

Campus Improvement Plan

2024 - 2025



Herff Elementary

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Board of Trustees



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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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.

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.

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.

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 2024-2025 Board Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024-2025 Campus Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1 - April 24, 2024 @ 4:00pm</p>	<p>Meeting Topics: Introductions, Quick Teambuilder (Blended CAC) - Fiesta Food, Review the CNA process and information CNA, CIP, Title I Budget Link (we will go over in meeting), Assign parts to update & where to find information to update, Blending the data for both campuses Review Title 1 Budget (what to do with remaining balance), Next Steps: Review CNA updates, root causes, problem statements, and strategies to address root causes, Meeting # 2 Reminder - April 29th at 4pm via Zoom</p> <p>Actions: Updated CNA sections based on different types of data, Reviewed problem statements, Used reflective practice (why protocol) to identify root causes, Completed an example - Attendance, Reviewed Current Strategies, Assigned sections for upcoming meeting, Scheduled next planning meeting and spoke with current campus principal to ensure CIP Q4 & Summative will be reviewed to check for alignment.</p>
<p>Meeting #2 - April 29, 2024 @ 4:00pm</p>	<p>Meeting Topics: Introductions, Quick Teambuilder (one word for May), Review the CNA updates, CNA, CIP, Title 1 Budget Link (we will go over in meeting), Identify root causes, problem statements, and strategies to address root causes, Review Title 1 Budget, Next Steps, Complete CIP, upload documents, complete Title 1 budget spreadsheet.</p> <p>Actions: Decided on root causes that did not blame students/teachers/families, wrote problem statements, started the CNA/CIP plan for Herff (understanding it's a working draft), reviewed strategies for systematic change, and decided on next steps</p>

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

The CIP summative evaluation from the previous year will be used to evaluate the effectiveness of current strategies in conjunction with data. The data used was: student accountability data, teacher surveys, student and parent surveys, attendance rates for the year, behavior referrals, counseling referrals, employee data - T-TESS & T-PESS, demographic data, learning walk instructional patterns, PD See-Like-Change survey data, and student/teacher retention data. The Blended CAC reviewed all data points and reflected on the effectiveness of the strategies and goals by essentially asking did this strategy work as of Q3? If yes, do we keep? Tweak? and If not, then why not? From the reflection, The Blended CAC determined problem statements and root causes by continuing to ask why until we could no longer ask why. The discussion was engaged around an internal reflection of our process & systems around instruction, support, structures, and leadership from both campuses. Updates were then made to each section based on our discussion.

Following a 2nd round of discussion and update/review of the strategies the following were identified:

- Daily attendance - there is about at least a 5% gap between daily attendance and enrollment for both campuses
- Enrollment - 100% of building capacity is not being utilized due to decreasing student enrollment even after merging campuses
- Student Achievement - There is a gap between real-time lesson adjustment and planning protocols; additionally, there is gap between student achievement scores and teacher predictions of student performance
- Family Engagement - Only 10% of families participate in Parent Academy Meetings, and 45% of families participate in family nights between both campuses

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics							
At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	X
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	
Special Education Service Records	X	PEIMS Standard Reports	X	CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			
Student Learning							
STAAR/EOC Results	X	Local Benchmark Results	X	State Interim Results	X	MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)	X	Grades	
Processes and Programs							
Observational Data		Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data		Branching Minds		Feedback Given To Teachers	X
Coaching Cycle	X	SEAD Activities & Effectiveness		Effectiveness of Restorative Practices	X	Rhythm Data	X
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			
Perceptions							
Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations		Parental Involvement Data	X
Parent Volunteers	X	Calendar of Parent Engagement	X	Feedback to Teachers		Mission, Values, and Vision	X
Other (Indicate to the Right)	X	Social Media Engagement		Other (Indicate to the Right)			

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	Problem Statements and Root Causes	
Student Attendance	PS DE-1	There is a large gap between the number of enrolled students and the number of students who attend school daily. The average daily attendance is 5% below the daily enrollment.
	RC DE-1	There is not a systematic approach in place for all staff members to coordinate efforts ensuring 100% of students attend school daily. (ESF 1.2, ESF 1.3, ESF 3.2, ESF 3.3, and ESF 5.4)
Dual Language Enrollment	PS DE-2	There is a large gap between the actual number of students enrolled in a dual language program and the capacity of students that could be enrolled. The capacity of the dual language program is 336 and current enrollment is 116 illustrating a 34.5% program enrollment rate (well below optimal program enrollment).
	RC DE-2	There is not a consistent community outreach process in place for all staff members to increase student enrollment in the dual language program which would cause increased program enrollment. (ESF 1.3, ESF 3.2)
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>Over the last five years of historical attendance there have been both increases and decreases in yearly data, the most recent data shows an upward trend for both campuses (85.3% to 89.6% and 90.7% to 91%) . Some of the strategies used to increase attendance are random raffles for prizes conducted weekly, home visits, and morning phone calls. The classroom teachers use different kinds of activities as well, to include lunch bunch, and positive phone calls, points, and incentives. Students that have had perfect attendance the entire quarter, have the opportunity to attend "Douglass Game Day" at the end of each quarter. These strategies have caused an increase in overall attendance, but has not closed the gap between daily attendance and enrollment. The other area examined by Blended CAC was our demographic & program information which varies from year to year. For this school year, we have 5% African American students, 90% Hispanic students, and 3% White students. There are 38%of students who identify as EB students that are being serviced through our ESL/Dual Language programs. There are 25% of students participating in the dual language program. We have a combined 83%of our students who are identified as at-risk based on a variety of academic factors, and 96.5%of our student population are identified as economically disadvantaged based on their economic reporting. Some identified strengths of the demographic data: Yearly attendance is increasing at both campuses and after the merger enrollment & demographics will increase at every grade level. Some identified areas for future growth are: increasing daily attendance so it's consistently above 90% no matter the day of the week, creating school-wide protocols about communicating with families, developing family action plans to address family needs around attendance using a multi-tier all-including approach, and increasing dual language program enrollment.</p>	

Comprehensive Needs Assessment - Demographics

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	Problem Statements and Root Causes	
EOY Assessment Outcomes	PS SL-1	There is a 25% achievement gap between student performance on classroom activities and grade level aligned formative assessments, like Daily Formative Assessments, District-level assessments, and STAAR.
	RC SL-1	There is not a systematic approach used consistently by 100% of teachers to adjust classroom instruction based on real-time student data. Additionally, teachers are not receiving regular monitored actionable follow-up feedback and coaching by the instructional admin team. (ESF 5.1, ESF 5.2, ESF 5.3)
Grade Level Readiness	PS SL-2	There is a 50% gap between daily student tasks and grade level aligned standards (based on learning walk feedback, 50% of classrooms have misaligned activities for students).
	RC SL-2	There is inconsistency in planning, support, resources and monitoring for alignment, resources, and scaffolding for individual students' needs caused by a lack of a deep understanding of grade level content standards and a lack of monitoring activity implementation by the instructional admin team. (ESF 4.1, ESF 5.2, ESF 5.3)
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>When reviewing student data the following was noted: 2023 STAAR Data - Reading Meets 32%, Math Meets 25%, and Science Meets 16% (all below District expectations) Both campuses are projected at D's based on MAP and CBA student data. MAP Tier 1% for both campuses is below 50% of students and well below the national norm for their respective grade levels. After reviewing student achievement data, to include: MAP, STAAR, CIRCLE, and instructional data such as learning walks, lesson plans, and reflective practices such as video lessons and teacher responses to feedback the following was determined: gaps in alignment with activities, assessments, adjustment to real-time student responses, and lack of feedback was provided to teachers by the instructional admin team. Some identified strengths: both campuses made gains in student growth, math student achievement is a strength for 1 campus while reading student achievement is a strength for the other campus, and CIRCLE student data is showing students are on track for meeting early childhood checkpoints. Some areas for growth: increased student achievement at the Meets level for all grades for all content areas, activity alignment with grade level expectations, tracking of student progress, and activity adjustment based on individual student needs & real-time student responses to questions</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 & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Implementation of PD	PS PP-1	There is a misalignment between the use of a campus-wide created planning protocols and teacher implementation of school-wide look-fors for grade level aligned activities (based on learning walk feedback, 50% of PK - 5th grade teachers are not using backward design protocol consistently for planning daily grade level aligned activities).
	RC PP-1	There is not a systematic approach (planning protocol) used consistently by all teachers to plan for task/activity alignment to grade level standards. Additionally, teachers are not consistently receiving collaborative planning time with the instructional coach using a campus-created planning protocol. (ESF 1.2, ESF 1.3, and ESF 5.2)
Teacher Feedback	PS PP-2	There is a misalignment with consistency in teachers adjusting daily instruction based on real-time student responses. Based on learning walk feedback, 50% of teachers are consistently adjusting lessons in response to real-time student data.
	RC PP-2	There is not a systematic approach for providing teachers with follow-up walk-throughs, to include lesson activity modeling, to ensure adjustments to instruction are made daily across multiple content areas. (ESF 5.2, ESF 1.3, and ESF 5.3)
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	

Strengths & Areas for Improvement Based on your Data Analysis

Both campuses have access to the District curriculum, to include resources, in order to fully address the TEKS for every grade level in PK - 5. Both campuses have access to Prodigy Math, iReady, Scholastic classroom libraries, and a balanced level library to help students reach success. Some teachers are offered a wide range of professional development both in-district and out of district to ensure they have a firm grasp of content for their grade level. Each grade level assesses content through common formative assessments (to include daily checks for understanding and tracking of monitoring & adjusting for student growth), benchmarks, STAAR, MAP, iReady, and Prodigy. Beyond technology and programs, students and teachers collaborate through professional learning networks (PLNs). The campus will begin to work on building teacher capacity through feedback and professional development, to include internal instructional rounds, vertical content PLNs, and collaborative planning. Building teacher capacity is imperative to ensuring student achievement, which needs to include lesson activity follow-ups from the instructional admin team. The campus will have clear responsibilities which are created and reviewed by the campus leadership team. Additionally, there will be an identified list of teachers each administrator supervises throughout the year utilizing T-TESS which will be shared with teachers. Both campuses have access to pacing calendars, scope and sequence for TEKS, timelines, protocols, and expectations which will be in place for weekly PLN meetings with all teachers. Weekly PLN meetings will have agendas and minutes based on the essential PLN questions. In addition to having weekly collaborative planning sessions with teachers, the administrative team will meet every Friday to review teacher progress in line with campus goals. While meeting, there will be updated coaching plans for individual teachers and set walk through times/dates in our campus created Team Google Drive. Research based on Hattie will be provided to our campus with effective strategies centered around coaching, monitoring, and feedback among all staff members, including campus administrators (principal, assistant principal and campus instructional coach). Weekly instructional team meetings will occur every Thursday with the instructional administration team as well as the data clerk, operations clerk, counselor, CIS, and two student representatives. Weekly instructional meeting notes will be kept in a campus Team Google Drive accessible to everyone. Some strengths: there are some systems in place for roles & responsibilities, District curriculum is accessible along with planning documents like pacing guides, there are PLNs in place with dedicated times for collaboration, there are resources available through the District. Some areas of growth: systematic approaches & protocols to planning, creating look-fors, having shared ownership of student achievement, research-based high-yield strategies provided to teachers for lesson adjustment to increase student achievement & personal teacher growth.

ive Needs Assessment - Perceptions

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	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	There is a gap between the number of families participating in Family Nights and Parent meetings and the number of families enrolled on campus. Four percent of families actively participate in monthly parent meetings while 40% of families participate in monthly Family Nights/Events.
	RC PE-1	There is not a systematic approach for ALL staff to involve families, and the community in school-wide events. (ESF 3.2 and ESF 3.3)
Teacher Support	PS PE-2	There is a misalignment of teacher support which is resulting in a 64% retention rate from year to year. This retention rate leads to misalignment in the campus theory of action and best practices for students.
	RC PE-2	There is not a systematic approach for providing teachers with support through follow-up walk-throughs, to include lesson activity modeling & resources, to ensure alignment to the campus theory of action (which includes adjustments to instruction across multiple content areas). (ESF 2.1, ESF3.1, ESF 4.1, and ESF 5.2)
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	

**Strengths &
Areas for
Improvement
Based on your
Data Analysis**

The culture and climate at both campuses have evolved over time. Historically, there were issues with attendance, moral, staff trust and accountability. Through changes in leadership teams and established school-wide practices, the staff will develop a sense of community and school-wide partnership in moving the campus forward. The campus retention rate for teachers at both campuses varies, the merger of both campuses will be 61%, with reasons for departure including retirement, transfer, and staff relocation. Setting the expectation and offering leadership opportunities will cultivate cross-grade level interactions that are positive, supportive and have strong partnerships that allow for student leadership opportunities. Students have an overall positive relationship with their respective campus. Students have strong relationships with their teachers and largely demonstrate positive behaviors with teachers and administrators. When behavior escalates, campus personnel will be quick to respond to student needs, and students will be coached through their behaviors using SEL and restorative practices, which includes visits to the campus calming room. Additionally, while there will be an increase in family engagement through planned school-wide activities. The Family Nights will focus on bringing our families together for a fun and safe community events and our Parent Meetings will focus more on providing parents with resources, school information and instructional support at home. Overall, there was good attendance for students, parents, and teachers for both the Family Nights and Blending the Community Events. We hosted events with at least 40% of families attending. Additionally, we are active across all social media outlets (ClassDojo, Facebook, Twitter, Instagram). Both campuses also cultivated partnerships within the community like- Communities in Schools, the Doseum, The Dakota East Side Ice House, Military Personnel, local restaurants & businesses, and the Carver Community Cultural Center this school year. These partnerships have allowed for the school community to address individual family needs & provide resources. Some strengths identified: partnerships with community members have been cultivated, students report positive relationships with teachers, some families are involved with family nights/events, events happen at least 1x a month either through meetings or activities, and there will be an increased retention rate despite a school closure. Some areas of growth are: campus-created protocols and look-fors need to be established, calendar of events needs to be planned & strategic for staff/students/families, increased teacher retention through celebrations & opportunities for shared leadership, have a systematic approach to providing teachers with support through instructional feedback, and act as a bridge for families & community resources.

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3,4	By the end of the year, the gap between student daily attendance and enrollment will decrease by at least 5%.	Staff members will work collaboratively using the school-wide protocol with families to increase student daily attendance by calling/texting families daily, hosting two family meetings, utilizing Class Dojo as a family communicator, and participating in events to re-engage specific families back into the school community.	Teachers Admin IC & FACE Specialist	
	PS #	Quarterly KPIs	By the end of the first quarter, staff members will establish a school-wide protocol and provide professional development for all staff members on attendance-related topics. Additionally, families will be Tiered based on their attendance rate for the 2023-2024 school year and an individual attendance plan will be created establishing an annual goal for each family and each family will be assigned a monitoring teacher.		
	1		By the end of the second quarter, teachers will have held their first family conference with 100% of families reviewing goals and identifying assistance needed by the family to increase daily attendance.		
			By the end of the third quarter, 100% of teachers will utilize campus-wide daily communication logs for attendance and will have completed their 2nd family meeting with 100% of families.		
			By the end of the fourth quarter, teachers will review attendance data to determine at least a 2% increase in daily attendance and evaluate strategies used with families.		
DE-2	1,2,3,4	By the end of the year, the gap between student enrollment in the dual program and capacity enrollment of students will reach at least 40% causing an increase of enrollment to 134.	Staff members will create a year-long calendar of community outreach events, to include regular home visits & school-based student-led conferences to ensure consistent year around communication between staff members, community members (even those not enrolled), and families.	Teachers Admin IC & FACE Specialist &	211/.5 FACE Specialist/\$27,163; 211/.5 Librarian/\$47,695
	PS #	Quarterly KPIs	By the end of the first quarter, staff members will have created a year-long calendar of community outreach events, to include regular home visits & school-based student-led conference. Additionally, campus admin will provide professional development training around interacting with community members, to include families. Professional development will include the Campus Theory of Action.		
	2		By the end of the second quarter, staff members will establish a flowchart outlining the process for communicating with families and community members. Once the protocol is established, staff members will review scenarios to determine how to move forward with community members and families.		
			By the end of the third quarter, staff members will have participated in at least 3 community outreach activities, to include at least 1 home visit.		
			By the end of the fourth quarter, 100% of staff members will be able to communicate verbally and in writing with the community, this includes being able to communicate the Campus Theory of Action (which includes vision, mission, goals, and strategies). Student leaders will host at least 2 conferences spotlighting campus dual language program and school-wide initiatives.		
DE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the year, 100% of student activities & daily tasks will be grade level aligned.	Provide all classrooms with high-quality instructional materials and aligned assessments based on curriculum inventory and identified gaps that support conceptual understanding, total participation strategies, the learning environment, and cooperative learning structures.	Teachers Admin IC	262/Solution Tree PD & Teacher Pay/\$41,106; 211/Instructional Supplies/\$6,000; 211/IC/\$97,336; 211/IXL Site License/Site License/\$2,000; 211/Science
	PS #	Quarterly KPIs	By the end of the first quarter, teachers will receive professional development on TEKS deconstruction, aligned resources (PLNs at Work, Doseum, Gardopia, MCEC Military PD, AVID, District Curriculum, Balanced Literacy, IXL, Science Penguin), standards in practice, collaborative planning, and teacher monitoring. Additionally, staff will be able to purchase aligned classroom supplies & materials from Lakeshore throughout the school year based on their needs. Additionally, at least 60% of teachers will utilize grade-level aligned resources, activities, and assessments daily.		
	2		By the end of the second quarter, teachers will receive professional development based on their needs. Additionally, at least 60% of teachers will utilize grade-level aligned resources, activities, and assessments daily.		
			By the end of the third quarter, 80% of teachers will deliver grade-level aligned activities, resources, and assessments daily as evidenced by learning walks, lesson plans, collaborative planning sessions, and peer learning walks. By the end of the fourth quarter, 100% students will be provided with grade-level aligned activities, resources, and assessments.		
SL-2	1,2,3	By the end of the year, there will not be gap between student performance on daily activities, assessments, and state assessments.	Teachers will adjust daily lesson activities based on real-time student responses through small group and individual instruction to decrease the gap between student performance on daily activities and assessments.	Teachers Admin IC	211/Instructional Supplies/\$5,933
	PS #	Quarterly KPIs	By the end of the first quarter, teachers will receive professional development on provided tiered instruction. Students will be tiered based on their BOY MAP and EOY student data. Based on student data, teachers will create individualized learning plans for each student.		
	1		By the end of the second quarter, at least 75% of teachers will be adjusting daily lesson activities based on real-time student responses as evidenced by learning walk follow-ups and an increase in student achievement data on daily formative assessments.		
			By the end of the third quarter, at least 90% of teachers will adjust daily lessons based on real-time student responses. Additionally, there will be at least a 25% increase in student achievement data (MOY MAP & CBAs) from the previous school year. By the end of the fourth quarter, student performance on daily lessons, daily formatives, and state assessments will be 100% aligned. Additionally, there will be at least a 30% increase in student achievement & growth.		
SL-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter, By the end of the fourth quarter,		
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter, By the end of the fourth quarter,		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3	By the end of the year, 100% of teachers will utilize the backward planning protocol for daily lesson plans and implementation.	Teachers will utilize the campus backwards design planning protocol to ensure daily activities are aligned to grade-level expectations.	Teachers Admin IC	262/Solution Tree PD & Teacher Pay/\$41,106; 211/IC/\$97.336
	PS #	Quarterly KPIs	By the end of the first quarter, teachers will receive professional development on TEKS deconstruction, PLN (Solutions Tree), aligned resources (iReady, Doseum, Gardopia, MCEC Military PD, AVID), standards in practice, collaborative planning, backwards design planning protocol, and teacher monitoring. Additionally, 100% of teachers will be engaged in collaborative planning sessions with the IC and admin.		
	1		By the end of the second quarter, at least 50% of teachers will utilize grade-level aligned resources, activities, and assessments daily.		
			By the end of the third quarter, at least 70% of teachers will deliver grade-level aligned activities, resources, and assessments daily as evidenced by learning walks, lesson plans, collaborative planning sessions, and peer learning walks.		
			By the end of the fourth quarter, 100% students will be provided with grade-level aligned activities, resources, and assessments.		
PP-2	1,2,3	By the end of the year, 100% of teachers will consistently adjust lesson activities, to include scaffolds, in response to real-time student data.	Teachers will adjust daily lesson activities by providing scaffolds and grade-level aligned resources.	Teachers Admin IC	
	PS #	Quarterly KPIs	By the end of the first quarter, teachers will receive professional development on TEKS deconstruction, PLN (Solutions Tree), aligned resources (iReady, Doseum, Gardopia, MCEC Military PD, AVID, Amplify), intervention & enrichment activities, scaffolded vertical activities & strategies (ie. RACE in all content areas, open-ended questions, learning group roles, student engagement techniques), and teacher monitoring. Additionally, 100% of teachers will receive and be scheduled in Outlook for learning walk feedback and follow-ups with admin and the IC		
	2		By the end of the second quarter, at least 50% of teachers will adjust lessons daily by providing scaffolds, sentence stems, intervention & enrichment activities (7 steps, AVID strategies, etc.).		
			By the end of the third quarter, 70% of teachers will adjust lesson activities daily as evidenced by learning walks, lesson plans, collaborative planning sessions, and peer learning walks.		
			By the end of the fourth quarter, 100% students will be provided with lesson adjustments based on their responses to questions & pulse checks.		
PP-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1,2,3,4	By the end of the year, there will be at least a 25% increase in family participation in school-wide events.	Communicate and conduct parent trainings on a variety of topics for families and create resources for parents that support student learning and achievement.	Teachers Admin	
	PS #	Quarterly KPIs	By the end of the first quarter, staff members will create a campus-wide communication protocol to engage families in school-wide events. Once the protocol is created, all staff members will be provided with training, to include scenarios. Additionally, parents will be surveyed for their topic interest and a calendar for the year will be created.		
	1		By the end of the second quarter, staff will have shared the calendar of events with 100% of families. Additionally, family engagement in fall activities will increase by at least 10% for both parent meetings and family nights.		
			By the end of the third quarter, 100% of families will receive communication from staff members as evidenced by family-teacher conferences. Additionally, family engagement in parent meetings and family nights will increase by at least 15%. By the end of the fourth quarter, students will lead at least 1 family conference with teachers & parents, and at least 25% of teachers will increase their communication with families as evidenced through Class Dojo stories and communication logs.		
PE-2	1,2,3,4	By the end of the year, 100% of teachers will be supported through learning walks and collaborative planning sessions with the instructional team.	Provide a systematic approach for providing teachers with support through follow-up walk-throughs, to include lesson activity modeling & resources, to ensure alignment to the campus theory of action (which includes adjustments to instruction across multiple content areas)	Teachers Admin IC	
	PS #	Quarterly KPIs	By the end of the first quarter, teachers and the instructional admin team will develop a campus theory of action with drivers & actionable change items, to include how teachers will be supported. Additionally, teachers will engage in a internal survey regarding their professional development needs.		
	2		By the end of the second quarter, teachers and the instructional admin team will develop a year-long calendar of professional development sessions aligned to campus needs. Additionally, a teacher coaching plan template will be created with teacher input. By the end of the third quarter, 100% of teachers will be tiered based on their professional development needs. Additionally, the instructional team will create individualized coaching plans to include: calendaring out checkpoints and going through the PDSA cycle to ensure teacher professional growth leads to increased student achievement & growth. By the end of the fourth quarter, 100% of teachers will be supported through a tiered coaching plan providing them with collaborative planning time with the instructional team, on-site coaching & follow-up, modeling, & resources aligned to the campus theory of action.		
PE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter, By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter, By the end of the fourth quarter,		

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, staff members will establish a school-wide protocol and provide professional development for all staff members on attendance-related topics. Additionally, families will be Tiered based on their attendance rate for the 2023-2024 school year and an individual attendance plan will be created establishing an annual goal for each family and each family will be assigned a monitoring teacher.	Choose One	
DE-2	By the end of the first quarter, staff members will have created a year-long calendar of community outreach events, to include regular home visits & school-based student-led conference. Additionally, campus admin will provide professional development training around interacting with community members, to include families. Professional development will include the Campus Theory of Action.	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, teachers will receive professional development on TEKS deconstruction aligned resources / PLNs at Work Doseum Gardonia	Choose One	
SL-2	By the end of the first quarter, teachers will receive professional development on provided tiered instruction. Students will be tiered based on their BOY MAP and	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, teachers will receive professional development on TEKS deconstruction PLN (Solutions Tree) aligned resources (iReady Doseum	Choose One	
PP-2	By the end of the first quarter, teachers will receive professional development on TEKS deconstruction PLN (Solutions Tree) aligned resources (iReady Doseum	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, staff members will create a campus-wide communication protocol to engage families in school-wide events. Once the	Choose One	
PE-2	By the end of the first quarter, teachers and the instructional admin team will develop a campus theory of action with drivers & actionable change items. to	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, teachers will have held their first family conference with 100% of families reviewing goals and identifying assistance needed by the family to increase daily attendance.	Choose One	
DE-2	By the end of the second quarter, staff members will establish a flowchart outlining the process for communicating with families and community members. Once the protocol is established, staff members will review scenarios to determine how to move forward with community members and families.	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, teachers will receive professional development based on their needs. Additionally, at least 60% of teachers will utilize grade-level aligned resources, activities, and assessments daily.	Choose One	
SL-2	By the end of the second quarter, at least 75% of teachers will be adjusting daily lesson activities based on real-time student responses as evidenced by learning.	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, at least 50% of teachers will utilize grade-level aligned resources, activities, and assessments daily.	Choose One	
PP-2	By the end of the second quarter, at least 50% of teachers will adjust lessons daily by providing scaffolds, sentence stems, intervention & enrichment activities (7	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, staff will have shared the calendar of events with 100% of families. Additionally, family engagement in fall activities will increase.	Choose One	
PE-2	By the end of the second quarter, teachers and the instructional admin team will develop a year-long calendar of professional development sessions aligned to	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 100% of teachers will utilize campus-wide daily communication logs for attendance and will have completed their 2nd family	Choose One	
DE-2	By the end of the third quarter, staff members will have participated in at least 3 community outreach activities, to include at least 1 home visit	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 80% of teachers will deliver grade-level aligned activities, resources, and assessments daily as evidenced by learning walks	Choose One	
SL-2	By the end of the third quarter, at least 90% of teachers will adjust daily lessons based on real-time student responses. Additionally, there will be at least a 25%	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, at least 70% of teachers will deliver grade-level aligned activities, resources, and assessments daily as evidenced by learning	Choose One	
PP-2	By the end of the third quarter, 70% of teachers will adjust lesson activities daily as evidenced by learning walks, lesson plans, collaborative planning sessions, and	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 100% of families will receive communication from staff members as evidenced by family-teacher conferences. Additionally, family	Choose One	
PE-2	By the end of the third quarter, 100% of teachers will be tiered based on their professional development needs. Additionally, the instructional team will create	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, teachers will review attendance data to determine at least a 2% increase in daily attendance and evaluate strategies used with	Choose One	
DE-2	By the end of the fourth quarter, 100% of staff members will be able to communicate verbally and in writing with the community, this includes being able to	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 100% students will be provided with grade-level aligned activities, resources, and assessments	Choose One	
SL-2	By the end of the fourth quarter, student performance on daily lessons, daily formatives, and state assessments will be 100% aligned. Additionally, there will be	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% students will be provided with grade-level aligned activities, resources, and assessments	Choose One	
PP-2	By the end of the fourth quarter, 100% students will be provided with lesson adjustments based on their responses to questions & pulse checks	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, students will lead at least 1 family conference with teachers & parents, and at least 25% of teachers will increase their	Choose One	
PE-2	By the end of the fourth quarter, 100% of teachers will be supported through a tiered coaching plan providing them with collaborative planning time with the	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, the gap between student daily attendance and enrollment will decrease by at least 5%.	Choose One	
DE-2	By the end of the year, the gap between student enrollment in the dual program and capacity enrollment of students will reach at least 40% causing an increase of	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, 100% of student activities & daily tasks will be grade level aligned	Choose One	
SL-2	By the end of the year, there will not be gap between student performance on daily activities, assessments, and state assessments	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 100% of teachers will utilize the backward planning protocol for daily lesson plans and implementation	Choose One	
PP-2	By the end of the year, 100% of teachers will consistently adjust lesson activities, to include scaffolds, in response to real-time student data	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, there will be at least a 25% increase in family participation in school-wide activities	Choose One	
PE-2	By the end of the year, 100% of teachers will be supported through learning walks and collaborative planning sessions with the instructional team	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Dr. Stephanie Ratliff	Principal		
Rosa Threeton	Assistant Principal		
Laura Servin	Assistant Principal		
Tracey Gutierrez	Instructional Coach		
Andrea Barrientos	Teacher		
Viola Gonzales	Teacher		
Margarita Chapa	Teacher		
Blanca Hernanadezz	Teacher		
Angelica Jordan	Teacher		
Monica Cervantes	CIS Partner		
Erica Cerda	Data Clerk		
Liliana Verda	Parent		
Albert Servin	Parent		
Rosalyn Jones	Community Member		
Brandon Oliver	Local Business Owner		

Assurances and Approval Information

Principal Supervisor Assurance

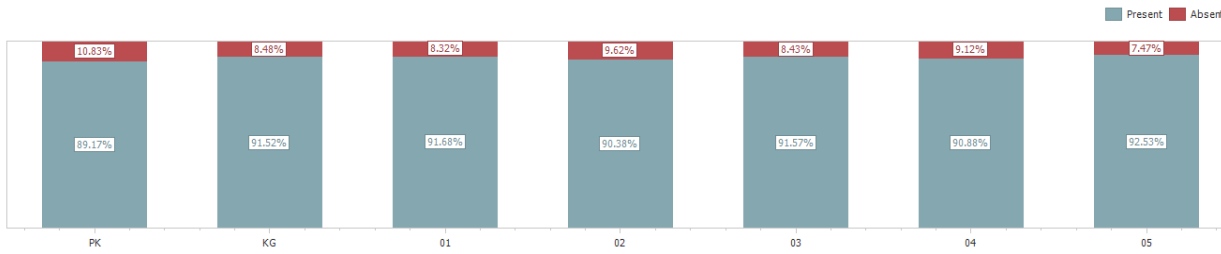
As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required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

Campus Principal Assurance

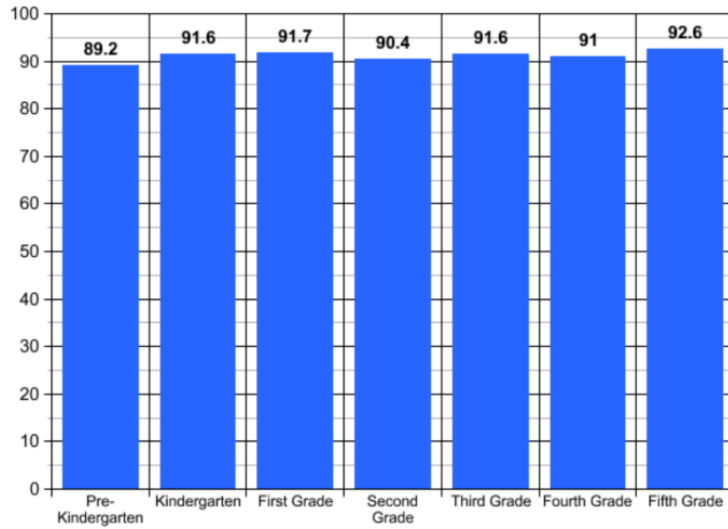
As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements.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

Campus Name	Campus Number
Herff Elementary	15907- 132
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Sharene Dixon
Principal	SAISD Board Approval Date
Dr. Stephanie Ratliff	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

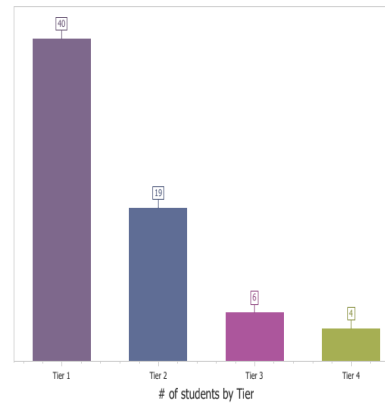
Current Year Attendance by Grade Level



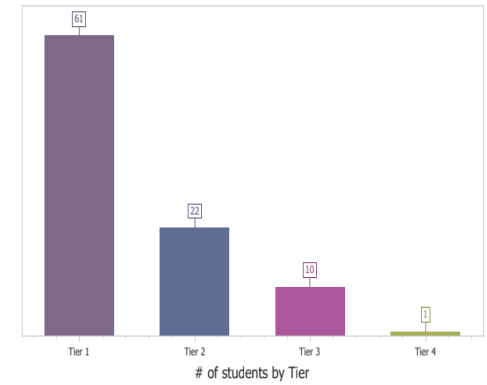
Herff Year to Date Attendance



Chronic Absenteeism by Tier (# of students)



Chronic Absenteeism by Tier (# of students)



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.

Compliance Checklist								
Federally Required Strategies – Do we have strategies that address -								
At-Risk Support	Y	Support for Special Populations	Y	Parent & Family Engagement	Y	Students Not On Grade Level	Y	
Recruiting/Retaining Teachers	Y	Violence Prevention/Intervention	Y	Professional Development	Y	Dropout Prevention (Secondary)	NA	
Physical Activity	Y	Social and Emotional Support	Y	Student Attendance	Y	Transition PK to K	Y	
Quality of Learning Environment	Y	CCMR - Secondary	NA	MTSS – Behavioral Interventions	Y	Federally Funded Staff	Y	
Equitable Availability of the Campus Improvement Plan to Parents				Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan	Parent Room & Main Office			Physical Locations of the Compact	Parent Room & Main Office			
Languages Available	English & Spanish			Languages Available	English & Spanish			
URL to Online Version	Campus Website			URL to Online Version	Campus Website			
Equitable Availability of Parent-Family Engagement Policy to Parents								
Physical Locations of the Policy	Parent Room & Main Office			How and When was the PFE Policy Distributed				
Languages Available	English & Spanish			The Parent-Family Engagement Policy will be distributed to parents at the July Summer Block Event, Meet the Teacher in August, and Open House in September.				
URL to Online Version	Campus Website							

Compliance Checklist

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

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	Y
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	Y
	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		
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		
	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	Google Shared Folder	
		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		