



Campus Improvement Plan

2023-2024



Will Rogers Academy

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Board of Trustees



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VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

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

SAISD 2023-2024 Campus Goals

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process	
The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]	
CNA Development Dates	Meeting Topics and Actions
Meeting #1 March 27, 2023	Review parts of CIP that apply to Student Learning, Demographics Perceptions, and Processes and Programs. Determine if the current Performance Objectives and strategies should be revised or continued. Look at guided questions for each area and decide if any other questions apply to our current needs.
Meeting #2 April 24, 2023	Review and discuss additional areas to address regarding Demographics and Perceptions. Use the 5 Why's protocol to determine problem statements and root cause of each area. Examined discipline data, student achievement data, and attendance/enrollment data
How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?	
<p>Based on the 2022-2023 evaluation of the CIP:</p> <ul style="list-style-type: none"> Student readiness did not grow to the level desired, however the school-wide strategies are effective and routine in 100% of classrooms. Additional strategies will be incorporated to address the area of writing and targeted instructional strategies Our campus will continue to examine routines for onboarding teachers Based on student outcomes in all grade levels, professional development will focus on developing aligned formative assessments 	

<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>			
Demographics (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Discipline	Discipline reports Rhithm	PS DE-1	Males comprise 51% of the total student population and 61% of the total referrals.
		RC DE-1	Not all staff has the resources or training to provide the type of redirection required to prevent behaviors from escalating.
Attendance	TAPR Report Attendance reports Historical reports	PS DE-2	Attendance has decreased by 6% from the goal of 96%.
		RC DE-2	There is not a codified system to track attendance.
Discipline	Discipline reports Rhithm	PS DE-3	Special education students comprise 19% of the total student body and 33% of the total referrals.
		RC DE-3	Not all staff has the resources or training to provide the type of redirection required to prevent behaviors from escalating.
		PS DE-4	
		RC DE-4	
Data Determinations	Attendance increased during 2022-2023 from 84% to 90.10% . Overall, there were 166 students with discipline referrals requiring administrative support according to Frontline. Out of each of the sub-populations examined, males and special education students had the largest disparity between total per cent of population and per cent of referrals.		

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	
Achievement Data	STAAR MAP Benchmarks CBAs Interims	PS SL-1	40-60% of students are not showing growth according to both MAP progress measure and STAAR progress measure.
		RC SL-1	Students are receiving neither effective Tier I instruction nor consistent, effective daily interventions
Achievement Data	STAAR MAP Benchmarks CBAs Interims	PS SL-2	The percent of emergent bilingual (EB) students on campus who met their progress measure according to TELPAS 2022 was 45%.
		RC SL-2	Students do not have enough opportunities to develop and practice English language skills in reading, listening, speaking, and writing
		PS SL-3	
		RC SL-3	
		PS SL-4	
		RC SL-4	
Data Determinations	30% of teachers have growth according to MAP/STAAR that surpass 65%. Overall campus data indicate 60-80% of students below grade level in one or more core content areas.		

<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	
Mental Health of students Counseling services	Rhythm app reports Branching Minds Counseling report Communities in Schools report	PS PP-1	64% of students see the counselor and communities in school weekly for emotional support. The school has had 20 outcries this school year.
		RC PP-1	Students and families are not provided with daily social emotional resources and strategies to support their needs.
Achievement Data	STAAR MAP Benchmarks CBAs Interims	PS PP-2	Student performance on local benchmark assessments and student report cards is 25% higher than student performance on state assessments.
		RC PP-2	Students are not assessed with aligned, rigorous assessment and tier I instruction is not aligned with grade level standards.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Campus student data is not aligned to state benchmarks/assessments. Overall, students have a high emotional needs due to extenuating factors in their home life and managing emotions.		

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	
Volunteers and community engagement	App Garden Raptor Login	PS PE-1	Will Rogers Academy currently 9 active volunteers out of 144 who have submitted an application and have been cleared by the district.
		RC PE-1	The recruiting efforts and follow-up by the campus is not consistent.
Volunteers and community engagement	FACE Rubric/Spreadsheet	PS PE-2	Will Rogers Academy currently has two active community partners.
		RC PE-2	The recruiting efforts and follow-up by the campus is not consistent.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Family and community survey data indicates that 86% of families prefer communication through text and want more information on academic strategies to help their child(ren). However, parent training attendance averages about 10 parents, while campus events average 100-200 parents.		

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	4	During the 2023-2024 school year, we will Increase campus attendance by 6% to meet the 96% goal. PS DE-1	We will create and implement a procedure to contact 100% of absent students daily, provide incentives, and provide wrap-around services.	Attendance Clerk Counselors Administrators	
		Quarterly KPIs	Q1=Student Leadership class is established for 1st period (2-4 students). Folders are created and 100% of PK-2nd grade teachers post attendance folders outside of door daily. 100% of absent students are contacted before 10:00 am daily. Year to date attendance percent has increased by 2%. Q2= Folders are created and 100% of PK-5th grade teachers post attendance folders outside of door daily. 100% of absent students are contacted before 10:00 am daily. Year to date attendance percent has increased by 4%. Q3=Folders are created and 100% of PK-8th grade teachers post attendance folders outside of door daily. 100% of absent students are contacted before 10:00 am daily. Year to date attendance percent has increased by 6%. Q4=100% of absent students are contacted daily by 10:00 am. Attendance percent has increased to 96%		
DE-2	4	During the 2023-2024 school year, discipline referrals for males and special education students will decrease by 5%. PS DE-1, PS DE-3	Provide professional development for staff and families focused on de-escalation and preventative strategies including classroom structures, activities, guidance lessons, routines/procedures, and parent/mentor involvement.	Counselors FACE Specialist Administrators	
		Quarterly KPIs	Q1= Provide professional development on classroom routines and procedures (PBIS). Initiate a mentor program focused on positive male role models. Q2= Provide professional development on classroom structures that focus on student engagement. Recruit 5 mentors for the mentor program. Designate specific dates and a schedule for the mentor to follow when present on campus. Q3= Provide professional development on activities/strategies to ensure students are active during instruction. Recruit 5 additional mentors. A mentor was present on campus weekly. Q4= Create a planning session with mentors to improve the mentor program for the following year. Gather feedback from the staff about effectiveness of the mentor program and professional development.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

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	4	90% of students will meet their projected growth measures for both Reading/Language Arts and Math according to MAP/STAAR/CIRCLE. Students scoring at Meets and Masters on STAAR for all tested subjects (math, reading, science, and social studies) will increase by 10% and 5% respectively. PS SL-1, PS PP-2	Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. A campus testing schedule and timeline will be created and followed for the school year.	Teachers Instructional Coaches	
		Quarterly KPIs	Q1: Provide professional development on formative assessments. Teachers will embed two formative assessment strategies weekly in their lesson plans. 100% of teachers will have updated individual Teacher Data Trackers which are aligned to the assessment calendar Q2: Provide professional development on formative assessments. Teachers will embed four formative assessment strategies weekly in their lesson plans. 100% of teachers will have updated individual Teacher Data Trackers which are aligned to the assessment calendar. Q3: Provide professional development on formative assessments. Teachers will embed four formative assessment strategies weekly in their lesson plans. 100% of teachers will have updated individual Teacher Data Trackers which are aligned to the assessment calendar. Q4: Provide professional development on formative assessments. Teachers will embed four formative assessment strategies weekly in their lesson plans. 100% of teachers will have updated individual Teacher Data Trackers which are aligned to the assessment calendar.		
SL-2	4	100% of students will set academic achievement goals in areas of CFA Assessments/MAP/CBA Assessments/Interims/STAAR PS SL-1	A school-wide organization system will be implemented to track student data utilizing AVID materials/spreadsheet and will be used during parent conferences (Fall and Spring for all students) and [Fall, Winter(Tier III), and Spring].	Administration, Counselors, Teachers	
		Quarterly KPIs	Q1: 80% students will meet campus goal setting and data tracking expectations and 100% of parents will be offered a conference which will be noted to the assessment data trackers and in branching minds. Q2: 100% of students will meet campus goal setting and data tracking campus expectations Q3: 100% of students will meet campus goal setting and data tracking expectations and 100% of Tier III parents will be offered a conference which will be noted to the assessment data trackers and in branching minds. Q4: 100% students will meet campus goal setting and data tracking expectations and 100% of parents will be offered a conference which will be noted to the assessment data trackers and in branching minds.		

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-3	4	<p>90% of students will meet their projected growth measures for both Reading/Language Arts and Math according to MAP/STAAR/CIRCLE. Students scoring at Meets and Masters on STAAR for all tested subjects (math, reading, science, and social studies) will increase by 10% and 5% respectively.</p> <p>PS SL-1</p>	Provide targeted social studies, reading, math, and science intervention and opportunities for students to meet their academic goals according to the campus and district assessments while utilizing differentiated resources, supports, tutoring, and educational experiences (off-campus).	Teachers	211/Lab Aids/\$2721.94 211/ODP Headphones & mouse/\$5993.25 211/Lakeshore bins & charts/\$327.16 211/Lakeshore student kits/\$1489.81 211/calculators/\$499 211/Math Warm-ups/\$17290 211/Explore Learning/\$157.50 211/Discovery Education/\$1327.45 211/Teach TCI/\$578
		Quarterly KPIs	<p>Q1:100% of students are provided with intervention opportunities daily, 100% of grade levels have scheduled off campus educational experiences.</p> <p>Q2: 100% of students are provided with intervention opportunities daily, 100% of grade levels have scheduled off campus educational experiences.40% of grade levels have completed an off campus educational experience</p> <p>Q3: 100% of students are provided with intervention opportunities daily, 100% of grade levels have scheduled off campus educational experiences. 70 % of grade levels have completed an off campus educational experience</p> <p>Q4: 100% of students are provided with intervention opportunities daily, 100% of grade levels have scheduled off campus educational experiences. 100% of grade levels have completed an off campus educational experience</p>		
SL-4	4	<p>60% of collaborative planning time will be designated for explicit collaborative discussions around lessons planned for the 2023-2024 school year.</p> <p>PS SL-1</p>	Implement a professional learning community for each grade level/content area that is focused on student growth and achievement, modeling best practices, and discussing/planning aligned, rigorous lessons utilizing various aligned resources.	Administration, Instructional Coaches Teachers	
			Q1= 40% of core content teachers will have individually met with IC to plan at least one lesson. (20% of teachers will meet weekly with IC's).By the end of quarter 1. grade levels should have at least 3 "Table Reads" documented on the PLC agenda for that quarter.		

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-5	4	90% of students will meet their projected growth measures for both Reading/Language Arts and Math according to MAP/STAAR/CIRCLE. Students scoring at Meets and Masters on STAAR for all tested subjects (math, reading, science, and social studies) will increase by 10% and 5% respectively. PS SL-1	Teachers will utilize various resources and instructional strategies during Tier I, Tier II, and Tier III instruction, using the science of teaching reading, close reading, analytical writing, and routine formative assessments.	Administration, Instructional Coaches Teachers	
		Quarterly KPIs	Q1 = 70% of teachers will integrate writing (k-8) across all contents. Core teachers will bring a student work sample monthly alternating content areas to PLC. 100% of teachers are using PLORE, UPSC, and the GRR daily. Q2 = 100% of teachers will integrate writing (k-8) across all contents. Core teachers will bring a student work sample monthly alternating content areas to PLC. 100% of teachers are using PLORE, UPSC, and the GRR daily. Q3 = 100% of teachers will integrate writing (k-8) across all contents. Core teachers will bring a student work sample monthly alternating content areas to PLC. 100% of teachers are using PLORE, UPSC, and the GRR daily. Q4 = 100% of teachers will integrate writing (k-8) across all contents. Core teachers will bring a student work sample monthly alternating content areas to PLC. 100% of teachers are using PLORE, UPSC, and the GRR daily.		
SL-6	4	60% of emergent bilingual students will meet their progress measure according to TELPAS. PS SL-2	Dual Language teachers will utilize various resources and provide daily targeted English language instruction.	Administration, Instructional Coaches Teachers	
		Quarterly KPIs	Q1=The Master Schedule will show specific English language development (ELD) time daily for all Dual Language classes K-5. 100% of teachers will provide ELD instruction daily. 100% of dual language students will take a baseline assessment in English and 100% of teachers will track that data. Q2=100% of dual language teachers will provide ELD instruction daily for a minimum of 30 minutes. 100% of dual language students will take a progress measuring assessment in English and 100% of teachers will track that data. Q3= 100% of dual language teachers will provide ELD instruction daily for a minimum of 45 minutes. 100% of dual language students will take a progress measuring assessment in English and 100% of teachers will track that data. Q4=100% of dual language teachers will provide ELD instruction daily for a minimum of 45 minutes. 100% of dual language students will take a final progress measuring assessment in English and 100% of teachers will track that data.		

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	During the 2023-2024 school year, we will increase active parent volunteers and community engagement by 50%. PS PE-1, PS PE-2	Implement two parent led meetings for each semester, focused on recruiting volunteers and providing parent training.	FACE Specialist	
		Quarterly KPIs	Q1= Identify four parent leaders to establish campus parent advisory group that will lead Fall parent meetings. One completed parent led meeting/training during quarter one. Q2= One completed parent led meeting/training during quarter two. Establish a daily volunteer check-in system and volunteer station to assist with tasks for volunteers. Q3= Campus will have 6 active volunteers monthly. One completed parent led meeting during quarter three. Q4=Campus will have 8 active volunteers monthly. One completed parent led meeting during quarter four.		
PP-2	1	During the 2023-2024 school year, we will increase active parent volunteers and community engagement by 50%. PS PE-1, PS PE-2	Invite two community/business partners to at least two events per semester.	FACE Specialist	
		Quarterly KPIs	Q1= Create a flyer, to include the campus vision and mission, and deliver to surrounding businesses/community organizations. Deliver personal invitation to campus events. A minimum of one business/community partner attends event. Q2= Deliver personal invitations and confirm business/community organizations will attend two events in first semester. Q3= Campus will have 3 active partners(business &/or community) to support during campus events. Q4= Campus will have 4 active partners(Business &/or community) to support during campus events.		
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	During the 2023-2024 school year, 75% of students will be able to identify three strategies to self regulate their emotions. PS DE-1, PS DE-3	Provide guidance lessons and family training focused on mental health and social emotional awareness/skills.	Counselors	
		Quarterly KPIs	Q1= Create and Implement assessment to retrieve data for baseline information for students. Include bi-weekly guidance for all students in the master schedule. Counselor lessons will focus on one social emotional skill. Q2= Host one social emotional learning campus wide event for families. Counselor lessons will focus on a second skill. Complete a progress monitoring assessment for students. Q3= Counselor lessons will focus on testing anxiety strategies. Host one social emotional learning campus wide event focused on anxiety. Complete a progress monitoring assessment for students. Q4= Host a campus wide social emotional event focused on strategies to use/sustain during summer months. Complete post assessment to retrieve data from students.		
PE-2					
		Quarterly KPIs			
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

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
Will Rogers Academy	15907- 161
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Zada Fowler	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Committee Members

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

Name	Role		Name	Role
Zada Fowler	Principal		Lorena Flores	Paraprofessional
Jesus Solis	Assistant Principal		Elisa Saenz	Parent
Abel Hernandez	Assistant Principal		Amanda Suarez	Parent
Michelle Martinez	Instructional Coach		Marcus de Leon	Parent
Veronica Ojeda	Instructional Coach		John Aureli	Community Member
Valerie Trevino	Counselor		Vincent O'Campo	Fine Arts
Veronica Macias	Counselor			
Maritza Barrera	FACE Specialist			
Lynda Muller	Librarian			
Robin McNeely	7th grade teacher			
Lizzeth Saldana	PreK Teacher			
Melinda Roth	Kinder teacher			
Suzanna Baltazar	1st grade teacher			
Esther Rios Rodriguez	2nd grade teacher			
Amber Garcia	3rd grade teacher			
Priscilla Mascorro	4th grade teacher			
Trevlynn Espinoza	5th grade teacher			
Ricardo Franco	6th grade teacher			
Jennifer Campbell	8th grade teacher			
Thomas Garcia	Specials/Electives teacher			

