

# Campus Improvement Plan

## 2023-2024



**Herff Elementary**

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# Board of Trustees



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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 May 22, 2023	The meeting reviewed the end goals of the 22-23 school year. We discussed the upcoming school year, and began the CNA for the 23-24 school year. <a href="#">CNA meeting #1</a> CAC members were separated into 4 groups. Each group discussed action items and provided feedback on the 4 measures.
Meeting #2 May 25, 2023	Staff members were able to dive into the CNA during the <a href="#">CNA meeting #2</a> . Members were able to provide feedback and action steps for the 23-24 SY.

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

As a committee, we were able to reflect on the achievements of the 22-23 school year. We made great gains. We reviewed our strengths and areas of growth and discussed what we want to focus on for next year. It was a collaborative effort.

- CAC reviewed science achievement with science experiments. Unfortunately, 5th grade did the least amount of experiments.
- CAC reviewed kinder ready goal with Pre-K CIRCLE data showing strong growth. Kinder EOY MAP data was not that strong.
- Dr. Allen reminded CAC of importance of Domain 1 Achievement goal, 75% Approaches, for next year.
- Committee reviewed the campus's achievement with exit tickets in math. The campus did an excellent job in incorporating exit tickets in math. Most teachers are utilizing exit tickets in ELAR/SLAR. Mr. Neria mentioned how the STAAR grades have been using exit tickets on paper and on Eduphoria. Mr. Neria felt that the April progress should be higher than 70% completion rate on the Cycle 4 analysis. Ms. Hernandez and Ms. Gonzalez concurred. Dr. Allen discussed the reflection component of that goal. Teachers said that as a grade-level team, they have been reflecting on exit tickets. CAC agreed that we should be accomplished.
- Next steps- extend the Exit Ticket into ELAR



<b>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</b> The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
<b>Demographics (Minimum 2 Areas)</b>			
Area Examined	Data Sources	Problem Statements and Root Causes	
School enrollment	TAPR, mobility rate, enrollment trends 2019-2023	PS DE-1	Enrollment has decreased significantly over the last 5 years, by 40%.
		RC DE-1	As a campus, we have not marketed our campus to the point of letting the community know of our wonderful achievements and offerings such as a Gardotopia Garden and Mariachi Club (ESF 3.4).
Teacher experience/retention	Teacher rosters/TAPR	PS DE-2	The teacher turnover rate is significant this year. Out 19 teachers, there were 11 vacancies at the end of the 2022-2023 school year.
		RC DE-2	There was a lack of culture that focused on hiring and retention of effective teachers (ESF 2.1).
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	This past school year, Herff ES experienced a high turnover rate. Out of 19 teachers, we lost 11. 3 were due to non-renewal and certification issues. 3 went to other SA school districts (2 stated because they wanted to be closer to home). 2 transferred to other SAISD schools. 2 left teaching to take care of her mother; take care of aunt/uncle and finish teacher certifications 1 moved to Ft. Worth to take care of parent.		

## 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 results	PS SL-1	Only 33% of students are on grade level in Reading and Math in 3rd-5th grade.
		RC SL-1	As a campus, we do not wholly ensure that teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experience (ESF 4.1).
Data-driven instruction	lesson plans, intervention and after-school lesson plans	PS SL-2	The campus does not have aligned and consistent procedures and targeted lesson plans for small group instruction.
		RC SL-2	As a campus, we do not use corrective instructional action plans that analyze data, recognize trends and student misconceptions to determine the root cause and create plans to reteach during small group instruction(ESF 5.3).
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	Over the last 4 years, Herff has scored the following on the STAAR Reading and Math assessments at the Meets (on grade level): 2019-2021- 25% of students scored at the Meets level 2022- 33% of students scored at the Meets level		



## 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	
Professional Growth	PLN, teacher surveys, classroom observation data; professional development plan for the year	PS PP-1	Only 33% of students are on grade level and there has not been sufficient PD to address closing the gaps.
		RC PP-1	The teachers have not had significant, embedded, and consistent professional development (PD) in ELAR/SLAR and math instruction to address the root cause of about 33% students performing on grade level (ESF 5.3).
Feedback	teacher surveys, non-evaluative feedback tracker	PS PP-2	There has not been sufficient non-evaluative feedback for teachers. On the Spring 2023 Insight Survey, observation and feedback received a 2..2 whereas the district average was 6.3.
		RC PP-2	There was a lack of leadership focus on providing non-evaluative feedback to teachers that would enhance confidence in teaching and learning and teacher retention; also, there has not always been two instructional coaches for part of the school year (ESF 2.1).
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	During our CNA meetings and teacher feedback during PLNs, we found that teachers want non-evaluative feedback, in addition to the TTESS snapshots and comprehensive walkthroughs. Teachers added that there was a lack of consistent IC support because of personnel changes.		

## 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 behavior incidents; classroom observations; teacher surveys	PS PE-1	Students in upper grades (3rd, 4th, & 5th) are exhibiting behaviors such as disengagement and bringing unacceptable items from home. Moreover, the students are sometimes disrespectful and disruptive.
		RC PE-1	A lack of a collaborative partnership between the school, parents, teachers and students is a factor (ESF 3.4).
Social-emotional wellness	Counselor reports; Frontline and Threat Assessment reports	PS PE-2	We serve students impacted and affected by social media forces. Moreover, we have students who sometimes face negative circumstances in and out of school due to social media engagement.
		RC PE-2	There is a lack of awareness at the staff level of the social media impact some students face at school and at home.(ESF 3.2).
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	As a campus, we have not devoted time and resources to the negative impact social media can have on our students. Systems regarding school discipline and discipline management can be refined to include shared stakeholder feedback.		

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 May 2024, Herff will increase the number of parents participating in PTO by 50%.	The Herff Leadership team will invite teachers, all staff, and all parents to join Herff PTO and academically-centered parent/family events to promote ownership and community buy-in and student academic achievement . Incentives, rewards, and prizes will be provided to enhance community involvement. Gatherings to include the participation of PTO can include academic nights, Mariachi events, Christmas program and Teacher Appreciation Week.	Leadership Team; FACE Specialist and CIS Coordinator; current PTO members	\$300  FACE Dept. -\$1800
		<b>Quarterly KPIs</b>	By the end of Quarter 1, the monitoring team will create flyers to promote PTO membership to disseminate at Open House, Meet the Teacher, parent/teacher conferences, faculty meetings. Membership will increase by 12% at the end of this cycle. FACE Specialist will document PTO enrollment. Prizes will be drawn at each monthly PTO meeting for new members. The class with the most PTO members will receive a popcorn and movie day. By the end of Quarter 2, the monitoring team will ensure that a PTO table is present at each family activity event, inviting membership. Membership will increase by another 12%. Incentive plan stays in place; a pizza party for the class with the most membership. By the end of Quarter 3, the incentive plan will stay in place; a ice cream sundae for the class with the most membership. Membership will increase by 12%. By the end of Quarter 4, the overall increase in membership will be 50%.		
DE-2	1	By May 2024, Herff will improve its mentor-mentee program by getting feedback from mentors and mentees throughout the 2023-3024 school year.	The Mentor-Mentee Coordinator will send out surveys to mentors and mentees 3-4 times throughout the year to get feedback on what we can improve in the program. Based on the data, the coordinator will make adjustments and share feedback with the mentors & mentees.	Principal, IC in charge of the Mentor-Mentee Program, Leadership Team	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, the IC in charge of the Mentor-Mentee Program will send out a survey to all mentors and mentees. We expect at least a 75%-100% response rate. The leadership will make changes based on the feedback.  By the end of Quarter 2, the IC in charge of the Mentor-Mentee Program will send out another survey to all mentors and mentees. The leadership team will implement changes based on the feedback..  By the end of Quarter 3, the IC in charge of the Mentor-Mentee Program will send out a 3rd survey to all mentors and mentees. The leadership team will implement changes based on the feedback.  By the end of Quarter 4, the IC in charge of the Mentor-Mentee Program will have sent out at least 3 surveys asking mentors and mentees for feedback. The leadership team will have addressed at least 50% of the recommendations/suggestions.		

# Plan for Improvement – Student Learning

#	Goal	Problem Statement	Strategy	Monitor(s)	Amount
SL-1	1 & 4	By May 2024, 100% of STAAR testing grade teachers (3rd-5th) will visit other more successful campuses & teachers.	The Herff Leadership team will arrange visits for testing grade teachers to visit other campuses & classrooms in order to collaborate with and learn from colleagues.	Principal, Assistant Principal, Leadership Team.	
		Quarterly KPIs	<p>By the end of Quarter 1, 2 Herff testing grade teachers will have visited other successful campuses to observe classes and collaborate with teachers.</p> <p>By the end of Quarter 2, 2 Herff testing grade teachers will have visited other successful campuses to observe classes and collaborate with teachers.</p> <p>By the end of Quarter 3, 2 Herff testing grade teachers will have visited other successful campuses to observe classes and collaborate with teachers.</p> <p>By the end of Quarter 4, 100% of STAAR testing grade teachers (3rd-5th grade) will have visited other schools and classrooms.</p>		
SL-2	1	By May 2024, 100% of Herff teachers will conduct small group instruction effectively as measured by the Herff Leadership team.	The Herff ICs and teachers, along with district and other specialists will analyze current small group structures and create a rubric to improve current small group processes, procedures and structures. Small group instruction includes after school tutoring and small groups with certified retired teachers..	Herff Leadership Team- Principal, Assistant Principal, ICs	3,000 and 3,000
		Quarterly KPIs	<p>By the end of Quarter 1, 25% of Herff teachers will conduct small group instruction effectively by adhering to the collaboratively created rubric.</p> <p>By the end of Quarter 2, 50% of Herff teachers will conduct small group instruction effectively by adhering to the collaboratively created rubric.</p> <p>By the end of Quarter 3, 75% of Herff teachers will conduct small group instruction effectively by adhering to the collaboratively created rubric.</p> <p>By the end of Quarter 4, 100% of Herff teachers will conduct small group instruction effectively by adhering to the collaboratively created rubric.</p>		

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
PE-1	1	50% of teachers will visit, observe & meet with other district teachers by the end of December. Additionally, 100% of teachers will visit district colleagues by May 2024.	Principals will arrange observations & meetings with other district teachers to have Herff teacher observe other classroom management styles and instruction for their grade level.	Leadership team	
		Quarterly KPIs	By the end of Quarter 1, 25% of Herff teachers will have visited other campuses and classrooms. By the end of Quarter 2, 50% of Herff teachers will have visited other campuses and classrooms. By the end of Quarter 3, 75% of Herff teachers will have visited other campuses and classrooms. By the end of Quarter 4, 100% of Herff teachers will have visited other campuses and classrooms.		
		Administrators and ICs will observe 100% of teachers and give oral feedback through conversation about classroom management	Administrators and ICs will observe each teacher by the end of September and offer verbal feedback in an informal conversation (instead of written feedback in Performance Matters) about classroom management and other areas to help each teacher improve.		

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
PP-1	4	By the end of the 2023-2024 school year, 100% of Herff students and staff will participate in campus-wide PBIS events.	By the end of the 2023-2024 school year, 100% of Herff students and staff will internalize & implement the Herff PBIS program effectively- including campus assemblies, passing out poster matrices, and implementing the KASH & rewards system.	Leadership Team-Principal, AP, ICs, & Counselor	
		Quarterly KPIs	<p>By the end of Quarter 1, 100% of Herff teachers will participate in a Herff PBIS matrices refresher.</p> <p>By the end of Quarter 2, 100% of Herff classrooms will have clear expectations and routines and an incentive and rewards system.</p> <p>By the end of Quarter 3, 100% of Herff teachers will engage in campus wide behavior data analysis.</p> <p>By the end of Quarter 4, 100% of Herff teachers will effectively implement the PBIS practices.</p>		
PP-2	4	By the end of December 2023, 100% of teachers will be trained in the Rhythm APP and utilize data to monitor negative situations.	A SEAD member will present to staff steps to effectively utilize the Rhythm APP. Moreover, ongoing training and support will be available as needed for new teachers or staff.	Leadership Team, SEAD Specialist, District support	
			<p>By the end of Quarter 1, Herff teachers will be trained on the usage of the Rhythm APP by a district SEAD Specialist.</p> <p>By the end of Quarter 2, 25% of teachers will use daily the Rhythm APP, monitor student data and look for trends.</p>		

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

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

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
Herff Elementary	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Dr. Kelly Allen	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders



