

# Campus Improvement Plan

## 2023-2024



**Kelly Elementary**

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# Board of Trustees



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Dr. Jaime Aquino**

## **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 35% in August 2023, to 50% 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 16% in August 2023, to 50% 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 4% in August 2023, to 30% 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 65% in August 2023, to 70% in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 05/17/2023	Stakeholders were given the opportunity to give feedback on current CNA and campus questions. Parents responded to Google form using a QR code. Administrators answers questions regarding feedback from the 2022-2023 school year and
Meeting #2 05/23/2023	Stakeholders were divided up into teams to answer questions using campus data. Google forms were provided to teams to answer questions. Teams submitted forms at the end of the meeting.

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

Questions were given to stakeholders (teachers, staff, parents, and community members) through Google Forms. Teachers were split into groups to answer questions using MAP and TAPR data on the Google Form regarding Perceptions, Demographics, Processes and Programs, and Student Learning. Teachers gave feedback on Google Forms. Google Form was reviewed with groups and reviewed with CAC during the 05/23/2023 meeting. Data and goals from 2022 were reviewed to help answers questions and set goals for the 2022-2023 school year. Summative review for the 2022 school year took place at the 05/23/2023 meeting.



<div> <div>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</div> <div>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.</div> </div>			
Demographics (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Student Demographics Student Perceptions	Attendance rate for the 2022-2023 school year was 93%.	PS DE-1	Since 2020, attendance rate has dropped from 98% to 93% for the 2022-2023 school year.
		RC DE-1	Lack of consistent procedures, timely parent outreach, and incentives to promote attendance.
Student Demographics	Performance on Readiness Exams (MAP/CIRCLE)	PS DE-2	59.6% of students through the 2022-2023 school year for students needing interventions based on readiness exams.
		RC DE-2	Lack of consistent intervention programming, and inadequate differentiation strategies.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	<p>Kelly is comprised of 226 students from Early Childhood (PK and Head Start) through 5th grade. We have 91.9% Hispanic and 90.9% Economically Disadvantaged. Kelly Elementary has a student to teacher ratio of 11.5 to 1 teacher which is less compared to the state average. Kelly Elementary is considered a neighborhood school in which we have multiple family generations that have attended Kelly. Students transfer to Kelly from other schools due to the generational ties and low student to teacher ratio. Kelly has an At-Risk population of 59.6%, Kelly Elementary provides academic interventions from the classroom teacher and other supports such as a Dyslexia teacher (district based). Students currently needing interventions based on MAP data and CIRCLE data taken at the beginning of the year for students in Head Start and Kinder through 5th grade. Interventions vary by teacher discretion and various differentiation strategies. Attendance interventions and programs are in place but have not increased attendance over 93%.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Student Learning	2021-2022 STAAR Data	PS SL-1	43% of students are performing at the meets and masters performance levels (all grade levels, all content areas combined).
		RC SL-1	Lack of targets interventions/enrichment opportunities, alignment to the standards, resources, professional development, data analysis, data informed instruction based on student needs.
Student Learning	2022-2023 MAP Data	PS SL-2	End of year MAP data shows students showing growth has decreased by 9% in math and 7% in reading.
		RC SL-2	Lack of differentiated and accelerated instruction for all students.
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	According to 2021-2022 STAAR data available at the time of the CNA process, 43% of students are not on performing on grade level in reading or in math for third through fifth grade. Lack of interventions for students who need accelerated instruction and an intensive intervention program for students for Tier 2 and Tier 3 leave gaps for students. Data informed instruction helps teacher track TEKS and plan small groups but specific goals were not met for students. At the end of the 2022-2023 school year, MAP data shows students overall growth has decreased by 9% in math and 7% in reading showing lack of specific instructional strategies for students.		



<div> <div>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</div> <div>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.</div> </div>			
Processes and Programs (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Processes and Programs	2022-2023 MAP Data, 2022-2023 Attendance Data (teacher, student), 2021-2022 STAAR Data	PS PP-1	End of year MAP data indicates 40% of students did meet individual growth goals in math and 44% of students did not meet their individual growth goals in reading.
		RC PP-1	Ineffective small group instruction to help meet specific student growth needs.
Processes and Programs	2022-2023 GT data	PS PP-2	4% of students have been identified as Gifted and Talented.
		RC PP-2	Lack of process and procedures for referral and identification of gifted and talented students.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	According to data at the end of 2022-2023		

## 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	
Perceptions	2022-2023 Parent Meeting Sign In Sheets	PS PE-1	Parent engagement is 2% during academic events.
		RC PE-1	Systems and processes were not implemented throughout the entire year to increase attendance at parent academic events.
Perceptions	2022-2023 Insight Survey	PS PE-2	Peer culture among teachers is 5%.
		RC PE-2	Administrative check ins were not implemented throughout the year.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Kelly Elementary has a positive school climate. Teachers at Kelly Elementary feel they have an effective leadership team. Staff feels the Administration Team has provided them with clear and measurable expectations directly connected to their performance evaluation. Teachers at Kelly Elementary feel the campus has implemented rigorous academic curriculum effective for student success. All Kelly staff members are held to the expectation to work together to develop a rapport with parents and students. Parents and community stakeholders feel welcomed and supported by all members of the campus staff.		

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, attendance will be 96%.  Demographics 1	For the 2023-2024 school year, an attendance committee will monitor, track, address concerns, and organize incentives to improve campus attendance for students in ECE-5th grade and improve attendance by 5%.	Attendance committee, Administration (Claudia Ramos-Coto, Jessica Ramirez)	282- \$3,363.19
		<b>Quarterly KPIs</b>	By the end of quarter 1, attendance will be at 90%.		
DE-2	1	By the end of the year, grade level readiness will increase by 5%.  Demographics 2	For the 23-24 school year, students in 3rd-5th grade will be provided extended learning opportunities to help accelerate instruction.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez) Instructional Coach (Jessica Nieto), Counselor (Elaina Polich), classroom teachers	282- \$6,435.00
		<b>Quarterly KPIs</b>	By the end of quarter 1, grade level readiness will be at 2%.		
DE-3					
		<b>Quarterly KPIs</b>			
DE-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of the school year, student achievement will increase 1%	Hire a Campus Instructional Coach to facilitate highly effective practices to monitor and adjust instructional planning, delivery, and effectiveness based on student needs.	Administrators (Claudia Ramos-Coto, Jessica Ramirez), Instructional Coach (Jessica Nieto), and teachers in attendance of the PLC.	211 - \$62,222.00
		Student learning 1 Student learning 2			
		Quarterly KPIs	By the end of the first quarter, instructional coach will submit coaching logs and feedback forms.		
SL-2	1	By the end of the school year, students will show growth 10% in math and 9% in reading in MAP.	For the 23-24 school year, ECE-5th grade teachers will be provided professional development, supplies, manipulatives, learning displays, materials, and supplemental resources to help implement differentiated strategies. Instruction for small group implementation to increase rigor, planning, and implementation of differentiation strategies to improve student growth.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto)	211 - \$9,808.00 General Supplies
		Student Learning 2			164 - \$1,968.00 General Supplies & Materials
		Quarterly KPIs	By the end of the first quarter, materials, supplies, and resources have been ordered for implementation of differentiated instruction.		
SL-3	1	By the end of the school year, students will increase reading fluency and reading comprehension by 5%.	By the end of the 2023-2024 school year, a certified retired teacher will be working with students.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto)	282- \$6,435.00
		Student Learning 2			
		Quarterly KPIs	By the end of the first quarter, student data will be monitored through Amplify unit assessments, Teacher Created Assessments, MAP Growth, MAP Fluency to determine intervention need.		
SL-4	1				
		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 school year, students will show growth 10% in math and 9% in reading in MAP.  Processes and Programs 1	For the 23-24 school year, ECE-5th grade teachers will be provided professional development, supplies, manipulatives, learning displays, materials, and supplemental resources to help implement differentiated strategies. Instruction for small group implementation to increase rigor, planning, and implementation of differentiation strategies to improve student growth. Students who have not met growth will be referred for further intervention through the MTSS process.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto)	211 - \$9,808.00 General Supplies  164 - \$1,968.00 General Supplies & Materials
		<b>Quarterly KPIs</b>	By the end of the first quarter, students will be tiered from BOY MAP testing, supplemental resources will be ordered, and small group interventions will begin.		
PP-2	1	By the end of the school year, students will show growth 10% in math and 9% in reading in MAP.  Processes and Programs 1	By the end of the 2023-2024 school year, licenses for IXL and Learning A-Z will be purchased to address student individual learning needs.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto), classroom teachers	282- \$1,404.00 282- \$2,300.00
		<b>Quarterly KPIs</b>	By the end of the first quarter, licenses for IXL and Learning A-Z will be purchased for student use.		
PP-3	1	By the end of the 2023-2024 school year, we will increase referrals for the SAISD GT program by 7%.  Processes and Programs 2	For the 23-24 school year, students in Kinder through 5th grade will be monitored through MAP data and GT characteristics from TEA to determine students who may display GT characteristics.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto), GT specialist (Stephanie Oosterveen), classroom teachers	
		<b>Quarterly KPIs</b>	By the end of the first quarter, GT specialist will provide professional development on GT referral process.		
PP-4		By the end of the 2023-2024 school year, students will show growth in their physical activity by 10%.  Process and Programs 1	For the 23-24 school year, students will participate in the Fitnessgram assessment.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto), Deborah Maisonet	
		<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	1	By the end of the year, attendance for academic nights will increase to 4%.  Perceptions 1	For the 2023-2024 school year, we will calendarize at least two parent academic events per month for parents to engage on campus to increase their support and increase academic performance including transition from ECE to Kindergarten.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto), Counselor (Elaina Polich) classroom teachers	211 - 788.00 General Supplies  211 - 788.00 Refreshments
		Quarterly KPIs	By the end of quarter 1, parent engagement at academic events will increase to 2.5%.		
PE-2	4	By the end of the year, students and teachers will show increase of supported SEL development by 2% through quarterly needs assessments.  Perceptions 2	For the 2023-2024 school year, students and teachers will develop social emotional development skills through small group counseling, administrative check ins, and climate and culture events on campus to help retain quality teachers. .	Administrative team (Claudia Ramos-Coto, Jessica Ramirez) Instructional Coach (Jessica Nieto), Counselor (Elaina Polich), FACE specialist, classroom teachers	282- \$3,363.19
		Quarterly KPIs	By the end of quarter 1, students and teachers social emotional development skills will increase by 0.5%.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

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



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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

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

<div>2.2 – Fourth Quarterly Review Meeting</div> <div>The CAC will use artifacts and data to check KPI progression for all strategies.</div>			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

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

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
			Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto), classroom teachers	

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	
	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, <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
Kelly Elementary School	15907- 143
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Joanela DeLeon
Principal	SAISD Board Approval Date
Claudia Ramos-Coto	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders



