Campus Improvement Plan
2024 - 2025

SAISD

Campus Name

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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 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

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 4/17/24	The Campus Advisory Council reviewed student behavior trends, utilizing data from Frontline and Branching Minds. This review highlighted various aspects of student discipline, including the number of discipline referrals, suspensions, and expulsions. questions that guided the discussion were: - What are the current trends in student behavior, including discipline referrals, suspensions, and expulsions? - How are discipline issues impacting student learning and the overall school environment? - What is the student mobility rate, and what implications does it have for stability and learning continuity? - What support systems are currently in place to assist students facing disciplinary actions or high mobility? We also examined the demographic student population,racial and ethnic composition. The data was broken down as follows: The information and data collected helped develop the problem statement and understanding the root cause affecting student behavior. The perception analysis was driven by insights gathered from the Teacher Insight Survey and parent surveys. This part of the assessment focused on understanding the engagement and perceptions of parents and teachers towards the school's effectiveness. The following questions guided the council: - How do parents participate in their children's education, and how are these participation rates measured? - What are the current perceptions of the school's effectiveness from the parents' perspective? Do they feel welcome, and how is this assessed? - How effective are the school's communications (website, mobile app, letters, newspaper articles, etc.), and are they accessible in multiple languages as needed? - How active are parents and community members in the site-based planning committee? What are their selection processes, and do they find their participation meaningful? Additionally, the council reviewed how the school supports inexperienced teachers, including mentorship outcomes, and examined the overall climate and culture of the district as perceived by the teachers through climate and culture survey reports.
Meeting #2 5/09/24	This meeting focused on student learning along with processes and programs, the discussions revolved around developing problem statements and identifying root causes based on the provided data and feedback. We looked at concerns highlighted by the 2024 Insight Survey that indicated 46% of teachers do not adhere to the adopted curriculum. This was attributed to the lack of effective Professional Learning Communities (PLCs), which has led to inadequate professional development opportunities for teachers. The committee discussed the current planning and impact of professional development initiatives, including access to and utilization of the district-approved curriculum. The need for targeted training sessions that are practical and directly applicable was emphasized to ensure that all teachers are equipped to follow the prescribed curriculum effectively. We reviewed the goals for the district, discussing how these objectives are articulated as measurable performance targets. The importance of using diverse data sources to monitor progress throughout the year was highlighted, along with the frequency of these evaluations. Questions regarding the communication of goals, performance objectives, and strategies were addressed, with an emphasis on the expectations for both formative and summative reviews.

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

Gates established campus goals that encompass various key areas including academics, social-emotional learning (SEL), family engagement, and attendance. An Action Plan was subsequently developed in alignment with these goals, which corresponds with the Campus Improvement Plan (CIP). The Campus Advisory Council (CAC) utilized multiple data sources to analyze and identify the campus priorities for the 2024-2025 school year. Additionally, the CAC examined several recommended questions for each component of the Comprehensive Needs Assessment (CNA) to formulate problem statements and determine their root causes. We looked at all quarterly reviews from each of the three campuses and looked at data across the campuses. We used the summative evaluation from the previous year and discussed similarities and differences across the campuses.

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

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)		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	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data	x
CIRCLE Data		CBA and Local Formative Results	x	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

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

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys	x	Classroom Observations		Parental Involvement Data	x
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers		Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

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

Demographics (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Student Discipline	PS DE-1	During the first nine weeks of the academic year, MLK recorded # of student disciplinary actions, which resulted in 20 suspensions and 6 DAEP placements.
	RC DE-1	Behavior expectations and rules that are clear, consistent and concise have not been communicated to all students, staff, and parents.
Student Attendance	PS DE-2	During the 2023-2024 school year, MLK Academy did not meet its attendance goal of %, concluding the year with an attendance rate of only %.
	RC DE-2	The lack of established systems and procedures for daily attendance monitoring using the Pro Everyday Lab tool has resulted in inadequate identification and response to attendance issues, impacting the overall attendance rate.
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		Collecting disciplinary data (including suspensions and DAEP placements) indicates strong monitoring. School has mechanisms in place for monitoring attendance data. Improve how behavior expectations and rules are communicated to students, staff, and parents. This should be clear, consistent, and concise to ensure everyone understands the behavioral standards and consequences. Training for the MTSS Coordinator and teachers on the MTSS process for behavioral interventions. This includes effective use of tools like Branching Minds for documenting behavioral issues and tracking interventions. Also, increasing engagement with parents about behavioral expectations and the support processes in place can help reinforce positive behavior and ensure a unified approach between home and school. Improving systems and procedures for daily attendance monitoring daily attendance. Training for staff on the importance of attendance monitoring and use of attendance tracking tools. Increasing engagement with students and parents about the importance of regular attendance could help improve rates.

Comprehensive Needs Assessment - Demographics

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

Comprehensive Needs Assessment - Student Learning

		Student Learning (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
EOY Assessment Outcomes	**PS SL-1**	As a campus % of our 3rd-8th grade students are meeting grade level standards on STAAR Reading.
	RC SL-1	K- 8 teachers need training to effectively plan and implement reading and writing instruction and strategies across all content areas. (ESF 5.2)
EOY Assessment Outcomes	**PS SL-2**	As a campus % of our 3rd-8th grade African American students are meeting grade level standards on STAAR Math.
	RC SL-2	As a campus, we did not implement and monitor a campus wide computational fluency in grades kinder-6th and math instruction does not promote higher-order thinking. (ESF 5.2)
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		Data-Driven Decision Making: The use of data from parent surveys to identify specific needs (such as workshops for parents) demonstrates our commitment to data-driven decision making. This approach allows us to address real needs and implement targeted interventions that are more likely to succeed. We seeked participation in the parent survey across Miller, MLK, and Gates campuses. This engagement is a crucial asset as it provides valuable insights and fosters a collaborative environment for supporting student learning at home. Reading and Writing Instruction Across Content Areas: A significant area of need identified through data analysis is the inconsistency in planning and implementing effective reading and writing instruction and strategies across all content areas. This gap impacts students' overall literacy development and their ability to succeed in other academic subjects. Teacher Professional Development: There is a need for targeted professional development for teachers to enhance their skills in integrating reading and writing instruction into all content areas. Providing ongoing training and support will enable teachers to adopt best practices and instructional strategies that promote literacy across the curriculum. While parental engagement is strong, there is a need to improve communication and ensure parents have easy access to learning materials and online resources. This will empower parents to better support their children's learning at home.

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
Teacher Feedback	PS PP-1	The 2024 Insight Survey indicates that 46% of teachers do not follow the adopted curriculum.
	RC PP-1	The absence of effective PLCs resulting in inadequate professional development, including insufficient training for teachers on how to access and utilize the district/campus-approved curriculum through its dedicated website.
Behavioral / SEAD Needs	PS PP-2	Based on feedback gathered through the SEAD survey and campus surveys, there is a concern regarding building a cohesive school culture and effectively integrating students from three campuses.
	RC PP-2	Lack of planning that addresses the social, emotional, and academic needs of students transitioning from their original campus environment and intergrating to new campus.
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		Although PLCs may at times be ineffective, they still serve as a foundational structure that can be leveraged and improved to facilitate better professional development. Having a dedicated website (SAISD) for the curriculum indicates that resources are readily available for teacher use, which is a crucial asset that needs to be fully utilized. We have the ability to gather feedback through various platforms demonstrates a strength in collecting data and perspectives from different stakeholders, which is vital for informed decision-making. Acknowledging the challenges in building a cohesive culture and integration shows a level of awareness and commitment to addressing these issues, setting the stage for targeted interventions. We need to improve on PLCs by ensuring they are well-organized, regularly scheduled, and focused on practical training that enhances teachers' ability to follow the adopted curriculum. Developing a detailed integration plan that addresses the social, emotional, and academic aspects of student transitions. This plan should include strategies like peer mentoring programs, orientation sessions, and social integration activities.The Insight Survey ESF Crosswalk was analyzed. One area of concern is EA1: Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence , I mostly use the adopted curriculum, rather than materials I found or created.

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 - Perceptions

Perceptions (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Parent Survey Results	PS PE-1	Feedback from a campus based parent survey indicates 60% of our parents would like to visit their child's classroom to observe the learning environment and educational activities.
	RC PE-1	There is not an alotted time providing for parents to engage in the learning environment, specifically during instructional periods, stems from a potential concern about disrupting the educational process or a lack of structured protocols that support such involvement without impeding teaching activities.
Parent Survey Results	PS PE-2	Based on a parent survey, 65% of parents indicated that workshops would support them in better assisting their child's learning at home.
	RC PE-2	Parents feel unprepared with skills and resources to effectively support their child's learning at home.
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		We have improved our parental engagement in school activities this year Through the administration of a parent survey, we have actively solicited feedback from parents on their preferences and needs regarding involvement in their child's education. The survey covered various aspects of parental engagement, from classroom visits to participation in interactive workshops and volunteer opportunities. Despite the challenges posed by rightsizing, we have made the best of the changes to increase parental involvement. These efforts have not only maintained but, in many cases, increased the engagement of parents in the school community, demonstrating our commitment to fostering a supportive and inclusive educational environment. While we have performed well in hosting events that involve parents, the survey results indicate a clear demand for more direct involvement in the academic aspects of their children's education, specifically through opportunities to observe classroom activities during instructional time. This feedback underscores a critical area for improvement: facilitating parental presence in classrooms to witness and participate in the learning process. Based on the survey results, prioritize the development and scheduling of parent workshops focused on various aspects of supporting their child's education at home.

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	PS # 1	By the end of the year, Reduce the number of disciplinary referrels by 15% by the end of the academic year, decrease suspensions by 20% and DAEP placements by 20%.	Develop and disseminate a comprehensive behavior guide with expectations that includes rules, consequences, and support resources available to students and parents.		
		Quarterly KPIs	By the end of the first quarter, hold one parent and student session with 50% attendance and present the behavior guide to parents and post it on the school's website and social media pages.		
			By the end of the second quarter, Implement a school-wide program that focuses on positive behavior reinforcements, recognizing and rewarding good behavior on a regular basis. and have decrease in referrels by 5% decrease in suspension by 10%		
			By the end of the third quarter, Schedule parent workshop with a focus on understanding the school's behavior policy and how to reinforce these expectations at home.		
			By the end of the fourth quarter, Review and evaluate the impact of the implemented behavior expectations and reinforcement programs. Adjust strategies based on feedback and data.		
DE-2	PS # 2	By the end of the year, MLK will achieve an attendance rate of 91.6% by establishing systems and procedures for daily attendance monitoring using the Pro Everyday Lab tool, and implementing targeted interventions for identified	Create an Attendance committee and schedule bi- weekly review meetings to discuss attendance trends and issues. Establish clear protocols for monitoring, and analyzing attendance data daily.		
		Quarterly KPIs	By the end of the first quarter, develop and implement the daily monitoring protocol using the Pro Everyday Lab tool. Initial dissemination of attendance policies and expectations to all stakeholders (students, parents, staff).		
			By the end of the second quarter, develop a system of early intervention for students beginning to show patterns of absences.Identify students with emerging attendance issues and communicate with families, includes phone calls, emails, and home visits to the families of students who are at risk of becoming chronically absent.		
			By the end of the third quarter, Enhance parent and community engagement to support attendance by holding one workshop and information session to improve attendance.		
			By the end of the fourth quarter, attendance at 94% .Conduct a comprehensive review of attendance data to identify the success of interventions and areas needing improvement. Adjust strategies as needed to maximize effectiveness in the final quarter.		
DE-3	PS #	By the end of the year,			
		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	PS #	By the end of the year,			
		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 year, students will score 33% at the Meets level in reading.	Implement a school wide model of HQIM-Amplify Reading instruction in grade K-8th.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of K-8th ELAR teachers will be trained on Amplify		
			By the end of the second quarter,		
	1		By the end of the third quarter, 45% of 3rd-8th graders will score meets on ELAR STAAR simulations.		
			By the end of the fourth quarter, 55% of students in 3rd-6th will have scores meets on ELAR STAAR.		
SL-2		By the end of the year, By the end of year, students will score 36% at the Meets level in math.	Implement a school wide problem solving strategy and computational fluency plan that will lead to student success on math TEKS.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, 70% of K-8th grade classrooms will exhibit alignment of instructional activities to posted math TEKS standard,		
			By the end of the second quarter, 80% of K-8th teachers will implement the problem solving process and computational fluency as evidenced through journals, and walkthroughs		
	2		By the end of the third quarter, 29% of 3rd-6th graders will score meets on math simulations		
			By the end of the fourth quarter, 39% of students in 3rd-6th will have scores meets on STAAR.		
SL-3		By the end of the year 90% of teachers will be proficient at Eureka lesson internalizations	Implement weekly PLCs that include data analysis and lesson rehearsals for 100% k-2 teachers.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of K-2 Math teachers will be trained on Eureka Curriculum		
			By the end of the second quarter, 100% of k-2 teachers will be trained on Eureka strategies.		
	2		By the end of the third quarter, plcs will include student work analysis.		
			By the end of the fourth quarter, k-2 grade teachers wiil be trained on student responses		
SL-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	PS # 1	By the end of the year, MLK will increase teacher adherence to the adopted ELAR curriculum in grades Kinder-8th to at least 85% by enhancing the effectiveness of PLCs and providing comprehensive training on accessing and utilizing the district-approved Amplify curriculum.	Enhance Professional Learning Communities (PLCs) and provide targeted professional development to ensure effective use and understanding of the Amplify Reading curriculum in grades Kinder - 8th.		
		Quarterly KPIs	By the end of the first quarter, initial professional development on Amplify Reading for at least 75% of ELAR teachers.		
			By the end of the second quarter, classroom observations to assess initial implementation of Amplify strategies and provide personalized feedback.		
			By the end of the third quarter, follow-up PLC sessions to discuss observations and share strategies for improvement.		
			By the end of the fourth quarter, develop and conduct a survey to assess teacher adherence to the curriculum and their comfort level with the resources provided. Analyze data from classroom observations and survey results to identify areas of success and needs for further improvement.		
PP-2	PS # 2	By the end of the year, enhance school culture and student integration across campuses by developing and implementing a comprehensive plan that addresses the social, emotional, and academic needs of students transitioning from different campus environments, aiming to achieve a 90% satisfaction rate among students and parents by the end of the school	Integration and Engagement Program; Create a program where selected students from each campus (about 5% of the student body) are trained as Integration Ambassadors. These ambassadors will be responsible for leading peer activities, facilitating introductions, and helping new students acclimate to the school culture.		
		Quarterly KPIs	By the end of the first quarter, Conduct two orientation sessions for transitioning students and their families.		
			By the end of the second quarter, hold at least two family and community engagement events.		
			By the end of the third quarter, establish and facilitate monthly peer support groups led by Integration Ambassadors, ensuring at least 75% participation of new students in these sessions.		
			By the end of the fourth quarter, conduct a satisfaction survey for students and parents involved in the Integration and Engagement Program, aiming to achieve at least a 90% satisfaction rate, and present the findings to the school community for feedback and improvement.		
PP-3	PS #	By the end of the year,			
		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	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

		2.1 - Campus Improvement Plan (CIP)			
		The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes			
GPS	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
PE-1	**PS #** 1	By the end of the school year, develop and implement a structured parent engagement program that allows parents to visit and observe their child's classroom during instructional periods, ensuring that 60% of interested	Coordinate with teachers to designate specific days and times for 2nd & 3rd 9 weeks for parent classroom visits, ensuring these slots are spread across different subjects and grade levels.		
		Quarterly KPIs	By the end of the first quarter, 100% of teachers receive professional developemnt on how to effectively manage classroom visits, including strategies for integrating parents into the learning environment without disrupting instruction and provide teachers with resources and support to prepare for and		
			By the end of the second quarter, schedule classroom visit opportunities for . Collect and review initial feedback from parents and teachers.		
			By the end of the third quarter, Use the data collected to assess the effectiveness of the program and identify areas for improvement and schedule another classroom visit for parents.		
			By the end of the fourth quarter, Conduct end-of-year surveys to evaluate satisfaction.		
PE-2	**PS #** 2	By the end of the school year, develop and implement a comprehensive parent support program aimed at equipping parents with the necessary skills and resources to effectively support their child's learning at home. This program will target achieving a 20% participation rate among parents and increasing overall parent confidence in supporting their child's education by 50%, as measured by end-of-year surveys.	Host monthly parent engagement workshops and equip parents with the necessary skills and tools to effectively support their child's learning at home. Each workshop will address a specific topic related to student learning and parental support.		
		Quarterly KPIs	By the end of the first quarter, develop a calendar of monthly workshops for the year and hold at least one workshop covering topics on ELAR support, math skills development, using educational technology, and social-emotional learning support.		
			By the end of the second quarter, hold one workshop on ELAR, and one on Math support for parents at home.		
			By the end of the third quarter, 30% of parents actively participate in additional school activities or volunteer opportunities by the end of the third quarter.		
			By the end of the fourth quarter, Collect feedback from workshop attendees to assess the effectiveness of the workshops and identify areas for improvement by the end of the second quarter.		
PE-3	**PS #**	By the end of the year,			
		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	**PS #**	By the end of the year,			
		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 – Perceptions

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, hold one parent and student session with 50% attendance and present the behavior guide to parents and post it on the school's	Choose One	
DE-2	By the end of the first quarter, develop and implement the daily monitoring protocol using the Pro Everyday Lab tool	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, 100% of K-8th ELAR teachers will be trained on Amplify	Choose One	
SL-2	By the end of the first quarter, 70% of K-8th grade classrooms will exhibit alignment of instructional activities to posted math TEKS standard	Choose One	
SL-3	By the end of the first quarter, 100% of K-2 Math teachers will be trained on Eureka Curriculum	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, initial professional development on Amplify Reading for at least 75% of ELAR teachers	Choose One	
PP-2	By the end of the first quarter, Conduct two orientation sessions for transitioning students and their families	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, 100% of teachers receive professional developemnt on how to effectively manage classroom visits, including strategies for integrating	Choose One	
PE-2	By the end of the first quarter, develop a calendar of monthly workshops for the year and hold at least one workshop covering topics on ELAR support, math skills	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, Implement a school-wide program that focuses on positive behavior reinforcements, recognizing and rewarding good behavior on	Choose One	
DE-2	By the end of the second quarter, develop a system of early intervention for students beginning to show patterns of absences Identify students with emerging	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,	Choose One	
SL-2	By the end of the second quarter, 80% of K-8th teachers will implement the problem solving process and computational fluency as evidenced through journals	Choose One	
SL-3	By the end of the second quarter, 100% of k-2 teachers will be trained on Eureka strategies	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, classroom observations to assess initial implementation of Amplify strategies and provide personalized feedback	Choose One	
PP-2	By the end of the second quarter, hold at least two family and community engagement events	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, schedule classroom visit opportunities for . Collect and review initial feedback from parents and teachers	Choose One	
PE-2	By the end of the second quarter, hold one workshop on ELAR, and one on Math support for parents at home	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

Third Quarterly Review

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, Schedule parent workshop with a focus on understanding the school's behavior policy and how to reinforce these	Choose One	
DE-2	By the end of the third quarter, Enhance parent and community engagement to support attendance by holding one workshop and information session to improve	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, 45% of 3rd-8th graders will score meets on ELAR STAAR simulations	Choose One	
SL-2	By the end of the third quarter, 29% of 3rd-6th graders will score meets on math simulations	Choose One	
SL-3	By the end of the third quarter, plcs will include student work analysis.	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, follow-up PLC sessions to discuss observations and share strategies for improvement	Choose One	
PP-2	By the end of the third quarter, establish and facilitate monthly peer support groups led by Integration Ambassadors, ensuring at least 75% participation of new	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, Use the data collected to assess the effectiveness of the program and identify areas for improvement and schedule another	Choose One	
PE-2	By the end of the third quarter, 30% of parents actively participate in additional school activities or volunteer opportunities by the end of the third quarter	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, Review and evaluate the impact of the implemented behavior expectations and reinforcement programs. Adjust strategies	Choose One	
DE-2	By the end of the fourth quarter, attendance at 94% .Conduct a comprehensive review of attendance data to identify the success of interventions and areas	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, 55% of students in 3rd-6th will have scores meets on ELAR STAAR	Choose One	
SL-2	By the end of the fourth quarter, 39% of students in 3rd-6th will have scores meets on STAAR	Choose One	
SL-3	By the end of the fourth quarter, k-2 grade teachers wiil be trained on student responses	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, develop and conduct a survey to assess teacher adherence to the curriculum and their comfort level with the resources provided	Choose One	
PP-2	By the end of the fourth quarter, conduct a satisfaction survey for students and parents involved in the Integration and Engagement Program, aiming to achieve at	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, Conduct end-of-year surveys to evaluate satisfaction	Choose One	
PE-2	By the end of the fourth quarter, Collect feedback from workshop attendees to assess the effectiveness of the workshops and identify areas for improvement by	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, Reduce the number of disciplinary referrels by 15% by the end of the academic year, decrease suspensions by 20% and DAEP placements by	Choose One	
DE-2	By the end of the year, MLK will achieve an attendance rate of 91.6% by establishing systems and procedures for daily attendance monitoring using the Pro	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, students will score 33% at the Meets level in reading.	Choose One	
SL-2	By the end of the year, By the end of year, students will score 36% at the Meets level in math	Choose One	
SL-3	By the end of the year 90% of teachers will be proficient at Eureka lesson internalizations	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, MLK will increase teacher adherence to the adopted ELAR curriculum in grades Kinder-8th to at least 85% by enhancing the effectiveness of	Choose One	
PP-2	By the end of the year, enhance school culture and student integration across campuses by developing and implementing a comprehensive plan that addresses	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the school year, develop and implement a structured parent engagement program that allows parents to visit and observe their child's classroom	Choose One	
PE-2	By the end of the school year, develop and implement a comprehensive parent support program aimed at equipping parents with the necessary skills and resources	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

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

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.

District Purchases

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:	Equitable Availability of the Campus Improvement Plan to Parents	
☐ At-Risk Support	Physical Locations of the Plan	
☐ CCMR - Secondary	Languages Available	
☐ Dropout Prevention (Secondary)	URL to Online Version	
☐ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy	
☐ Parent & Family Engagement	Languages Available	
☐ Physical Activity	URL to Online Version	
☐ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☐ Quality of Learning Environment	Physical Locations of the Compact	
☐ Recruiting/Retaining Teachers	Languages Available	
☐ Social and Emotional Support	URL to Online Version	
☐ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

☐ Students Not On Grade Level	Method	Date	Method	Date
☐ Support for Special Populations				
☐ Transition PK to K				
☐ Violence Prevention/Intervention				

	Title I Compliance Documentation and Submissions		
	Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)		
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	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		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

Documentation and Submissions

			Google Shared Folder	
		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		