Campus Improvement Plan
2024 - 2025

SAISD

Japhet Academy

Vision, Mission, Core Values, and Core Beliefs

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 District and Campus Goals

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

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 **May 21, 2024**	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 21, 2024**	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?

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process

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.

Demographics

Source	X	Source	X	Source	X	Source	X
At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	X
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records		Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

Source	X	Source	X	Source	X	Source	X
STAAR/EOC Results		Local Benchmark Results		State Interim Results		MAP Data	
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Source	X	Source	X	Source	X	Source	X
Observational Data		Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	
Coaching Cycle	X	SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)	X	TAPR Report		Other (Indicate to the Right)	X	Discipline Referrals	

Perceptions

Source	X	Source	X	Source	X	Source	X
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	
Other (Indicate to the Right)	X	Rhythm Data		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.

Comprehensive Needs Assessment - Demographics

Demographics (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Programs Student Outcomes	PS DE-1	Based on 2023-2024 data, 22% of students in special programs are performing on grade level in math.
	RC DE-1	There is a lack of a campuswide systems for goal setting, progress monitoring, implementing plans (IEPs, IAPs, LPAC, 504, etc.) and providing targeted intervention, training, and collaboration to support 504, special education, GT and EBs in math.
Programs Student Outcomes	PS DE-2	Based on 2023-2024 data, 33% of students in special programs are performing on grade level in reading.
	RC DE-2	There is a lack of a campuswide systems for goal setting, progress monitoring, implementing plans (IEPs, IAPs, LPAC, 504, etc.) and providing targeted intervention, training, and collaboration to support 504, special education, GT and EBs in RLA.
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		The campus special education population is 18%, the eco dis. population is 92% and the EB population is 21%. No more than 33% of these populations are performing on grade level in reading and math. Students in Tier 3 in reading decreased by 8% over the school year. Students in Tier 3 in math decreased by 20% with students in Tier 2 increasing by 16%

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 - Student Learning

Student Learning (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Grade Level Readiness	PS SL-1	The campus rate of students in Tier I are below 50% in all grade levels in the area of Math.
	RC SL-1	The lack of fidelity in teaching strategies aligned to the rigor of the TEKS.
Grade Level Readiness	PS SL-2	The campus rate of students in Tier I are below 54% in all grade levels in the area of English/ Spanish Language Arts.
	RC SL-2	The lack of fidelity in teaching strategies aligned to the Science of Teaching Reading highlights a significant gap between evidence based practices and their implementation inside the classroom.
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		CIRCLE data shows that students are ready for Kinder instruction. Based on MAP EOY data, there is a lack of math differentiated instruction evidenced by a decrease in tier 1 performance across Kinder, 2nd, and 5th grades. Based on MAP EOY data, there is a lack of reading differentiated instruction evidenced by a significant decrease in tier 1 performance across grade levels with the exception of 3rd grade.

Comprehensive Needs Assessment - Processes & Programs

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**
Student/Campus Data	**PS PP-1**	**Problem Statement** **70% of the campus is at risk which is 17% higher than the state rate.**
	RC PP-1	**Root Cause** **Lack of foundational skills limiting proficiency during Tier I instruction. The campus has multiple vacancies and some teachers do not have the content knowledge to instruct students performing significantly below their grade level.**
Behavioral/Discipline Data	**PS PP-2**	**Problem Statement:** **32% of discipline referrals were for repeatedly violating level 2 offenses.**
	RC PP-2	**Root Cause** **There were limited opportunities for students to engage in activities or guidnace lessons supoprting the explicit teaching of social skills in the school setting.**
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		Behavior referrals have decreased for level one offenses. The campus has increased student incentives for behavior and positive expectations campus wide. However, level 2 offenses increased. The campus could benefit from retraining on restoritive practices and strategies to manage student behaviors. The percentage of students at-risk has decreased by 8% from the 2022-2023 school year. However, 70% of the campus is still at-risk and requires targeted interventions. Students instructional proficiency has been effected by lack of teacher retention from year to year, covid (incoming 4th and 5th graders), and gaps in their foundational skills and reading comprehension.

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)

Comprehensive Needs Assessment - Perceptions

Area Examined			Problem Statements and Root Causes
Student/Campus data	PS PE-1		**Problem Statement:** **Current family participation rate is below 15% in activities that support learning/academic performance.**
	RC PE-1		**Root Cause:** **Lack of parent participation in non-social events to include academic nights and parent meetings.**
Campus Discipline Reports	PS PE-2		**Problem Statement:** **PK-5th grade students have behavioral, social emotional and developmental gaps and needs.**
	RC PE-2		**Root Cause: Staff need support and resouces to implement a campus-wide social emotional program to include promoting kindness and SEL schoolwide.**
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			Tier 1 incentvies provided school-wide; classroom incentives individualized. Kindness days promoting PBIS through kindness bracelet trading, pins, kindness t-shirt days. Data analysis shows community events such as fall/spring festivals encourage school engagement. Other examples include - cultural nights, family nights, parent meetings, students perfoming arts activites. Area improvements includes campus wide use of classroom peace corners for de-escalation, guidance lessons to explicitly teach social skills and social interactions which support the school-wide SEL initiatives.

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		By the end of the 2024-2025 school year, 100% of responsible staff will implement a system for progress monitoring and implementation of accommodations and services.	Teachers and staff will be provided professional development to address roles, responsibilities, and implementation of services and best practice strategies for all sub pops. Students will have access to tutoring and teachers will be provided substitutes for planning days.	Leadership Team PK - 5th grade teachers Instructional Coaches	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 33% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs (GT, special education, 504, EB, etc.).		
			By the end of the second quarter, 66% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs (GT, special education, 504, EB, etc.).		
	1		By the end of the third quarter, 80% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs (GT, special education, 504, EB, etc.).		
			By the end of the fourth quarter, 100% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs (GT, special education, 504, EB, etc.).		
DE-2		By the end of the 2024-2025 school year, 100% of responsible staff will implement a system for progress monitoring and implementation of accommodations and services.	Teachers and staff that provide services and support to students in special programs will be provided time to collaborate with general education teachers during PLCs, staff development days, etc. Students will have access to tutoring and teachers will be provided substitutes for planning days.	Leadership Team PK - 5th grade teachers Instructional Coaches	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 33% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs (GT, special education, 504, EB, etc.).		
			By the end of the second quarter, 66% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs (GT, special education, 504, EB, etc.).		
	2		By the end of the third quarter, 80% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs (GT, special education, 504, EB, etc.).		
			By the end of the fourth quarter, 100% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs (GT, special education, 504, EB, etc.).		
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 – Demographics

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

Plan for Improvement – Student Learning

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the 2024-2025 school year, we will increase the number of students performing at grade level by 8% as measured by MAP, Circle, and teacher-created assessments, CBAs and STAAR in Math.	In the subject area of Math, all teachers will implement problem solving with the use of hands on activities that include manipulatives. Teachers will embed checks for understanding throughout the lesson and provide students with rigorous and scaffolded questioning, as well as an assessment at the end of every lesson.	Principal, Assistant Principals, Instructional Coaches, Pre-K - 5th grade teachers	
	PS #	**Quarterly KPIs**	By the end of the first quarter, we will increase the number of students performing on Tier 1 by 2%		
			By the end of the second quarter, we will increase the number of students performing on Tier 1 by 3%.		
	1		By the end of the third quarter, we will increase the number of students performing on Tier 1 by 5%.		
			By the end of the fourth quarter, we will increase the number of students performing on Tier 1 by 8%.		
SL-2		By the end of the 2024-2025 school year, we will increase the number of students demonstrating growth in reading by 8% as measured by MAP, Circle, and teacher-created assessments, CBAs and STAAR	Using formative and summative data, paired with aggressive monitoring to drive instruction, teachers will provide targeted small group instruction, interventions, and enrichment instruction that implements teacher created action plans with targeted priority TEKS based on individual student needs.	Principal, Assistant Principals, Instructional Coaches, Pre-K - 5th grade teach	
	PS #	**Quarterly KPIs**	By the end of the first quarter, we will increase the number of students performing on Tier 1 by 2%		
			By the end of the second quarter, we will increase the number of students performing on Tier 1 by 3%.		
	2		By the end of the third quarter, we will increase the number of students performing on Tier 1 by 5%.		
			By the end of the fourth quarter, we will increase the number of students performing on Tier 1 by 8%.		
		Achievement??			

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	3	By the end of the year, by the end of the 24-25 school year the campus' At-Risk percentage will decrease by 5%. Process and Programs 1	Ensure high leverage instructional strategies are used during the Tier I instruction throughout all classrooms.	Leadership Team PK - 5th grade teachers Instructional Coaches	
	PS #	**Quarterly KPIs**	By the end of Quarter 1, 100% of teachers will be trained in differentiation instructional practices to support Tier 1 instruction.		
			By the end of Quarter 2, the instructional practices will be implemented by 50% of teachers.		
	1		By the end of Quarter 3, the instructional practices will be implemented by 75% of teachers.		
			By the end of Quarter 4, the instructional practices will be implemented by 100% of teachers.		
PP-2	3	By the end of 24-25 discipline referrals will decrease by 10%.	Implementation of PBIS and mentorship opportunities campuswide with fidelity.	Leadership Team PK - 5th grade teachers Instructional	
	PS #	**Quarterly KPIs**	By the end of the first quarter, campuswide expectations will be reviewed and implemented by 100% of staff.		
			By the end of the second quarter, the campus discipline referrals will decrease by 3%.		
	2		By the end of the third quarter, the campus discipline referrals will decrease by an additional 3%.		
			By the end of the fourth quarter, the campus discipline referrals will have decreased by 10% overall.		
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,		

Plan for Improvement – Processes & Programs

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		
GPS	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
PE-1	1	Increase the parent participation rate to 15% of the invited parents attending the event. Perceptions 1	Send home notifications through various mediums - Social Media (Facebook), Class Dojo, text message, email, Smore, marquee, monthly calendar, and paper (both student handouts and parent & car pickup handouts). During the meeting provide snacks and beverages for parents/families in attendance. Grade Level performances followed by parent meetings. Student incentives for parent participation in events.	Leadership Team, Teachers, Instructional Coaches FACE Specialist	211/Supplies/$2,474 211/Refreshments/$2,474
	PS #	**Quarterly KPIs**	By the end of the first quarter, the campus will identify engagement needs and establish a system of communication to promote parent meetings and events.		
			By the end of the second quarter, parent attendance at campus events will increase by 5%		
	1		By the end of the third quarter, parent attendance at campus events will increase by 10%		
			By the end of the fourth quarter, parent attendance at campus events will increase by 15%.		
PE-2	4	By the end of 2024 - 2025, Social Emotional Resources provided to students and teachers will increase by 20%.	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.	Leadership Team, Teachers, Instructional Coaches	
	PS #	**Quarterly KPIs**	By the end of the first quarter, SEL resources will be available to 25% of students and families.		
			By the end of the second quarter, SEL resources will be available to 50% of students and families.		
	2		By the end of the third quarter, SEL resources will be available to 75% of students and families.		
			By the end of the fourth quarter, SEL resources will be available to 100% of students and families.		
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.

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 33% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs	Choose One	
DE-2	By the end of the first quarter, 33% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs	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, we will increase the number of students performing on Tier 1 by 2%	Choose One	
SL-2	By the end of the first quarter, we will increase the number of students performing on Tier 1 by 2%	Choose One	
SL-3		Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of Quarter 1, 100% of teachers will be trained in differentiation instructional practices to support Tier 1 instruction	Choose One	
PP-2	By the end of the first quarter, campuswide expectations will be reviewed and implemented by 100% of staff	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, the campus will identify engagement needs and establish a system of communication to promote parent meetings and events	Choose One	
PE-2	By the end of the first quarter, SEL resources will be available to 25% of students and families	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.

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, 66% of responsible staff will implement a system for progress monitoring and implementing services for students in special	Choose One	
DE-2	By the end of the second quarter, 66% of responsible staff will implement a system for progress monitoring and implementing services for students in special	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, we will increase the number of students performing on Tier 1 by 3%	Choose One	
SL-2	By the end of the second quarter, we will increase the number of students performing on Tier 1 by 3%	Choose One	
SL-3		Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of Quarter 2, the instructional practices will be implemented by 50% of teachers	Choose One	
PP-2	By the end of the second quarter, the campus discipline referrals will decrease by 3%	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, parent attendance at campus events will increase by 5%	Choose One	
PE-2	By the end of the second quarter, SEL resources will be available to 50% of students and families	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.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 80% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs	Choose One	
DE-2	By the end of the third quarter, 80% of responsible staff will implement a system for progress monitoring and implementing services for students in special programs	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, we will increase the number of students performing on Tier 1 by 5%	Choose One	
SL-2	By the end of the third quarter, we will increase the number of students performing on Tier 1 by 5%	Choose One	
SL-3		Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of Quarter 3, the instructional practices will be implemented by 75% of teachers	Choose One	
PP-2	By the end of the third quarter, the campus discipline referrals will decrease by an additional 3%	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, parent attendance at campus events will increase by 10%	Choose One	
PE-2	By the end of the third quarter, SEL resources will be available to 75% of students and families	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.

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 100% of responsible staff will implement a system for progress monitoring and implementing services for students in special	Choose One	
DE-2	By the end of the fourth quarter, 100% of responsible staff will implement a system for progress monitoring and implementing services for students in special	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, we will increase the number of students performing on Tier 1 by 8%	Choose One	
SL-2	By the end of the fourth quarter, we will increase the number of students performing on Tier 1 by 8%	Choose One	
SL-3		Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of Quarter 4, the instructional practices will be implemented by 100% of teachers	Choose One	
PP-2	By the end of the fourth quarter, the campus discipline referrals will have decreased by 10% overall	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, parent attendance at campus events will increase by 15%	Choose One	
PE-2	By the end of the fourth quarter, SEL resources will be available to 100% of students and families	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 2024-2025 school year, 100% of responsible staff will implement a system for progress monitoring and implementation of accommodations and services.	Choose One	
DE-2	By the end of the 2024-2025 school year, 100% of responsible staff will implement a system for progress monitoring and implementation of accommodations and services.	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 2024-2025 school year, we will increase the number of students performing at grade level by 8% as measured by MAP, Circle, and teacher-created assessments, CBAs and STAAR in Math.	Choose One	
SL-2	By the end of the 2024-2025 school year, we will increase the number of students demonstrating growth in reading by 8% as measured by MAP, Circle, and teacher-created assessments, CBAs and STAAR.	Choose One	
SL-3	Achievement??	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, by the end of the 24-25 school year the campus' At-Risk percentage will decrease by 5%.	Choose One	
PP-2	By the end of 24-25 discipline referrals will decrease by 10%.	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	Increase the parent participation rate to 15% of the invited parents attending the event. Perceptions 1	Choose One	
PE-2	By the end of 2024 - 2025, Social Emotional Resources provided to students and teachers will increase by 20%.	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

Name	Role	Name	Role
Melody Clay	Principal		
Brandi Garza	Assistant Principal		
Mary Ferguson	Assistant Principal		
Louise Paascha	Instructional Coach		
Charnae Dickson	Instructional Coach		
Lisa Reyes	Instructional Coach		
Linda Smith	Counselor		
Haily Perez	CIS		
Jennifer Garcia	Parent		
Melissa Conner	Teacher		
Samantha Sims	Teacher		
Carol Foster	Teacher		
Jessica Soto	Teacher		
Rose Duhart	Teacher		
Maria Yebra	Teacher		
Kaile Rodriguez	Teacher		
Cynthia DeLuna	Parent		
	Parent		

Committee Members

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
	15907- ###

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

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.

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:	Equitable Availability of the Campus Improvement Plan to Parents	
☑ At-Risk Support	Physical Locations of the Plan	Front office
☐ CCMR - Secondary	Languages Available	English, Spanish and other languages as requested
☐ Dropout Prevention (Secondary)	URL to Online Version	[CNA CPI](CNA CPI)
☑ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy	English and Spanish versions of the Family Engagement Policy/Compact are located in the Family Engagement(FE) Binder at the school's front office, campus webpage and shared with the school staff on the Campus share drive. Other
☑ Parent & Family Engagement	Languages Available	English, Spanish and other languages as requested
☐ Physical Activity	URL to Online Version	Policy
☑ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☑ Quality of Learning Environment	Physical Locations of the Compact	Front office
☐ Recruiting/Retaining Teachers	Languages Available	English, Spanish and other languages as requested
☑ Social and Emotional Support	URL to Online Version	Parent Compact
☑ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

Method	Date	Method	Date
Compacts: Distributed physically to teachers and parents	9/18/2024	Title One First Meeting	9/13/2024
PFE Policy/Compact School Messenger: Phone and Email	9/18/2024	Title One Second Meeting	9/23/2024
School Messenger Report: https://drive.google.com/file/d/1Q1uJAqZQt8p0zC0Vl9nYiQRMPEi	9/18/2024	Class Dojo-	9/11/2024 and 9/13/2024

Additional strategy checkboxes (left column, continued):
- ☑ Students Not On Grade Level
- ☑ Support for Special Populations
- ☑ Transition PK to K
- ☐ Violence Prevention/Intervention

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		
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, _and_ posted on your website		
PFE Meetings	Upload at _least 4 invitations/notices_ 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, _and_ 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 _both_ 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		