

Campus Improvement Plan

2023-2024



Miller Elementary School

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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
Meeting #1 March 27, 2023	Teacher/Staff teams worked together to break up the CNA into the four components and gather data for analysis. Teams created documents and created work plans. A second workday was held on April 3rd, 2023, and the final products were due in the Google Drive by April 17th, 2023.
Meeting #2 5/12/2023	Lead team reviewed work products from teacher teams, filtered the information, and began inputting information from the group work into the CNA template. CNA Draft was completed by the team
Meeting #3 5/19/23	Lead team reviewed CNA work, and used the district goals to address the problem statements identified in the CNA through performance objectives, strategies, and KPIs
Meeting #4 5/22/2023	Staff meeting was held and campus reviewed both draft CIP and draft CNA. Notes were made about staff absence numbers, and revisions were made to attendance data.
Meeting #5 5/26/23	Campus Advisory Council/ CLT meeting was held and campus reviewed both draft CIP and draft CNA.

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

In review of the 2022-2023 CIP progress evaluation, we note the following

- Many performance objectives are based on Spring 2023 STAAR scores, which will not be available until August 2023
- Our annual attendance rate is on track to meet our goal of at least 90%
- We do not yet have TELPAS scores for Spring 2023, although the performance bands have increased since the creation of the goal.
- Parent survey and Insight survey is also unavailable at this time.
- Circle has been administered to all students consistently, and our Pre-Kindergarten program has grown.

<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 Attendance Data	Frontline Attendance Data	PS DE-1	The campus has hovered only around 90% attendance since 2020.
		RC DE-1	Campus based committees have not established clear roles and responsibilities. (ESF 1.1)
Staff Data	Staff Absence Data	PS DE-2	Staff attendance is at 84% rate which makes it challenging to implement an effective academic program.
		RC DE-2	Campus instructional leaders do not use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. (ESF 1.1)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	The campus year to date student attendance rate for 2022-2023 is 90.45% as of 5/12/2023.		
	Between August 2022, and April 2023, 911 staff absences were recorded. This includes 5 FMLA leaves of absence.		

<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>			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Grade Level Readiness Trends MAP	MAP Scores	PS SL-1	Students are not meeting the campus growth goal (80%) for MAP BOY to MOY, with reading at 35% and math at 51% of students meeting or exceeding growth.
		RC SL-1	Not all teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.(ESF 5.3)
STAAR	Projections for STAAR 2023	PS SL-2	STAAR Interim scores were not as strong as expected, with 50% of students 3rd-5th grade at the approaches level or higher on Spring STAAR Interim.
		RC SL-2	High-quality instructional materials are not consistently used across classrooms. (ESF 4.1)
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	STAAR Math students grade 3-5 are projected to be 50% at the approaches level or higher based on Spring STAAR Interims. (58/116) STAAR ELA students grade 3-5 are projected to be 50% at the approaches level or higher based on Spring STAAR Interims. (58/116) 35% of students K-2 grade met or exceeded growth expectations BOY-MOY in Reading. 51% of students K-2 grade met or exceeded growth expectations BOY-MOY in Math.		

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

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Professional Growth	Performance Matters Reports	PS PP-1	Although teachers are attending some professional learning from the district, there is no system in place to follow up with material or monitor implementation of strategies learned.
		RC PP-1	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices. (ESF 5.1)
PLCs and PLNs	PLC Agendas, Administrator Observation	PS PP-2	There are currently no teacher-led PLCs on the campus, as all are administration led.
		RC PP-2	In admin-led PLCs teachers meet to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (ESF 5.3)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Teachers have participated in an average of 8 professional learning opportunities that have been reported in Performance Matters. Based on PLC agendas and administration observation, administrators led all PLC's in the 22-23 school 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	
Student Discipline	Frontline Discipline Data	PS PE-1	Although the number of incidents are not high, the school-wide PBIS management plan is not being used to curtail serious incidents.
		RC PE-1	Although all staff and students appear to understand a system of rewards and consequences, staff has not consistently implemented the system with fidelity. (ESF 3.2)
Student Perceptions	Campus Created Student Survey	PS PE-2	In a campus student survey, 24% of students reported they do not feel a sense of belonging.
		RC PE-2	Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs.. (ESF 3.3)
Parent Family Engagement	Campus Created Parent Survey	PS PE-3	53% of parents surveyed reported they were involved in activities through Dorie Miller ES that improved their child's performance
		RC PE-3	Systems are not in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way (ESF 3.4)
		PS PE-4	
		RC PE-4	
Data Determinations	<p>In SY21, there were 13 PEIMS reportable incidents, SY22 there were 40 reportable incidents, and in SY23 there have been 35 as of 5/12/23.</p> <p>In a campus student survey administered to kindergarten through 5th grade students in the spring of 2023, 24% of students reported they do not feel a sense of belonging.</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,	By the end of year, the campus will maintain a 96% attendance rate with students. PS-DE1	An attendance committee monitors and tracks attendance, organizes incentives, addresses concerns with parents, and follows through with retention officers as needed. This committee will also support student enrollment and retention efforts.	Admin, Attendance Committee, Teachers	
		Quarterly KPIs	By the end of Quarter 1 Attendance committee formation.,. By the end of Quarter 2, Attendance committee reports attendance data weekly to administration . Interventions are put in place (home visits, parent meetings). Meetings with retention officer are held. By the end of Quarter 3 Attendance committee reports attendance weekly to administration. Meetings with retention officer are held. Court interventions are requested as needed. By the end of the year, the campus will maintain a 96% attendance rate with students.		
DE-2	1.	By the end of year, the campus will maintain a 96% attendance rate with staff. PS- DE2	The strategy will be to monitor staff attendance using Frontline Absence reporting.	Admin	
		Quarterly KPIs	By the end of Quarter 1 Reports will be run and reported to staff and excessive absences will be addressed by board policy. By the end of Quarter 2, Reports will be run and reported to staff and excessive absences will be addressed by board policy. By the end of Quarter, Reports will be run and reported to staff and excessive absences will be addressed by board policy. By the end of the year, the campus will maintain a 96% attendance rate with staff.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

<div>2.1 - Campus Improvement Plan (CIP)</div> <div>The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes</div>					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	2	80% of all students, including individually those in the Black subpopulation, K-3 will meet or exceed growth in MAP Math BOY-EOY. PS-SL1	Through district and campus instructional supports including full time prekindergarten teachers and assistants, there will be PD on mathematics, PLC, and all teachers will use an accelerated and balanced math instructional framework. The Prekindergarten teachers will support the students transition from PK to Kindergarten through the use of high leverage teaching strategies and parent meetings.	administration, instructional coach, teachers	211 - 1.5 prekinder teachers \$116,949.00
		Quarterly KPIs	By the end of Quarter 1, all teachers will have implemented an instructional math framework that indicates acceleration and/or enrichments. By the end of Quarter 2, MAP MOY data will be reviewed by PLC teams to determine instructional strategies. By the end of Quarter 3, administrators will monitor the use of the learning continuum by teacher teams to address skill gaps. By the end of the year, 80% of all students in the Black subpopulation K-3 will meet or exceed growth in MAP Math BOY-EOY.		
SL-2	1,3	75% of students, across all subpopulations, in 3rd-5th grade will score at the approaches level or higher on STAAR 2024. PS-SL2	Through district and campus instructional supports (PD), PLC, all teachers will plan and implement an accelerated and balanced literacy framework during the literacy block. Intervention and acceleration strategies will include after school clubs, activities, field trips, and projects based activities. To support this the campus will hire a title 1 funded instructional assistant and a full time library assistant.	administration, instructional coach, teachers	211-11-6129-00-153-30-000 Instructional Asst. \$33390.00 211-12-6129-00-153-30-000 Library Assistant \$37822.00 211-11-6399-00-153-30-000 Supplies:Teaching \$11212.00
		Quarterly KPIs	By the end of Quarter 1, Intervention block is built into master schedule and used to address targeted skills. By the end of Quarter 2, 80% of students are involved in varied learning opportunities to show growth in or mastery of targeted skills- interventions, cross-language activities, projects-based activities. By the end of Quarter 3, 80% of students are involved in varied learning opportunities to show growth in or mastery of targeted skills- interventions, cross-language activities, projects-based activities/field trips. By the end of the year, 75% of students in 3rd-5th grade will score at the approaches level or higher on STAAR 2024.		
SL-3					
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3	When the staff survey is administered to staff, administration will ensure staff participation in the School Performance Framework (SPF) staff survey at 90%, and work to obtain positive response scores at 80% PS- PP1	Teachers will be provided opportunities for professional learning and follow up support, mentoring, shared decision making, and leadership on the campus to enhance recruitment and retainment of highly qualified teachers.	Admin, Teachers	
		Quarterly KPIs	By the end of Quarter 1,100% of teachers and lead team staff are assigned committee and roles and responsibilities,. By the end of Quarter 2, 100% of new teachers are provided mentors in order to support them through their initial years at Miller.By the end of Quarter 3 professional learning opportunities will be reviewed by administrators and follow up and supports created on an individual basis to support teachers By the end of the year,When the staff survey is administered to staff, administration will ensure staff participation in the School Performance Framework (SPF) staff survey at 90%, and work to obtain positive response scores at 80%		
PP-2	1, 2, 3	When the staff survey is administered to staff, administration will ensure staff participation in the School Performance Framework (SPF) staff survey at 90%, and work to obtain positive response scores at 80% PS-PP2	Create teacher leaders through release of responsibilities from administration led PLCs to teacher led PLCs.	Admin, Teacher Leaders	
		Quarterly KPIs	By the end of Quarter 1,administration will ensure that teacher leaders are trained in PLC facilitation.. By the end of Quarter 2, teacher leaders will have led a PLC with administrative support. By the end of Quarter 3, 75% of PLC's will be managed by teacher leaders. By the end of the year, 100% of PLC's will be managed by teacher leaders.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1, 4	ATTENDANCE/HEALTH AND SAFETY: Miller staff will implement a campus-wide system for monitoring student attendance data and PBIS/SEL data resulting in: - an annual attendance at school rate of 90% - an annual participation rate in health, safety and wellness program of 100% PS-PE1	By the end of the year, 100% of students will have participated in the campus-wide integrated PBIS model that addressed attendance, drop-out prevention, violence prevention, student physical and mental health including physical activity	Admin, PBIS Committee Teachers, Counselor, CIS	211-11-6399-00-153-30-000 Supplies:teaching \$11,212.00
		Quarterly KPIs	By the end of Quarter 1,Formation of a PBIS committee. By the end of Quarter 2,PBIS committee supports PBIS-based activities that address student health and safety, dropout prevention and/or violence prevention, with support from the counselor, CIS and physical education. By the end of Quarter 3, PBIS committee supports PBIS-based activities that address student health and safety, dropout prevention and/or violence prevention, with support from the counselor, CIS and physical education, including moderate to vigorous physical activity. By the end of the year, ATTENDANCE/HEALTH AND SAFETY: Miller staff will implement a campus-wide system for monitoring student attendance data and PBIS/SEL data resulting in: - an annual attendance at school rate of 90%- an annual participation rate in health, safety and wellness program of 100%		
PE-2	4	Reduce the percentage of students who do not feel a sense of belonging according to end of the year surveys from 24% to less than 10%. PS-PE2	Using SEL techniques - specifically Rhithm, Sanford-Harmony, guidance, and school-wide Positive Behavior Intervention and Support (PBIS)	Admin, PBIS Committee Teachers, Counselor, CIS	211-11-6399-00-153-30-000 Supplies:teaching \$11,212.00
		Quarterly KPIs	By the end of Quarter 1,All SEL techniques will be implemented in the classroom as indicated by walkthroughs and observations.. By the end of Quarter 2, 50% of all students will be actively engaged in the Rhithm app, school-wide PBIS, and Sanford-Harmony activities. By the end of Quarter 3 75% of all students will be actively engaged in the Rhithm app, school-wide PBIS, and Sanford-Harmony activities. 80% of students will be involved in guidance activities.By the end of the year,100% of all students will be actively engaged in the Rhithm app, school-wide PBIS, and Sanford-Harmony activities. 80% of students will be involved in guidance activities.		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-3	4	When the parent survey is administered, Miller staff will encourage and support participation in the SPF family survey at 50%, and work to obtain positive response scores at 70%. PS-PE3	Hold family engagement events through evening events, coffees, and parent education events, including curriculum events that support parent understanding of the curriculum and of their positive impact on student achievement.	Admin, PBIS Committee Teachers, Counselor, CIS	211-61-6399-00-153-30-000 Supplies Family Engagement \$1289.00 211-61-6499-00-153-30-000 Refreshments Family Engagement \$1289.00
		Quarterly KPIs	By the end of Quarter 1, campus will have 1 curriculum based event. By the end of Quarter 2, campus will host 2 or more curriculum based events and Title I required parent meetings: Parent Utility training, Parent Compact meeting. By the end of Quarter 3, campus has hosted all required Title I events and 2 or more curriculum/community based events, including an event that supports parents' understanding of student achievement and how parents can help their students meet their goals. By the end of the year, when the parent survey is administered, Miller staff will encourage and support participation in the SPF family survey at 50%, and work to obtain positive response scores at 70%.		
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
	By the end of Quarter 1 Attendance committee formation		

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

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

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

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

Committee Members

Committee Members

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

[illegible][illegible]

