



Campus Improvement Plan

2024-2025



TWAIN DUAL LANGUAGE ACADEMY

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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** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the 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 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 struggling or 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 2/1/2024	Training Overview of CNA process & identifying root causes Demographics: student attendance, staff attendance, YTD discipline report
Meeting #2 5/13/2024	Student Learning: MAP and Circle data, STAAR prelim results, STAAR EOC results Perceptions: UTSA Climate Survey Processes and Programs: PBIS and discipline follow-up

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

The Campus Advisory Committee (CAC) met on May 13, 2024 for the 4th quarter Campus Improvement Plan (CIP) review and summative evaluation. The Campus Needs Assessment (CNA) review began on May 13, 2024 and was completed on May 15, 2024. The CAC met on May 13, 2024 for the 4th quarter Campus Improvement Plan (CIP) review and summative evaluation. The Campus Needs Assessment (CNA) review began on May 13, 2024 and was completed on May 15, 2024. The CAC met on May 13, 2024 for the 4th quarter Campus Improvement Plan (CIP) review and summative evaluation. The Campus Needs Assessment (CNA) review began on May 13, 2024 and was completed on May 15, 2024. Subsequent meetings took place in July, 2024 with CAC representatives, and community members.

- Intensive professional development and implementation of the constructed responses in the RLA STAAR exam led to growth.
- STAAR ACHIEVEMENT:
 - RLA STAAR exam led to growth from 86% to 86% approaches, 64% to 68% meets, 37% to 41% masters
 - Math STAAR results show a drop from 82% to 78%% approaches, 55% to 50%% meets, 22% to 20% masters
 - Science STAAR results show a drop from 75% to 70% approaches, and growth from 33% to 43% meets, 16% to 17% masters
 - Social Studies STAAR results show growth from 57% to 85% approaches, 26% to 55% meets, 14% to 30% masters
- STAAR/TELPAS STUDENT GROWTH
 - RLA: from 75% to 79%
 - Math: from 59% to 62%
 - TELPAS: from 63% to 72%
- PK Circle Test data shows improvement areas and area of continued focus: math rote counting increased from 53% to 75%, phonics letter sounds show a drop from 90% to 86%.
- Student attendance is on an upward trend since COVID from 94.6% to 95.4%. PK student attendance showed growth from 92.9% to 94.87%. This is still below the district target of 96%. Teacher
- Teacher-managed misbehavior increased.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Attendance	BI Student Attendance Report	PS DE-1	Although Twain has increased communication with families about the importance of regular attendance and incentivized attendance, the school staff has not consistently followed up with chronically absent students.
		RC DE-1	Twain had less personnel to address student absenteeism. (No attendance clerk, so the FACE Specialist took on some of the attendance responsibility.
Student Discipline	Frontline student discipline report Branching Minds	PS DE-2	Repeat offenders are responsible for generating the majority of student discipline referrals.
		RC DE-2	Teachers did not consistently implement BIPs, use de-escalation techniques, or document referrals in a timely manner. Administration did not fully train teachers with the levels of misbehavior and possible mitigation steps.
Student Discipline	Frontline student discipline report Branching Minds	PS DE-3	Student verbal and physical outburst took place during recess and other unsupervised times.
		RC DE-3	Teachers did not consistently actively monitor in common areas like playground and field.
Teacher Attendance	Frontline Report	PS DE-4	Staff absences total 544 for the 23-24 school year; many of the absences tend to take place on Fridays & Mondays.
		RC DE-4	Instructional leaders did not provide periodic attendance reports to teachers to help them monitor attendance. Twain has not clarified the parameters for days off, including district blackout dates.

Data Determinations	<p>Strengths:</p> <ul style="list-style-type: none"> • Staff vacancies 23-24: zero; staff vacancies 24-25: one PK dual teacher • Twain teachers support campus recruitment by referring external teachers for interview. • As a campus, we are quite balanced with the number of students that are EB (49%) and monolingual (51%) • Our campus is above the state average (9%) for GT students (15%) • Eleven master teachers identified (an increase of 3 teachers); experienced faculty and staff • Stable school leadership: principal at school for 7 years, APs at school for 4 years. <p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Student attendance rate as of 5/30/24 was 95.4%; this is below the 96% target goal. • We are above the state average (11%) for special education students (13%) • Student attendance rate: 94%. Target goal: 96%
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ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Grade Level Readiness (5 & 8)	STAAR Science Results	PS SL-1	STAAR science results show 30% of students did not meet standards in 5th and 8th grade, with the vast majority (17/19 of the non- passers) being 5th graders.
		RC SL-1	Science instruction is not consistently taught in a manner that involves the 5E model and student investigations that are faithful to StemScopes. Admin has not followed up with the planning and implementation of science instruction in grades K-4 and 6/7.
Grade Level Readiness (3-8)	STAAR Math Results	PS SL-2	STAAR Math results show that 22% of students did not meet standard in grades 3-8.
		RC SL-2	Math instruction in 1st and 2nd has not ensured that students have mastered grade level standards to be ready for the subsequent grade. Math intervention is inconsistent, not systemic and not schoolwide. Math intervention has not been monitored consistently by admin.
Grade Level Readiness (3-8)	MAP Math Assessment Data STAAR Results	PS SL-3	Math: MAP data shows that 3rd grade did not meet the target growth projection of ___%; ___% of the students met the target. STAAR results show ___% of students did not meet standard in grades 3-8. Students in grade 3, 5, and 6 are ___% of the students that did not meet standard.
		RC SL-3	Math intervention in the classroom was inconsistent, and extended day for math was minimal.
Grade Level Readiness (3-8)	STAAR Results	PS SL- 4	STAAR RLA ___% of students did not meet standard in grades 3-8. ___% of those students were in 3rd grade
		RC SL-4	We have not completely closed the gap for the 3rd graders who were most affected by the pandemic.
Grade Level Readiness (PK)	Circle Test Data	PS SL- 5	Circle Test results show improvement but the following categories are still the lowest: math are rote counting, counting quantities, and operations.
		RC SL-5	In PK, language arts was directly connect to social studies and science in phase 1. Math was not integrated into the phases of language acquisition throughout the year consistently.

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
<p>Data Determinations</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • High levels of Meets and Masters in Reading and Math • MAP EOY 22-23: 5th (67%) and 8th (55%) grade were above grade level in science • CIRCLE EOY 22-23: Over 90% of PK students are on-track with their learning and showed considerable growth <p>Areas of Improvement:</p> <ul style="list-style-type: none"> • MAP EOY 22-23: 1st grade had 45% of students below grade level in English Reading and 37% below grade level in Spanish Reading; 49% below grade level in Math • Math STAAR results show a drop from 83% to 82% approaches, 58% to 55% meets, 31% to 22% masters • Math: MAP data shows that 3rd grade did not meet the target growth projection of 78%; 70% of the students met the target. • STAAR results show 18% of students did not meet standard in grades 3-8. Students in grade 3, 5, and 6 are 71% of the students that did not meet standard. • Math intervention in the classroom was inconsistent, and extended day for math was minimal. • 	

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
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Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Teacher observation opportunities	UTSA Climate Survey	PS PP-1	48% of teachers report lack of opportunity to observe each other and learn from each other.
		RC PP-1	Administration has not provided opportunities for vertical alignment. Administration was not able to recruit personnel for vacant positions. This led to not being able to provide opportunities via class coverage by other personnel.
T-TESS Walk-throughs	UTSA Climate Survey	PS PP-2	65% of teachers report that there is a lack of opportunities for administrative walkthroughs that yield more constructive feedback.
	Performance Matters Insight Survey	RC PP-2	Administration was not able to recruit personnel for vacant positions. This led to not being able to provide opportunities via class coverage by other personnel.
Physical Activities	Fitnessgram	PS PP-3	Decreased amount of time available for a full PE lesson, including vigorous movement.
		RC PP-3	Classes are not consistently on time to PE.
Data Determinations	<p>Strengths: T-TESS Domain 2 shows ratings consistent w/ student performance: <i>Dimension 2.1:</i> 50% proficient /50% accomplished; <i>Dimension 2.2:</i> 78% proficient /11% accomplished /11% distinguished; <i>Dimension 2.3:</i> 56% proficient/33% accomplished/11% distinguished; <i>Dimension 2.4:</i> 67% proficient/33% accomplished; <i>Dimension 2.5:</i> 67% proficient/33% accomplished</p> <p>TESS Domain 3 shows ratings consistent w/ student performance: <i>Dimension 3.1:</i> 78% proficient /22% accomplished; <i>Dimension 3.2:</i> 56% proficient /33% accomplished /11% distinguished; <i>Dimension 3.3:</i> 78% proficient/22% accomplished</p> <p>T-TESS observations consistently includes immediate collection of student performance samples to quantify data. Walk-throughs include immediate feedback.</p> <p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Teachers report not receiving specific constructive feedback in a consistent manner from administrators. • Teachers report wanting training to best support student de-escalation. • Teachers are in need of training to conduct critical conversations tactfully 		

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	YTD Discipline Report UTSA Climate Survey	PS PE-1	Teachers struggle with de-escalation of challenging misbehaviors.
		RC PE-1	Teachers do not have a thorough grasp of the the district student code of conduct, particularly what is level 1 (teacher managed) vs. what is level 2 (admin referred) or greater. Inconsistent expectations for classroom management, recess supervision, parent notification, and de-escalation techniques.
Classroom Management	Frontline Discipline Report	PS PE-2	64 Frontline teacher managed referrals: 53 not following directions/expectations, 10 name calling, 1 push shove.
		RC PE-2	Teachers do not have a thorough grasp of the the district student code of conduct, particularly what is level 1 (teacher-managed) vs. what is level 2 (admin-referred) or greater.
Family Engagement	Family Survey and parent feedback	PS PE-3	Families requested more training on support socio-emotional development of students, academic support in math and biliteracy, anti-bullying information.
		RC PE-3	The school has not offered consistently training specifically to address these needs.
Data Determinations	<p>Strengths:</p> <ul style="list-style-type: none"> 93% of parents feel that the school is favorable to family involvement and engagement; 83% feel comfortable interacting with school personnel. Student self-management section of Student Survey is 6-7 percentage points higher than the district average. YTD Report shows lower referral rates than the district: 16 admin referrals resulting in admin disciplinary actions: 6 fighting / 5 tobacco / 4 disrespect / 1 threat <p>Areas of Improvement:</p> <ul style="list-style-type: none"> Teachers are still unclear as to how to proceed with Level 1 (teacher-managed) vs. Level 2 and above (admin-referred) offenses in the Student Code of Conduct 71% of parents feel that the school is responsive to their concerns in a timely manner. The Growth Mindset section of the Student Survey is approximately 20 percentage points below the district 24% of middle school students report feeling connected to the school. 		

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	3,4	Student attendance rate will be at 96% by end of year. Demographics 1	Administration will provide parental recognitions for student attendance and provide incentive drawings. FACE Specialist will communicate attendance average weekly.	FACE Specialists & Counselors, Admin	211- \$1361, \$1361
		Quarterly KPIs	By the end of Quarter 1, parents at awards assemblies and conduct incentive drawings. By the end of Quarter 2, administrators will recognize parents at awards assemblies and conduct incentive drawings. By the end of Quarter 3, administrators will recognize parents at awards assemblies and conduct incentive drawings. By the end of the year, administrators will recognize parents at awards assemblies and conduct incentive drawings.		
DE-2	3,4	Students with chronic absenteeism will decrease the number of absences by a 1/3. Demographics 2	The FACE Specialists and Counselors will conduct intervention outreach (phone calls, home visits, meetings) with parents prior to 10th day.	FACE Specialists & Counselors, Admin	211-
		Quarterly KPIs	By the end of Quarter 1, decrease number of students with more than 10 absences by 50%. By the end of Quarter 2, decrease number of students with more than 15 absences by 50%. By the end of Quarter 3, decrease number of students with more than 20 absences by 50%. By the end of the year, decrease number of students with more than 25 absences by 50%.		
DE-3	3,4	90% of teachers will have less than 10 absences by the end of the 23-24 school year, decreasing the overall number of teacher absences from 544. Demographics 3	Administration will provide quarterly attendance reports to all teachers & staff and incentives.	Admin, School Secretary	282-
		Quarterly KPIs	By the end of Quarter 1, administrators will hold 2 attendance drawings; teacher absences decrease by 10% By the end of Quarter 2, administrators will hold 4 attendance drawings; teacher absences decrease by 20% By the end of Quarter 3, administrators will hold 6 attendance drawings; teacher absences decrease by 30% By the end of the year, administrators will hold 8 attendance drawings; teacher absences decrease by 40%		

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-4		Twain had one teacher transfer to another school. However, it struggled to recruit and fill 3 vacancies (2 SpEd, 1 PK). Demographics 4	Administration will follow up with potential candidates: teachers who know other teachers and recent graduates. Administration will also provide recognitions / incentives to existing teachers.	Admin	282-
		Quarterly KPIs	<p>By the end of Quarter 1, administrators will identify potential candidates (soon to be graduates and other teachers) and recognize teachers with rewards.</p> <p>By the end of Quarter 2, administrators will identify the number of expected vacancies for the 24-25 school year. and recognize teachers with rewards.</p> <p>By the end of Quarter 3, administrators will recognize teachers with rewards.</p> <p>By the end of the year, administrators will have a completed / filled staffing roster for the 24-25 school year.</p>		

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	3	STAAR science performance will increase from 75% to 83% app, 42% to 50% meets, and 16% to 25% masters. Student Learning 1	Professional development and collaborative planning will focus on the development of 5 E lessons with the use of STEMScopes.	Instructional Coaches and Admin	164- \$6944.00 199- 196-
		Quarterly KPIs	By the end of Quarter 1, professional development will have taken place and administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance. By the end of Quarter 2, administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance. By the end of Quarter 3, administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance. By the end of the year, administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance.		
SL-2	3	STAAR social studies performance will increase from 57% to 70% approaches, 25% to 40% meets, and 14% to 25% masters. Student Learning 2	Professional development and follow-up support to review unit assessments that will be administered to check student performance and provide reteach / support in a timely manner.	Instructional Coaches and Admin	164- \$6944.00 199- 196-
		Meals Departure Return Time Allowed on or Before After BREAKFAST 7:00 AM-8:00 AM LUNCH 11:00AM-1:00PM DINNER 6:30PM-7:30PM Quarterly KPIs	By the end of Quarter 1, middle school social studies resources will be ready for use and test data for each unit will be tracked with students and the reteach provided. Students 6-8 will track their performance. By the end of Quarter 2, test data for each unit will be tracked with students and the reteach provided. Students 6-8 will track their performance. By the end of Quarter 3, test data for each unit will be tracked with students and the reteach provided. Students 6-8 will track their performance.		

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	2	STAAR math performance will increase from 82% to 92% approaches, 55% to 65% meets, and 22% to 32% masters. Student Learning 3	Professional development and the implementation of Reveal Math in grades 6-8 from consistently. Professional development and implementation in grades 2-5 of a spiral skill review, like How to Solve it books.	Instructional Coaches and Admin	164- \$6944.00 199- 196- 163-1250.00
		Quarterly KPIs	By the end of Quarter 1, professional development will have taken place and student data folders will be ready to document student performance data; student performance will increase to likely to pass / approaches by 5% points By the end of Quarter 2, student performance will increase to likely to pass / approaches by 10% points By the end of Quarter 3, student performance will increase to likely to pass / approaches by 15% points By the end of the year, student performance will increase to likely to pass / approaches by 20% points		
SL-4	1	STAAR language arts performance will increase from 86% to 93% approaches, 64% to 70% meets, and 37% to 45% masters. Students Learning 4	Professional development and materials to follow-up support to target fluency / comprehension and constructed responses to support biliteracy.	Instructional Coaches and Admin	163- \$1250.00 199- 196- 164-\$6444.00-Instru ctional Materials
		Quarterly KPIs	By the end of Quarter 1, professional development will have taken place and student data folders will be ready to document student performance data. By the end of Quarter 2, student performance will increase to likely to pass / approaches by 5% points By the end of Quarters 3, student performance will increase to likely to pass / approaches by 10% points By the end of the year, student performance will increase to likely to pass / approaches by 15% points		

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	2	PK students will increase rote counting, counting quantities, and the use of operations by 15%. Student Learning 4	Professional development and follow-up support for implementation: consistent use of rote counting during transitions; activities to count quantities and use operations in phase one.	Instructional Coaches and Admin	199-196-
		Quarterly KPIs	By the end of Quarter 1, transitional activities will be reflected in the lesson plans and the 4 year old students will be able to rote count to 10. By the end of Quarter 2, review of lesson plans for transitional activities and the 4 year old students will be able to rote count to 15. By the end of Quarter 3, review of lesson plans for transitional activities and the 4 year old students will be able to rote count to 20. By the end of Quarter 4, review of lesson plans for transitional activities and the 4 year old students will be able to rote count to 20+.		
SL-6	2	STAAR math performance will increase from 82% to 92% approaches, 55% to 65% meets, and 22% to 32% masters. Student Learning 3	Tutors: certified retired teachers to strengthen student performance skills in math	Admin, Teachers	282-\$18,317.00
		Quarterly KPIs	By the end of Quarter 1, target students will increase their performance by 5 percentage points on skills that were not mastered last year By the end of Quarter 2, target students will increase their performance by 10 percentage points on skills that were not mastered last year By the end of Quarter 3, target students will increase their performance by 15 percentage points on skills that were not mastered last year By the end of Quarter 4, target students will increase their performance by 20 percentage points on skills that were not mastered last year		

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-7	1	STAAR language arts performance will increase from 86% to 93% approaches, 64% to 70% meets, and 37% to 45% masters. Students Learning 4	Tutors: certified retired teachers to strengthen student performance skills in language arts	Admin, Teachers	282- \$18,317.00
		Quarterly KPIs	By the end of Quarter 1, target students will increase their performance by 5 percentage points on skills that were not mastered last year By the end of Quarter 2, target students will increase their performance by 10 percentage points on skills that were not mastered last year By the end of Quarter 3, target students will increase their performance by 15 percentage points on skills that were not mastered last year By the end of Quarter 4, target students will increase their performance by 20 percentage points on skills that were not mastered last year		

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-8	3	STAAR language arts performance will increase from 86% to 93% approaches, 64% to 70% meets, and 37% to 45% masters. Students Learning 4	Professional development resources / materials to advance Key Strategies of dual language: Spanish Proverbs, student bil dictionaries, magnetic letters in Spanish, Daily Literacy Centers books, Biliterate Writing from the Start, pocket charts, whisper phones, Spelling Teacher Guides (IMSE), and manipulatives	Instructional Coaches and Admin	163-13-6411 \$1250; \$1000
		Quarterly KPIs	By the end of Quarter 1, target students will increase their performance by 5 percentage points on skills that were not mastered last year By the end of Quarter 2, target students will increase their performance by 10 percentage points on skills that were not mastered last year By the end of Quarter 3, target students will increase their performance by 15 percentage points on skills that were not mastered last year By the end of Quarter 4, target students will increase their performance by 20 percentage points on skills that were not mastered last year		
SL-9	3	STAAR social studies performance will increase from 57% to 70% approaches, 25% to 40% meets, and 14% to 25% masters. Student Learning 2	Extended day tutorials and materials necessary	Admin, Teachers	164- \$6944.00 196-
		Quarterly KPIs	By the end of Quarter 1, target students will increase their performance by 5 percentage points on skills that were not mastered last year By the end of Quarter 2, target students will increase their performance by 10 percentage points on skills that were not mastered last year By the end of Quarter 3, target students will increase their performance by 15 percentage points on skills that were not mastered last year By the end of Quarter 4, target students will increase their performance by 20 percentage points on skills that were not mastered last year		

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-10	3	STAAR science performance will increase from 75% to 83% app, 42% to 50% meets, and 16% to 25% masters. Student Learning 1	Extended day tutorials and materials necessary	Admin, Teachers	164- \$6944.00 196-
		Quarterly KPIs	By the end of Quarter 1, target students will increase their performance by 5 percentage points on skills that were not mastered last year By the end of Quarter 2, target students will increase their performance by 10 percentage points on skills that were not mastered last year By the end of Quarter 3, target students will increase their performance by 15 percentage points on skills that were not mastered last year By the end of Quarter 4, target students will increase their performance by 20 percentage points on skills that were not mastered last year		

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-11	3	STAAR math performance will increase from 82% to 92% approaches, 55% to 65% meets, and 22% to 32% masters. Student Learning 3	Extended day tutorials and materials necessary	Admin, Teachers	196-
		Quarterly KPIs	By the end of Quarter 1, target students will increase their performance by 5 percentage points on skills that were not mastered last year By the end of Quarter 2, target students will increase their performance by 10 percentage points on skills that were not mastered last year By the end of Quarter 3, target students will increase their performance by 15 percentage points on skills that were not mastered last year By the end of Quarter 4, target students will increase their performance by 20 percentage points on skills that were not mastered last year		
SL-12	3	STAAR language arts performance will increase from 86% to 93% approaches, 64% to 70% meets, and 37% to 45% masters. Students Learning 4	Extended day tutorials and materials necessary	Admin, Teachers	196-
		Quarterly KPIs	By the end of Quarter 1, target students will increase their performance by 5 percentage points on skills that were not mastered last year By the end of Quarter 2, target students will increase their performance by 10 percentage points on skills that were not mastered last year By the end of Quarter 3, target students will increase their performance by 15 percentage points on skills that were not mastered last year By the end of Quarter 4, target students will increase their performance by 20 percentage points on skills that were not mastered last year		

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	3	Decrease the number of parent concerns and lack of response incidents by teachers and staff within two business days. Processes & Programs 2	Ensure that parents have the school handbook that includes procedures and expectations for grading, behavior management, dress code, volunteering, field trips, absences/tardies, UIL, and academic recognition.	Admin, CAC, Teachers, Counselors	199-
		Quarterly KPIs	By end of Quarter 1, disseminate school handbook and host parent training via various school events. By end of Quarter 2, reduce the number of parents not having access to the school handbook. By end of Quarter 1-4, reduce the number of parent concerns		
PP-2	3,4	100% of teachers will receive focused feedback from administration with next steps: 50% of the time students are engaged and developing oracy Processes & Programs 3	Professional development and walk-through feedback provided by admin to increase the percentage of the time that student dialogue includes target vocabulary.	Admin, ICs	196- \$22,500.00
		Quarterly KPIs	By the end of Quarter 1, Admin will develop a calendar that designates specific dates for providing teachers feedback on student dialogue. By the end of Quarter 2, Admin will conduct 3 walkthroughs that will demonstrate 50% of students engaged with dialogue / oracy. By the end of Quarter 3, Admin will conduct 6 walkthroughs that will demonstrate 65% of students engaged with dialogue / oracy. By the end of the year, Admin will conduct 7 walkthroughs that will demonstrate 80% of students engaged with dialogue / oracy.		
PP-3	3,4	100% of MS teachers & MS Counselor will be AVID trained to implement strategies and supports for all MS students and have 100% 6th grade AVID elective Processes & Programs 4	Professional development and materials implementation of AVID in middle school.	Admin, MS Teachers	196- \$22,500.00
		Quarterly KPIs	By the end of Quarter 1, MS teachers will implement AVID structures in their classes. . By the end of Quarter 2, MS teachers will continue with AVID structures, and 100% of non-intervention students will receive the AVID elective; reduce late assignments and missing assignments by 30%. By the end of Quarter 3, MS teachers will continue implementing; reduce late and missing assignments by 60%. By the end of the year, reduce late and missing assignments by 80%.		

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-4	4	Decreased amount of time available for a full PE lesson, including vigorous movement. Processes and Programs 2	Athletics & Physical Education will include vigorous movement 75% of the class time. Activities will include strength / conditioning for MS students, bike rodeo and field day for elementary.	Coaches	
		Quarterly KPIs	By the end of Quarter 1, students will have lessons regarding healthy eating habits. By the end of Quarter 2, students will have instruction regarding muscular strength, endurance, body composition (BMI0, and flexibility). By the end of Quarter 3, students will have instruction regarding illnesses / conditions caused by unhealthy behaviors. By the end of the year, students in grades 3-8 will have completed the FitnessGram requirements.		
		Quarterly KPIs			
		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	3,4	Family engagement in the parent workshops will increase to 15%. Perceptions 3	Campus will develop and implement additional Parent U sessions (family training) focused on the following topics: advance math for parents, anti-bullying, UIL academic competition, Frontline-grades / absences, and MAP for parents, Biliteracy for families, PK/K & MS transition meetings, TELPAS training, nutrition,	FACE Specialist, Admin	211-Supplies-\$1375 211-Refreshments-\$1,200
		Quarterly KPIs	By the end of Quarter 1, campus will offer 2 sessions. By the end of Quarter 2, campus will offer 4 sessions. By the end of Quarter 3, campus will offer 5 sessions. By the end of the year, campus will offer 8 sessions.		
PE-2	4	Student sense of safety will increase to 50% as measured by the annual Panorama SEL Survey. Perceptions 2	School counselor will deliver lessons that target student conflict and resolution; and support student social emotional development. This will include the implementation of (violence prevention / intervention) Leader in Me, PBIS, Second Step, Raising Highly Capable Kids.	Counselor, Admin	199- \$10,000.00; 282- \$5000.00
		Quarterly KPIs	By the end of Quarter 1, counselor will develop a scope and sequence for delivering lessons. By the end of Quarter 2, counselor will provide targeted lessons through 4 small group sessions By the end of Quarter 3, counselor will provide targeted lessons through 7 small group sessions By the end of the year, counselor will provide targeted lessons through 10 small group sessions		
PE-3	3,4	100% MS students will submit all assignments by the deadline Perception 3	MS Counselor will review grades every two weeks and meet with MS students to set learning targets that align to post-secondary readiness goals, including AVID materials.	MS Counselor	199- \$2500.00 282- \$5000.00
		Quarterly KPIs	By the end of Quarter 1, MS counselor will review UIL eligibility and set learning targets with all MS students. By the end of Quarter 2, MS counselor will reduce students with late or missing assignments by 50% By the end of Quarter 3, MS counselor will reduce students with late or missing assignments by 75% By the end of the year, MS counselor will reduce students with late or missing assignments by 100%		

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-4	3,4	Student recognition of academic and social emotional goals met Perceptions 3	Awards and recognition certificates: perfect attendance, A and AB Honor Roll, reading, math, writing, science, music, art, and character	Counselors	282- \$5000.00
		Quarterly KPIs	By the end of Quarter 1, awards assemblies By the end of Quarter 2, increase number of students recognized by 5% By the end of Quarter 3, increase number of students recognized by 10% By the end of the year, increase number of students recognized by 15%		

2.2 – First Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter 1, parents at awards assemblies and conduct incentive drawings.	NP 10%	Incentives have been ordered for awards; incentives are being implemented for lunch behavior
DE-2	By the end of Quarter 1, decrease number of students with more than 10 absences by 50%.	NP 20%	FACE Specialist and CIS; attendance committee is being organized to do home visits
DE-3	By the end of Quarter 1, administrators will hold 2 attendance drawings; teacher absences decrease by 10%	NP 10%	Ideas: preferred parking (Garcia's parking spot), longer lunch, extra planning time, leave early, gift cards, extra leave early cards,
SL-1	By the end of Quarter 1, professional development will have taken place and administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance.	GP 51	Aldaz has been reviewing plans; walks reveal that there is evidence that 3-5 is implementing science.
SL-2	By the end of Quarter 1, middle school social studies resources will be ready for use and test data for each unit will be tracked with students and the reteach provided. Students 6-8 will track their performance.	NP 20%	DBQs as resource (pending other ancillary materials)
SL-3	By the end of Quarter 1, professional development will have taken place and student data folders will be ready to document student performance data; student performance will increase to likely to pass / approaches by 5% points	GP 60%	Students are tracking their own growth; Kinder does not have data binders yet (pending)
SL-4	By the end of Quarter 1, professional development will have taken place and student data folders will be ready to document student performance data.	GP 60%	See SL-3
SL-5	By the end of Quarter 1, transitional activities will be reflected in the lesson plans and the 4 year old students will be able to rote count to 10.	NP 0%	In- progress: - Kinder Night will take place toward the end of the year
PP-1	By end of Quarter 1, professional development and review of student persistent misbehavior documentation via teacher managed and admin referral.	NP 15%	Student discipline data is being reviewed
PP-2	By end of Quarter 1, disseminate school handbook and host parent training via various school events.	NP 30%	Grading policy has been given to parents in MS; MS orientation and open house has occurred; phone policy reviewed
PP-3	By the end of Quarter 1, Admin will develop a calendar that designates specific dates for providing teachers feedback on student dialogue.	NP 0%	Walkthroughs
PP-4	By the end of Quarter 1, MS teachers will implement AVID structures in their classes.	GP 50	Strategies are being implemented across grade levels

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
DE-1	By the end of Quarter 2, administrators will recognize parents at awards assemblies and conduct incentive drawings.		Incentive drawings to be order; students to recognize the parents for ensuring their exemplary attendance
DE-2	By the end of Quarter 2, decrease number of students with more than 15 absences by 50%.		Data to be verified; chronic attendance in MS is 4 students; verify elementary
DE-3	By the end of Quarter 2, administrators will hold 4 attendance drawings; teacher absences decrease by 20%		Data to be verified
SL-1	By the end of Quarter 2, administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance.		Yes, CBA 1 and CBA2 (8th grade); the simulation on Feb 14, 2024
SL-2	By the end of Quarter 2, test data for each unit will be tracked with students and the reteach provided. Students 6-8 will track their performance.		Yes, next steps are the 3-5 simulation and the restructuring of groups
SL-3	By the end of Quarter 2, student performance will increase to likely to pass / approaches by 10% points		Yes, presentation of Data Chat of Twain staff; simulation for 3-5 and 6-8
SL-4	By the end of Quarter 2, test data for each unit will be tracked with students and the reteach provided. Students 6-8 will track their performance.		Yes, restructuring of groups
SL-5	By the end of Quarter 2, review of lesson plans for transitional activities and the 4 year old students will be able to rote count to 15.		MOY Circle Test in progress
PP-1	By end of Quarter 2, follow-up support and feedback for the teacher and the review of student persistent misbehavior documentation via teacher managed and admin referral.		in progress, next steps include admin/guidance lessons and follow up
PP-2	By end of Quarter 2, reduce the number of parents not having access to the school handbook.		Yes, via the weekly EI Semanal Newsletter
PP-3	By the end of Quarter 2, Admin will conduct 3 walkthroughs that will demonstrate 50% of students engaged with dialogue / oracy.		Yes based on the TTESS tracker and PM dashboard
PP-4	By the end of Quarter 2, MS teachers will continue with AVID structures, and 100% of non-intervention students will receive the AVID elective; reduce late assignments and missing assignments by 30%.		Yes/No, the same 5 students are not consistent with on time assignments

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
PE-1	By the end of Quarter 2, campus will offer 4 parent training sessions.		6 sessions; next steps elementary biliteracy night and math night
PE-2	By the end of Quarter 2, counselor will provide targeted lessons through 4 small group sessions		No, next steps is the scheduling of Raising Highly Capable Kids sessions
PE-3	By the end of Quarter 2, MS counselor will reduce students with late or missing assignments by 50%		Yes, the counselor has grade checks and missing assignment follow up
PE-4	By the end of the year, MS counselor will reduce students with late or missing assignments by 100%		In progress

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

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of Quarter 3, administrators will recognize parents at awards assemblies and conduct incentive drawings.	GP	School will create a perfect attendance report and recognize the parents in a drawing and award
DE-2	By the end of Quarter 3, decrease number of students with more than 20 absences by 50%.		Come back
DE-3	By the end of Quarter 3, administrators will hold 6 attendance drawings; teacher absences decrease by 30%	GP	Campus will generate report and hold the remaining 5 drawings.
SL-1	By the end of Quarter 3, administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance.	SP	School has confirmed that 5-8 is tracking their data. Lesson plans have been reviewed with instructional coaches but still need to review the K-2 Lesson plans for Science.
SL-2	By the end of Quarter 3, test data for each unit will be tracked with students and the reteach provided. Students 6-8 will track their performance	SP	Campus has tracked data for Social Studies. Follow up with student tracking their own progress.
SL-3	By the end of Quarter 3, student performance will increase to likely to pass / approaches by 15% points	SP	Campus has tracked the data and increased by 10% and not 15%- Campus will continue to track with the future data and intervention groups.
SL-4	By the end of Quarter 3, student performance will increase to likely to pass / approaches by 10% points.	GP	Intervention groups have started
SL-5	By the end of Quarter 3, review of lesson plans for transitional activities and the 4 year old students will be able to rote count to 20.	SP	Campus will pend activities until later part of April and early May for 4 year olds, Campus has held the Middle School activities such as High School Fair.
PP-1	By end of Quarter 3, review of student persistent misbehavior documentation via teacher managed and admin referral. Decrease number of incidents of students with persistent misbehavior.		Campus has seen a decrease in Middle School but still finding Elementary documentation incidents consistent.
PP-2	By end of Quarter 1-4, reduce the number of parent concerns in regards to Student Safety and Student Academics		Administrator will get data from all administrator
PP-3	By the end of Quarter 3, Admin will conduct 6 walkthroughs that will demonstrate 65% of students engaged with dialogue /oracy.	MT	Administrators have done more than 6 walkthroughs
PP-4	By the end of Quarter 3, MS teachers will continue implementing; reduce late and missing assignments by 60%.		It has not reduced it has stayed the same. MS teachers have followed up with students one-on-one and followed up with parents.

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
PE-1	By the end of Quarter 3, campus will offer 5 sessions.		
PE-2	By the end of Quarter 3, counselor will provide targeted lessons through 7 small group sessions		
PE-3	By the end of Quarter 3, MS counselor will reduce students with late or missing assignments by 75%		

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the year, administrators will recognize parents at awards assemblies and conduct incentive drawings.	SP	Riverside Publishing has donated some gift cards for a drawing.
DE-2	By the end of the year, decrease number of students with more than 25 absences by 50%.	GP	Only 7 students have absences greater than 50%. Highest attendance of the academies for April.
DE-3	By the end of the year, administrators will hold 8 attendance drawings; teacher absences decrease by 40%	Dis	Discontinued. Absences have dropped except for May.
SL-1	By the end of the year, administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance.	GP	AP Aldaz weekly reviews plans.
SL-2	By the end of Quarter 4, test data for each unit will be tracked with students and the reteach provided. Students 6-8 will track their performance.	GP	MS held student led conferences. 6th grade Mrs. Rubio developed the framework for the conferences that included the placement of data.
SL-3	By the end of the year, student performance will increase to likely to pass / approaches by 20% points in math	GP	Simulation data shows likely to increase approaches by 20%
SL-4	By the end of the year, student performance will increase to likely to pass / approaches by 15% points in language arts	GP	Simulation data shows likely to increase approaches by 15%
SL-5	By the end of Quarter 4, review of lesson plans for transitional activities and the 4 year old students will be able to rote count to 20+.	SP	Planning stages for PK-Kinder transition and 5th to MS transition. Next steps add a 2nd to 3rd transition night.
PP-1	By end of Quarter 4, review of student persistent misbehavior documentation via teacher managed and admin referral. Decrease number of incidents of students with persistent misbehavior.	SP	Kinder students with misbehaviors are still not consistently improving.
PP-2	By end of Quarter 1-4, reduce the number of parent concerns	NP	Next year, session for target families to support them and address school needs.
PP-3	By the end of the year, Admin will conduct 7 walkthroughs that will demonstrate 80% of students engaged with dialogue / oracy.	Met	All walk-throughs are met

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
PE-1	By the end of the year, campus will offer 8 sessions.	GP	Advance math could not be scheduled by UTSA
PE-2	By the end of the year, counselor will provide targeted lessons through 10 small group sessions	SP	Raising Highly Capable Kids is ongoing
PE-3	By the end of the year, MS counselor will reduce students with late or missing assignments by 100%	SP	Same students who continue to struggle to meet deadlines

Campus Advisory Committee Members

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

Name	Role	Name	Role
David Garcia	Principal		
Cristina Silva	2nd Dual Teacher		
Gilberto Mejia	2nd Dual Teacher		
Nidia Martinez	3rd Dual Teacher		
Maria Eugenia Gutierrez	3rd Dual Teacher		
Magda Esparza	4th Dual Teacher		
Judith Orsini Rodriguez	5th Dual Teacher		
Nelia Gamez	MS ELAR Teacher		
Christopher Guerra	Music / Tech Apps Teacher		
Yvonne Chavez	PK Aide		
April Castillo	Parent		
Dra. Xochitl Rocha	Parent		
Tori Austin	District Representative		
Miriam Guzman	Business Partner		
Karla Miller	FACE Specialist		

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
Mark Twain Dual Language Academy	15907- 163
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Eric Wicker
Principal	SAISD Board Approval Date
David Garcia	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
September 11, 2023	October 16, 2023

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.	Y	All are based on the success criteria of the ESF.	Y
All are based on issues that the campus can control and improve on.	Y	All talk to adult systems and behaviors.	Y

Improvement Plan – Performance Objectives

All are in SMART format	Y	All are tied to at least one problem statement.	Y
All are measured by a data source.	Y		

Improvement Plan – Strategies

All are in BEST format.	Y	All strategies are targeted to eliminate at least one root cause.	Y
All are measured by quarterly KPI outcomes.	Y	Entire plan has been checked for spelling and grammar.	Y

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning	Y	Support for Special Populations	Y	Parent & Family Engagement	Y	Students Not On Grade Level	Y
Recruiting/Retaining Teachers	Y	Violence Prevention/Intervention	Y	Professional Development	Y	Dropout Prevention / Enrollment	n/a
Physical Activity	Y	Social and Emotional Support	Y	Student Attendance	Y	Transition PK to Elementary	Y
Quality of Learning Environment	Y	CCMR - Secondary	n/a	MTSS – Behavioral Interventions	Y		

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	Front office
Languages Available	Available upon request
URL to Online Version	https://schools.saisd.net/upload/template/0292/docs/23-24CIP-Plandemejoramiento10-5-23.pdf

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Front Office
Languages Available	Available upon request
URL to Online Version	https://schools.saisd.net/upload/template/0292/docs/SchoolParentCompact.pdf

Equitable Availability of Parent-Family Engagement Policy to Parents		
Physical Locations of the Policy	Front Office	How and When was the PFE Policy Distributed
Languages Available	Available upon request	
URL to Online Version	https://schools.saisd.net/upload/template/0292/docs/ParentEngagementPolicy.pdf	

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	Y
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	Y
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		Y
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		Y
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures	Y	
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	Y
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	Y
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	Y
	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	Y
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	Y
	Dated agenda and minutes from the meeting documenting discussion and decisions		Y
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		Y

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	Y
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		Y
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	Y
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	Y
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	Y
	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	Y
	Presentation/Slide Deck and agendas for both meetings		Y
	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		Y
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

