

# Campus Improvement Plan

## 2023-2024



M. L. King Academy

Section	Page
<b>Board of Trustees</b>	3
<b>Vision, Mission, and Core Beliefs</b>	4
<b>Comprehensive Needs Assessment</b>	6
Demographics	7
Student Learning	8
Processes and Programs	9
Perceptions	10
<b>Improvement Plan</b>	
Demographics	11
Student Learning	12
Perceptions	13
Processes and Programs	14
<b>Quarterly Review of Strategies</b>	
Quarter 1 Strategy Formative Review	15
Quarter 2 Strategy Formative Review	16
Quarter 3 Strategy Formative Review	17
Quarter 4 Strategy Summative Review	18
Quarter 4 Summative Plan Review	
<b>Summative Review of Plan</b>	19
<b>Appendix</b>	
Quality Checklist	21
Assurances and Plan Approval Information	24
Committees Members	25
Data Tables	

# 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**

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
<b>Meeting #1</b>  <b>March 28, 2023</b>	Demographics (Student Discipline and Attendance) - Examined discipline reports and created problem/root cause statements for discipline and attendance components.
<b>Meeting #2</b>  <b>April 19, 2023</b>	Student Learning - Examined student achievement data (CBA, MAP, TAPR, Branching Minds, Grades) and created problem/root cause statements Processes and Programs - examined current routines in places for attendance, discipline) and generated problem/root cause statements.

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

- CAC committee met to discuss 2022-2023 initiatives, effectiveness and initiatives we want to keep for net year.
- Goals/Performance Objectives and Strategies were reviewed for the 2022-2023 school year, Cycle Reviews and Committee determination for continuing/modifying or dropping PO/Strategy.
- New District Goals Discussed
- Data Reviewed for Demographics, Student Achievement, Processes/Programs/Perceptions
- Problem Statements, Root Causes, New Performance Objectives, New Strategies and KPI measures created for 2023-2024 school year
- Although there was minimal growth in core area subjects, students are still below grade level instruction.
- Intervention support is needed for students which may result in more SPED testing. Intervention tracking shows students are still struggling even with Tier 3 interventions provided.
- Professional development is needed on Classroom Management (routines and procedures) for new staff and elective teachers.



## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

## Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Discipline	YTD PEIMS Discipline Report 1st - 3rd Nine Weeks;	PS DE-1	According to the YTD PEIMS Discipline Report for 1st - 3rd Nine weeks, 89 referrals have not been processed which results in students becoming repeat offenders.
		RC DE-1	Discipline is not consistently being reviewed by campus staff. (ESF 1.2)
Attendance	PEIMS SY 2023 Attendance Rate by Day Report	PS DE-2	According to the PEIMS SY 2023 Attendance Rate by Day Report, attendance for the campus drops below the goal of 90% before and after all extended breaks and holidays throughout the school year, resulting in low student participation at school.
		RC DE-2	The campus does not have a set system/procedure in place to notify parents of student absences on a daily basis. (ESF 1.2)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	40% of all discipline referrals happen during electives. Attendance was at 100% only the first week of school. First nine weeks we had 2 grade levels below the 90% attendance; 2nd nine weeks it increased to 5 and the 3rd nine weeks it increased to 7. Principal's coffee meetings show that parents are not aware of the required 90% attendance for promotion.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Grade Level Readiness	CBA Data 2022-2023	PS SL-1	According to the 2022-2023 CBA data report, 83% of our students are not at the Meets level for any subject area which results in students being below grade level and needing intervention supports.
		RC SL-1	Lack on instructional intervention support is available for students to support Tier 2 and Tier 3 intervention. (ESF 5.3)
Grade Level Readiness	TAPR 2021	PS SL-2	According to the TAPR 2021 report, the 3rd grade level students have 0% masters level for Hispanic and AFAM populations as measured by STAAR/MAP data.
		RC SL-2	3rd grade teacher has had the least teaching experience and has had a continuous vacancy. (ESF 5.2)
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	MAP instructional Level and Growth Fall to Spring. 37% of students are performing at Tier 3 in Math, 28% at Tier 2 and 35% in Tier 1. In reading, 27% are at Tier 3, 25% at Tier 2 and 48% at Tier 1. Simulation Data - 32% in 3rd Reading and 14% in Math; 50% in 4th Reading and 59% in Math; 62% in 5th Reading and 50% in Math; 64% in 6th Reading and 60% in Math; 69% in 7th Reading and 46% in Math; 64% in 8th Reading and 25% in Math; 100% in Algebra		



## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

## Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Discipline	YTD PEIMS Discipline Report 1st - 3rd Nine Weeks;	PS PP-1	According to the YTD PEIMS Discipline Report for 1st - 3rd Nine weeks, 89 referrals have not been processed which results in students becoming repeat offenders.
		RC PP-1	Discipline is not consistently being reviewed by campus staff. (ESF 1.1)
Attendance	PEIMS SY 2023 Attendance Rate by Day Report	PS PP-2	According to the PEIMS SY 2023 Attendance Rate by Day Report, attendance for the campus drops below the goal of 90% before and after all extended breaks and holidays throughout the school year, resulting in low student participation at school.
		RC PP-2	The campus does not have a set system/procedure in place to notify parents of student absences on a daily basis. (ESF 1.2)
Instruction	PLC, PLN, Student outcomes for all grade levels EOY, walkthroughs	PS PP-3	According to campus walkthrough data, 44% of our teachers are implementing campus initiatives with fidelity, which results in student critical thinking applied only at the approaches level. (ESF 1.1)
		RC PP-3	Campus master schedule does not allow for sufficient instructional planning time. (ESF 5.2)
		PS PP-4	
		RC PP-4	
Data Determinations	YTD 89 referrals have not been processed by administration Attendance Phone calls are not being made to get students here by ADA time. Incentives need to be given on a weekly basis for attendance Discipline needs to be processed within 48 hours to avoid repeat offenders Attendance forum needs to be held at the start of the year.		

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

## Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Communication	2023 Exit Survey	PS PE-1	According to the 2023 Parent Exit Survey, 19% of our parents who withdrew their students, feel the campus does not effectively communicate with parents and lacks customer service which results in families feeling unsupported by the campus.
		RC PE-1	The campus does not have a structures system for providing timely communication protocols and customer service feedback. (ESF 3.3)
Attendance	ADA YTD Attendance Report	PS PE-2	According to the ADA YTD Attendance Report, our campus has received perfect attendance one time (week of 8/16 - 8/19) during our school year with grades 6th through 8th with zero absences.
		RC PE-2	The campus does not have processes to track attendance, provide intervention and remediation for chronically absent students. (ESF 1.2)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Principal's coffee feedback - parents main concern is safety due to external situations. Threat Assessment data shows students have been victims of assault resulting from students not respecting each other's physical boundaries Attendance reports show decrease of 90% goal after each cycle. Only 1 grade level maintained steady attendance goal.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	By the end of the year, the campus will have processed 100% of all disciplinary referrals in frontline system. .	Student discipline will be processed on a weekly basis by campus staff by following the order of actions (conference with student, teacher, parent, etc) before adding incident for a student on frontline. (ESF 1.2)	Teachers Counselor Administrative Team	211-61-6399-01-14 2-30-000/\$719 211-61-6499-01-14 2-30-000/\$719
		<b>Quarterly KPIs</b>	By the end of Cycle, the YTD PEIMS discipline report will show a decrease in office referrals by 3%.		
DE-2	4	By the end of the year, campus attendance will increase by 6% (from 87% to 90%)	Student absences will be contacted on a daily basis before ADA time by attendance team. (ESF 1.2)	Attendance Task Force	211-61-6399-01-14 2-30-000/\$719 211-61-6499-01-14 2-30-000/\$719
		<b>Quarterly KPIs</b>	By the end of each Cycle, 100% of teachers will have contacted parents about students with more than 3 absences.		
DE-3					
		<b>Quarterly KPIs</b>			
DE-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2	By the end of the year, there will be a 3% increase in students performing at the Meets level on 2024 Math and Reading.	Students will be provided with high-quality instructional materials aligned to state testing in order to provide Tier 2 intervention support. (ESF 5.3)	Teachers Administration	210-11-6399-00-14 2-11-000/\$71,658 211-11-6399-00-14 2-30-000/\$343 210-13-6118-00-14 2-99-000/\$15,000 164-11-6399-00-14 2-30-000/\$2304
		Quarterly KPIs	By the end of Cycle 2, students performing at the Meets level on reading and math will have increased by 1% based on MAP/CBA/Simulation data.		
SL-2	1,2	By the end of the year, 3rd grade will increase in Masters level for Hispanic/AfAM populations by 3% as measured in STAAR/MAP.	MLK Instructional Coach will provide new teacher support by modeling lesson plans and classroom management strategies through professional development. (ESF 5.2)	Teachers Administration	210-13-6239-00-14 2-99-000/\$10,000 210-13-6411-0S-14 2-99-000/\$10,000 164-11-6399-00-14 2-30-000/\$2304
		Quarterly KPIs	By the end of cycle 2, 3rd grade students will have increase in performance at the Masters level by 1% based on MAP/CBA/Simulation data.		
SL-3					
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1	By the end of the year, the campus will have processed 100% of all disciplinary referrals in frontline system. .	Student discipline will be processed on a weekly basis by campus staff by following the order of actions (conference with student, teacher, parent, etc) before adding incident for a student on frontline. (ESF 1.1)	Teachers Counselor Administrative Team	211-61-6399-01-14 2-30-000/\$719 211-61-6499-01-14 2-30-000/\$719
		<b>Quarterly KPIs</b>	By the end of Cycle, the YTD PEIMS discipline report will show a decrease in office referrals by 3%.		
PP-2	1	By the end of the year, campus attendance will increase by 6% (from 84% to 90%)	Student absences will be contacted on a daily basis before ADA time by attendance team. (ESF 1.2)	Attendance Task Force	211-61-6399-01-14 2-30-000/\$719 211-61-6499-01-14 2-30-000/\$719
		<b>Quarterly KPIs</b>	By the end of each Cycle, 100% of teachers will have contacted parents about students with more than 3 absences.		
PP-3	1	By the end of the year, campus will increase fidelity of implementation of campus initiatives by 30%	Weekly checks will be conducted by administration that will focus on look-for of campus initiatives. (ESF 5.2)	Teachers, Administration	210-11-6399-00-14 2-11-000/\$71,658 211-11-6399-00-14 2-30-000/\$343 210-13-6118-00-14 2-99-000/\$15,000 164-11-6399-00-14 2-30-000/\$2304
		<b>Quarterly KPIs</b>	By the end of each Cycle, implementation of campus initiatives will increase by 7%.		
PP-4	1	<b>By the end of the year, the campus will have held a minimum of 4 principals coffee.</b>	Principals coffee will be used to communicate parents with events, news, changes, and address concerns.		211-61-6399--01-14 2-30-0-00 211-61-6499--01-14 2-30-0-00
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year the campus will have increased parent communication resulting in a decrease dissatisfaction in communication as measured in Parent Exit Survey.	The campus will send out weekly SAISD Messenger phone calls for campus news. (ESF 3.3)	Administration Secretary	211-61-6399-01-14 2-30-000/\$719 211-61-6499-01-14 2-30-000/\$719
		<b>Quarterly KPIs</b>	By the end of each cycle there will be a minimum of 7 Messenger calls.		
PE-2	4	By the end of the year, the campus attendance will increase by 5% as indicated by YTD ADA reports.	The campus will implement attendance initiatives and interventions. (ESF 1.2)	Administration, Counselor, Teachers, Data Clerk	211-11-6399-00-14 2-30-000/\$343
		<b>Quarterly KPIs</b>	By the end of each cycle attendance will increase by 1% from last years percentage (87.89%)		
PE-3	4	By the end of the year, the campus will focus on staff socio emotional well-being to reduce staff absences by 5%	By the end of each cycle, campus will do recognition ceremonies for teachers/staff.	Administration; Counselor	Kindness
		<b>Quarterly KPIs</b>			
PE-4	4	By the end of the year, level 1 classroom incidents will be reduced by 10%.	By the end of each cycle, campus will recognize students exhibiting positive PBIS behavior and using CHAMPs behavior strategies.	Administration, Counselors, Teachers	Kindness
		<b>Quarterly KPIs</b>			

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
DE - 1	By the end of Cycle 1, the YTD PEIMS discipline report will show a decrease in office referrals by 3% as compared to last year.		
DE - 2	By the end of each Cycle, 100% of teachers will have contacted parents about students with more than 3 unexcused absences		
PP-1	By the end of each cycle, the YTD Peims discipline report will show a decrease in office referrals by 3% as compared to last year.		
PP - 2	By the end of each Cycle, 100% of teachers will have contacted parents about students with more than 3 unexcused absences		
PP - 3	By the end of each cycle, implementation of campus initiatives will increase by 7% from 44% to 51%.		
PE - 1	By the end of each cycle, there will be a minimum of 7 messenger calls.		
PE - 2	By the end of each cycle, attendance will increase by 1% from last year's percentage of 87.89%.		



<b>2.2 – Second Quarterly Review Meeting</b> The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE - 1	By the end of Cycle 1, the YTD PEIMS discipline report will show a decrease in office referrals by 3% as compared to last year.		
DE - 2	By the end of each Cycle, 100% of teachers will have contacted parents about students with more than 3 unexcused absences		
SL - 1	By the end of cycle 2, students performing at the Meets level on reading and math will have increased by 1% based on MAP/CBA/Simulation data.		
SL - 2	By the end of cycle 2, third grade students will have increase in performance at the Masters level by 1% based on MAP/CBA/Simulation data.		
PP-1	By the end of each cycle, the YTD Peims discipline report will show a decrease in office referrals by 3% as compared to last year.		
PP - 2	By the end of each Cycle, 100% of teachers will have contacted parents about students with more than 3 unexcused absences		
PP - 3	By the end of each cycle, implementation of campus initiatives will increase by 7% from 44% to 51%.		
PE - 1	By the end of each cycle, there will be a minimum of 7 messenger calls.		
PE - 2	By the end of each cycle, attendance will increase by 1% from last year's percentage of 87.89%.		

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
DE - 1	By the end of Cycle 1, the YTD PEIMS discipline report will show a decrease in office referrals by 3% as compared to last year.		
DE - 2	By the end of each Cycle, 100% of teachers will have contacted parents about students with more than 3 unexcused absences		
PP-1	By the end of each cycle, the YTD Peims discipline report will show a decrease in office referrals by 3% as compared to last year.		
PP - 2	By the end of each Cycle, 100% of teachers will have contacted parents about students with more than 3 unexcused absences		
PP - 3	By the end of each cycle, implementation of campus initiatives will increase by 7% from 44% to 51%.		
PE - 1	By the end of each cycle, there will be a minimum of 7 messenger calls.		
PE - 2	By the end of each cycle, attendance will increase by 1% from last year's percentage of 87.89%.		

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
DE - 1	By the end of Cycle 1, the YTD PEIMS discipline report will show a decrease in office referrals by 3% as compared to last year.		
DE - 2	By the end of each Cycle, 100% of teachers will have contacted parents about students with more than 3 unexcused absences		
PP-1	By the end of each cycle, the YTD Peims discipline report will show a decrease in office referrals by 3% as compared to last year.		
PP - 2	By the end of each Cycle, 100% of teachers will have contacted parents about students with more than 3 unexcused absences		
PP - 3	By the end of each cycle, implementation of campus initiatives will increase by 7% from 44% to 51%.		
PE - 1	By the end of each cycle, there will be a minimum of 7 messenger calls.		
PE - 2	By the end of each cycle, attendance will increase by 1% from last year's percentage of 87.89%.		

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
By the end of the year, the campus will have processed 100% of all disciplinary referrals in frontline system. .		
By the end of the year, campus attendance will increase by 6% (from 87% to 90%)		
By the end of the year, there will be a 3% increase in students performing at the Meets level on 2024 Math and Reading.		
By the end of the year, 3rd grade will increase in Masters level for Hispanic/AfAM populations by 3% as measured in STAAR/MAP.		
By the end of the year, the campus will have processed 100% of all disciplinary referrals in frontline system. .		
By the end of the year, campus attendance will increase by 6% (from 84% to 90%)		
By the end of the year, campus will increase fidelity of implementation of campus initiatives by 30%		
By the end of the year the campus will have increased parent communication resulting in a decrease dissatisfaction in communication as measured in Parent Exit Survey.		
By the end of the year, the campus attendance will increase by 5% as indicated by YTD ADA reports.		

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.					All are based on the success criteria of the ESF.				
All are based on issues that the campus can control and improve on.					All talk to adult systems and behaviors.				
Improvement Plan – Performance Objectives									
All are in SMART format					All are tied to at least one problem statement.				
All are measured by a data source.									
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level			
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment			
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary			
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions					
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan				Physical Locations of the Plan					
Languages Available				Languages Available					
URL to Online Version				URL to Online Version					
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy				How and When was the PFE Policy Distributed					
Languages Available	English and Spanish								
URL to Online Version									

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	Yes
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	yes
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		yes
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		yes
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		yes
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		



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

**Assurances and Approval Information****Assistant Superintendent Assurance**

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

**Campus Principal Assurance**

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

Campus Name	Campus Number
M. L. King Academy	15907- 142
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Sharene Dixon
Principal	SAISD Board Approval Date
Miriam Aguilar	
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
Miriam Aguilar		Principal				
Cynthia Trejo		Assistant Principal				
Anna Vallejo		Instructional Coach				
Leah Nolan Clack		Counselor				
Monica Duran		FACE Specialist				
Erica Scott		Elementary Rep				
Ratasha Adams		ELAR Dept. Chair				
Roseanne Casanova		Math Dept. Chair				
Kimberly Williams		Science Dept Chair				
Michael Longhway		Social Studies Dept. Chair				
Charnae Dickson		Elementary Dept. Chair				
Edward Villarreal		Electives Rep				
Charlotte Young		SPED Rep				
Gwendolyn Clay		Paraprofessional Rep				
Brenda Leal		Business/Community Representative				
Shawna Arevalo		Business/Community Representative				
Gloria Vega		Parent				
Evangelina Gutierrez		Parent				
Chloe Treadwell		Student				
Sophia Barbosa		Student				

