , and manipulatives throughout the school year. Teacher will also attend conferences and present back to their colleagues.   | instructional coaches | 257-11-6399-00-12<br>9-99-0-01<br>\$20,000.00<br>211-11-6412-00-12<br>9-30-0-00<br>\$3,500.00<br>211-11-6412-00-12<br>9-30-0-00 Field trips<br>\$20,000.00<br>164 instructional materials \$5,000.00  |
|  |            | <b>Quarterly KPIs</b>  | By the end of the first quarter, teachers will meet with our instructional coach for professional development on our math framework.<br>By the end of the second quarter, 50% of our teachers will be following the math framework in daily instruction.<br>By the end of the third quarter, 75% of our teachers will be following the math framework in daily instruction.<br>By the end of the fourth quarter 100%, of our teachers will be following the math framework in daily instruction. |                       |   |
| SL-2   | 4          | <b>PS-Student learning 2</b> Students will demonstrate a 20% increase in MAP Reading Growth EOY Scores for kindergarten through 5th grade. | All pre-kinder through fifth grade teachers will receive Reading professional development by instructional coaches, attend conferences, new curriculum, books, <b>academic field trips</b> , headphones for testing, classroom books, library books, and reading/writing materials throughout the school year.   | instructional coaches | 211-11-6339-00-12<br>9-30-0-00-testing materials \$3,000<br>211-61-6399-00-12<br>9-30-0-00- general supplies \$2,000<br>211-11-6412-00-12<br>9-30-0-00<br>\$3,500.00<br>211-11-6412-00-12<br>9-30-0-00 field trips<br>\$20,000.00<br>163-13-6411-00-12<br>9-25-0-00<br>\$1250.00<br>257-11-6399-00-12<br>9-99-0-01<br>\$50,000.00<br>164-instructional materials \$6,000.00 |
|  |            |  | By the end of 1st quarter. 10% of students will have reached their istation goals  |                       |   |

| 2.1 - Campus Improvement Plan (CIP)  |            |   |  |                       |   |
|--|------------|---|--|-----------------------|---|
| The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes |            |   |  |                       |   |
| #  | Board Goal | Performance Objective and Problem Statement   | Strategy   | Monitor(s)            | Fund /Purchase/ Amount  |
| SL-3   | 4          | <b>PS-Student learning 3</b> Students will demonstrate a 20% increase in MAP Science Growth EOY Scores for 5th grade. | All pre-kinder through fifth grade teachers will receive Science professional development by instructional coaches, attending conferences, new curriculum, materials, <b>academic field trips</b> , and manipulatives throughout the school year. Feedback will be provided by walkthroughs and student data.  | instructional coaches | 196-11-6412-00-12<br>9-11-0-00 \$3,000.00<br>199-11-6399-40-12<br>9-11-0-00 \$2,000.00<br>211-11-6412-00-12<br>9-30-0-00<br>\$3,500.00<br>211-11-6412-00-12<br>9-30-0-00 field trips<br>\$20,000.00 |
|  |            | <b>Quarterly KPIs</b>   | By the end of the first quarter, all teachers will receive new science kits for hands-on learning and have completed 2 experiments<br>By the end of the second quarter, teachers will have completed 4 experiments<br>By the end of the third quarter, teachers will have completed 8 experiments<br>By the end of the fourth quarter, teachers will have completed 12 experiments |                       |   |
| SL-4   |            |   |  |                       |   |
|  |            | <b>Quarterly KPIs</b>   |  |                       |   |

| 2.1 - Campus Improvement Plan (CIP)  |            |  |   |                             |                        |
|--|------------|--|---|-----------------------------|------------------------|
| The CAC will create <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes |            |  |   |                             |                        |
| #  | Board Goal | Performance Objective and Problem Statement  | Strategy  | Monitor(s)                  | Fund /Purchase/ Amount |
| PP-1   | 1          | Improve campus culture by 25% for students and staff by the end of the year.             | Students will participate in various campus celebrations to increase campus culture this may include, PBIS incentives, snacks/treats, awards/trophies/certificates and campus gear/swag items.  | counselors, face specialist |                        |
|  |            | <b>Quarterly KPIs</b>  | By the first quarter, 25% of our students will participate in our monthly celebrations<br>By the second quarter, 50% of our students will participate in our monthly celebrations<br>By the third quarter, 75% of our students will participate in our monthly celebrations<br>By the fourth quarter 100%, of our students will complete in our monthly celebrations                                  |                             |                        |
| PP-2   | 1          | 100% of our teachers will participate in quarterly vertical alignment planning sessions. | Prek-5th teachers will participate in team building activities, vertical planning, and will utilize vertically aligned instructional resources( physical and digital)and planning tools/materials for these sessions. Substitutes will be utilized as needed.   | instructional coaches       |                        |
|  |            | <b>Quarterly KPIs</b>  | By the end of the first quarter, all teachers will participate in 1 vertical planning session<br>By the end of the second quarter, all teachers will participate in 2 vertical planning sessions<br>By the end of the third quarter, all teachers will participate in 3 vertical planning sessions<br>By the end of the fourth quarter, all teachers will participate in 4 vertical planning sessions |                             |                        |
| PP-3   |            |  |   |                             |                        |
|  |            | <b>Quarterly KPIs</b>  |   |                             |                        |
| PP-4   |            |  |   |                             |                        |
|  |            | <b>Quarterly KPIs</b>  |   |                             |                        |

| 2.1 - Campus Improvement Plan (CIP)   |            |   |  |                   |   |
|---|------------|---|--|-------------------|---|
| The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes |            |   |  |                   |   |
| #   | Board Goal | Performance Objective and Problem Statement       | Strategy   | Monitor(s)        | Fund /Purchase/ Amount  |
| PE-1  |            | Student behavior incidents will decrease by 10% . | Students will have multiple enrichment opportunities during and afterschool such as ballet folklorico, mariachi, gardening, drumline, robotics, student council, tutoring, chess club, running club, girl scouts, art club. They will also attend at least 2 academic field trips and/or demonstrations on campus.   | counselors        |   |
|   |            | <b>Quarterly KPIs</b>                             | In the first quarter, student incidents should be 10% less than last year<br>In the second quarter, student incidents should be 10% less than last year<br>In the third quarter, student incidents should be 10% less than last year<br>In the fourth quarter, student incidents should be 10% less than last year   |                   |   |
| PE-2  |            | Parent involvement will increase by 10%.          | Campus will host 2 monthly events for community engagement, quarterly student performances, and will invite parents to local and out of town symposiums, conferences, and parent development opportunities. We will give materials, access to community resources, academic supports, books to families to support the whole child.  | family specialist | 211-General Supplies- \$2,000.00<br>211-General PI - \$2100.44<br>211-General Supplies-PI \$2374.00<br>211-Refreshments-\$2575.00<br>211-Refreshments-PI-\$2374.00<br>211-\$1840.54 |
|   |            | <b>Quarterly KPIs</b>                             | In the first quarter, we will have 4 community events with at least 20% of families participating<br>In the second quarter, we will have 4 community events with at least 40% of families participating<br>In the third quarter, we will have 4 community events with at least 60% of families participating<br>In the fourth quarter, we will have 4 community events with at least 80% of families participating |                   |   |
| PE-3  |            |   |  |                   |   |
|   |            | <b>Quarterly KPIs</b>                             |  |                   |   |
| PE-4  |            |   |  |                   |   |
|   |            | <b>Quarterly KPIs</b>                             |  |                   |   |





**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 |
|-----|---------------|-----------|-----------------------|
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**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 |
|-----|---------------|-----------|-----------------------|
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**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 |
|-----|---------------|-----------|-----------------------|
|     |               |           |                       |
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### 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 |
|-----------------------|-----------|-----------------------|
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**District Purchases**

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

| Always Learning GPS |            | Problem Statement & Root Cause |          |            |                        |
|---------------------|------------|--------------------------------|----------|------------|------------------------|
| #                   | Board Goal | Performance Objective          | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|                     |            |                                |          |            |                        |

**Campus Improvement Plan Quality Checklist**

**Comprehensive Needs Assessment - Problem Statements and Root Causes**

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

**Improvement Plan – Performance Objectives**

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

**Improvement Plan – Strategies**

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

**Federally Required Strategies – Do we have strategies that address -**

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

**Equitable Availability of the Campus Improvement Plan to Parents**

|                                |              |
|--------------------------------|--------------|
| Physical Locations of the Plan | Front Office |
| Languages Available            | English      |
| URL to Online Version          |              |

**Equitable Availability of the School-Parent Compact to Parents**

|                                |                  |
|--------------------------------|------------------|
| Physical Locations of the Plan | Front Compact    |
| Languages Available            | English/ Spanish |
| URL to Online Version          |                  |

**Equitable Availability of Parent-Family Engagement Policy to Parents**

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

## Title I Compliance Documentation and Submissions

## Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

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

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



## 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                     |
|-----------------------------------|-----------------------------------|
| Graebner Elementary               | 15907- ###                        |
| Superintendent                    | Assistant Superintendent          |
| Dr. Jaime Aquino                  | Eric Wicker                       |
| Principal                         | SAISD Board Approval Date         |
| Rebecca De Leon                   |                                   |
| Date #1 Presented to Stakeholders | Date #2 Presented to Stakeholders |
|                                   |                                   |



## Data Tables