Campus Improvement Plan
2023-2024

SAISD

Campus Name: Japhet

Table of Contents

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 15, 2023**	CNA development: Groups reviewed the campus school report card, historical SEAD and attendance, discipline, STAAR and MAP data. Counselor referrals and parent attendance at meetings were reviewed. Problem statements and root causes were developed, revised and adopted.
Meeting #2 **May 15, 2023**	CIP development: Groups worked together to review CNA and develop performance objectives, strategies and the quarterly reviews.

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

Information from the Summative evaluation from the 2022-2023 school year was used to determine areas still in need for our campus for the 2023-2024 school year.

- Parent and community involvement continue to be a need. Attendance rates at parent meetings remain low.

- Based on student outcomes at all grade levels, professional development will be focused on differentiation strategies within small group intervention to support EB and Special Education students.

- Based on discipline referrals for this school year, we will continue to examine routines and procedures for a campus wide behavior intervention plan.

- Based on student outcomes, we will continue to focus on unpacking the TEKS and alignment for all Tier 1 students across the campus.

- Students, teachers and families identify SEL support as a continued need and area of growth for the campus.

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.

Comprehensive Needs Assessment – Demographics

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Special Programs Math	STAAR MAP	PS DE-1	Problem Statement There is a significant gap in grade-level math performance in Economically Disadvantaged (22% Math) Special Education (9% Math), and English Learners (26% Math).
		RC DE-1	Root Cause This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.
Special Programs ELAR	STAAR STAAR Interims	PS DE-2	Problem Statement There is a significant gap in grade-level ELA/Reading performance in Hispanics (29%) Economically Disadvantaged (35% Rdg), Special Education (14%Rdg), and English Learners (34% Rdg).
		RC DE-2	Root Cause This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	The campus special education population is 17%, the eco dis. population is 92% and the ELL population is 21%. No more than 35% of these populations are performing on grade level in reading and math. 10-2021 & 2022 STAAR-EB_Dyslexia_SPED_Summary- 141.pdf 02-2022 State Accountability Results-141.pdf 53-2023 Campus Performance Objectives-141.pdf		

Comprehensive Needs Assessment – Student Learning

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

		Student Learning (Minimum 2 Areas)	
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
Math Performance	Branching Minds STAAR STAAR Interims	**PS SL-1**	**Problem Statement** The campus rate of students scoring Meets on the STAAR math test is 23%.
		RC SL-1	**Root Cause** The campus was not successful in prioritizing time to develop and implement a TEKS aligned plan for Tier 1 instruction and the intervention block to address learning gaps in Math.
Reading Performance	Branching Minds STAAR STAAR Interims	**PS SL-2**	**Problem Statement** The campus rate of students scoring Meets on the STAAR reading test is 37%.
		RC SL-2	**Root Cause** The campus was not successful in prioritizing time to develop and implement a TEKS aligned plan for Tier 1 instruction and the intervention block to address learning gaps in Reading.
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
	No more than 35% of all students are performing at the meets and masters level on STAAR in reading and math.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Comprehensive Needs Assessment – Processes & Programs

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
MTSS Process Campus Wide	Branching Minds STAAR MAP	**PS PP-1**	**Problem Statement** 72% of the campus is at risk which is 25% higher than the states rate.
		RC PP-1	**Root Cause** Lack of data tracking to ensure interventions are occurring with fidelity.
Campuswide Behavior System	Discipline referrals Counseling referrals	**PS PP-2**	**Problem Statement:** 32% of discipline referrals were for repeatedly violating level 1 offenses.
		RC PP-2	**Root Cause** PBIS Positive Behavioral Intervention System was not implemented school wide.
		PS PP-3	**Problem Statement**
		RC PP-3	**Root Cause**
		PS PP-4	
		RC PP-4	
Data Determinations	72% of all students qualify as being at-risk and require Tier 3 interventions. 526 days of out of school suspension were assigned.There were 105 behavior referrals for repeatedly violating level one offenses. Campus discipline Detailed Discipline Branching Minds Tier Report - reading		

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	
Family involvement	Sign-in sheets	PS PE-1	**Problem Statement** Current family participation rate is below 5% in activities that support learning/academic performance.	
		RC PE-1	**Root Cause** Inefficient notice about school events coupled with a lack of advertisement and/or incentives for parents to attend school events.	
SEL	Counseling referrals SEAD survey	PS PE-2	**Problem Statement** **PK-8th grade students have behavioral, social emotional and developmental gaps and needs.**	
		RC PE-2	**Root Cause** Staff need training, support and resources to implement a campus wide behavior system and social emotional program to include promoting kindness across the campus.	
		PS PE-3	**Problem Statement**	
		RC PE-3	**Root Cause**	
		PS PE-4	**Problem Statement**	
		RC PE-4	**Root Cause**	
Data Determinations	It was determined that parent meetings are not at convenient times for all parents and that all parents do not view or receive the flyers in the same manner. Students and staff are still recovering from the effects of the pandemic, social and emotional resources are needed to support students and staff.			

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP) The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	By the end of the 2023-24 school year, 100% of teachers will monitor and adjust tier 1 instruction and show fidelity to targeted differentiated small groups. Demographics 2	Teachers will be provided professional development to acquire essential common strategies for math to drive measurable and lasting learning for students. Teachers will monitor and adjust tier I instruction and show fidelity to targeted differentiated small group in Math instruction based on daily formative assessments.	Campus Leadership Team All PK - 8th grade teachers Instructional Coaches	
		Quarterly KPIs	By the end of quarter 1, 33% of teachers will effectively implement monitoring and adjusting strategies. By the end of quarter 2, 66% of teachers will effectively implement monitoring and adjusting strategies. By the end of quarter 3, 80% of teachers will effectively implement monitoring and adjusting strategies. By the end of quarter 4, 100% of teachers will effectively implement monitoring and adjusting strategies.		
DE-2	2	PO: By the end of the 2023-24 school year, 100% of teachers will monitor and adjust tier 1 instruction and show fidelity to targeted differentiated small groups. Demographics 2	Teachers will be provided professional development to acquire essential common strategies for reading to drive measurable and lasting learning for students. Teachers will monitor and adjust tier I instruction and show fidelity to targeted differentiated small group reading instruction based on daily formative assessments.	Teachers Campus Leadership Team Campus-based Instructional Coaches	
		Quarterly KPIs	By the end of quarter 1, 33% of teachers will effectively implement monitoring and adjusting strategies. By the end of quarter 2, 66% of teachers will effectively implement monitoring and adjusting strategies. By the end of quarter 3, 80% of teachers will effectively implement monitoring and adjusting strategies. By the end of quarter 4, 100% of teachers will effectively implement monitoring and adjusting strategies.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of 23-24 school year, 26% of students will perform at the meets level on the math state assessment. **Student Learning 1 & 2**	Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas such as math digital platforms and/or other instructional resources to supplement the curriculum and consumables. Students will be provided with the materials needed to successfully master the TEKS taught such as journals, STAAR supplies, spirals, construction paper, pencils, highlighters, dry erase markers, copier clicks, manipulatives, headphones, technology and power surges.	Campus Leadership Team All PK - 8th grade teachers Instructional Coaches	
		Quarterly KPIs	By the end of Quarter 1, 25% of all tools, digital platforms and materials will be available to 100% of teachers. By the end of Quarter 2, 50% of all tools, digital platforms and materials will be available to 100% of teachers. By the end of Quarter 3, 75% of all tools, digital platforms and materials will be available to 100% of teachers. By the end of Quarter 4, 100% of all tools, digital platforms and materials will be available to 100% of teachers.		
SL-2	1	By the end of the 23-24 school year, 40% of students will perform at the meets level on the reading state assessment. **Student Learning 1 & 2**.	Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas such as reading, writing, and science digital platforms and/or other instructional resources to supplement the curriculum and consumables. Students will be provided with the materials needed to successfully master the TEKS taught such as journals, STAAR supplies, spirals, construction paper, pencils, highlighters, dictionaries, dry erase markers, copier clicks, glue sticks, headphones, technology and power surges.	Teachers Administration	
		Quarterly KPIs	By the end of Quarter 1, 25% of all tools, digital platforms and materials will be available to 100% of teachers. By the end of Quarter 2,, 50% of all tools, digital platforms and materials will be available to 100% of teachers. By the end of Quarter 3, 75% of all tools, digital platforms and materials will be available to 100% of teachers. By the end of Quarter 4, 100% of all tools, digital platforms and materials will be available to 100% of teachers.		
		Quarterly KPIs			

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	3	PO: By the end of the 23-24 school year the campus' At-Risk percentage will decrease by 5%. **Process and Programs 1**	Ensure the use of high leverage instructional strategies are used during the Tier I instruction throughout all classroom. Provide PD	Administration ICs All Teachers	
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will be trained in differentiation strategies to support Tier 1 instruction. By the end of Quarter 2, the instructional practices will be implemented by 50% of teachers. By the end of Quarter 3, the instructional practices will be implemented by 75% of teachers. By the end of Quarter 3, the instructional practices will be implemented by 100% of teachers.		
PP-2	3	PO: By the end of the 23-24, discipline referrals will decrease by 10%. **Process and Programs 2**	Implement PBIS campuswide with fidelity.	Dean of Students Admin Teachers	
		Quarterly KPIs	By the end of Quarter 1, campuswide expectations will be reviewed and implemented by 100% of staff. By the end of Quarter 2, the campus discipline referrals will decrease by 3%. By the end of Quarter 3, the campus discipline referrals will decrease by an additional 3%. By the end of Quarter 4, the campus discipline referrals will decrease by 10%.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1	PO: Increase the parent participation rate to 15% of the invited parents attending the event. **Perceptions 1**	Send home notifications in various mediums - facebook, Remind App, email, Smore and paper (both student handouts and parent & car pickup handouts). During the meeting provide snacks and beverages for parents/families that attend. Grade Level performances followed by parent meetings. Student incentives for their parent participation.	Administration	
		Quarterly KPIs	identify By the end of quarter 1, the campus will identify engagement needs and establish a system of communication to promote parent meetings and events. By the end of quarter 2, parent attendance at campus events will increase by 5%. By the end of quarter 3, parent attendance at campus events will increase by 10%. By the end of quarter 4, parent attendance at campus events will increase by 15%.		
PE-2	4	PO: By the end of 23-24, Social Emotional Resources provided to students and teachers will increase by 20%. **Perceptions 2**	Social emotional resources will be used to support students and families with a variety of needs such as, social emotional development, counseling support, positive behavior choices, SEAD resources, and attendance motivators focused on improving student and staff morale through kindness.	counselors, admin	
		Quarterly KPIs	By the end of Quarter 1, SEL resources will be available to 25% of students and families. By the end of Quarter 2, SEL resources will be available to 50% of students and families. By the end of Quarter 3, SEL resources will be available to 75% of students and families. By the end of Quarter 4, SEL resources will be available to 100% of students and families.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

Quarter 1 Formative Review

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

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 2 Formative Review

	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**

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 3 Formative Review

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

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

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

Quarter 4 Formative Review

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

Quarter 4 Summative Review

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

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

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

Quality Checklists

Comprehensive Needs Assessment - Problem Statements and Root Causes

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

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

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

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	
Languages Available	
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		

Documentation and Submissions

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, and 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		

Documentation and Submissions

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
	15907- ###
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	
Principal	**SAISD Board Approval Date**
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**

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

Name	Role	Name	Role

Committee Members

Demographics