



# Campus Improvement Plan

## 2023-2024



**TWAIN DUAL LANGUAGE ACADEMY**

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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
<b>Meeting #1</b> May 25, 2023	Training Overview of CNA process & identifying root causes <b>Demographics:</b> student attendance, staff attendance, YTD discipline report
<b>Meeting #2</b> May 30, 2023	<b>Student Learning:</b> MAP and Circle data, STAAR prelim results, STAAR EOC results <b>Perceptions:</b> UTSA Climate Survey <b>Processes and Programs:</b> 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 25, 2023 for the 4th quarter Campus Improvement Plan (CIP) review and summative evaluation. The Campus Needs Assessment (CNA) review began and continued on May 30, 2023 by the CAC; these meetings took place to determine the problem statements and the root causes that would be part of the 3-24 Campus Needs Assessment.

- Despite the intensive professional development and implementation of the constructed responses in the RLA.
- RLA STAAR results show a gain from 85% to 86% approaches, 65% to 64% meets, 44% to 37% masters.
- Math STAAR results show a drop from 83% to 82% approaches, 58% to 55% meets, 31% to 22% masters
- Science STAAR results show a gain from 74% approaches to 75%, 39% to 33% meets, 20% to 16% masters
- PK Circle Test data shows improvement areas and continued focus: math rote counting from 48% to 53%, phonics letter sounds from 75% to 90%, and phonemic awareness.
- Student attendance is on an downward trend since COVID but at 94%. This is still below the district target of 96%. Teacher absences totaled 544 (excessive).
- 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	Student attendance rate as of 5/19/23 was 94%; this is below the 96% target goal. Twain has not been successful in communicating with families the importance of regular attendance and incentivizing attendance especially before and after an extended holiday period or when there is a three-day weekend.
		RC DE-1	Students tend to miss school on the Fridays and Mondays when there is a three-day weekend or the start/end of an extended holiday period. Follow-up for students with chronic absenteeism was inconsistent.
Teacher Attendance	Frontline Report	PS DE-2	Staff absences total 544 for the 22-23 school year; many of the absences tend to take place on Fridays & Mondays.
		RC DE-2	Instructional leaders did not provide periodic attendance reports to teachers to help them monitor attendance. Twain has not clarified the parameters for days off.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations			

**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 Results	<b>PS SL-1</b>	STAAR science results show 25% did not meet standard in 5th and 8th grade.
		<b>RC SL-1</b>	Science instruction is not consistently taught in a manner that involves the 5E model and student investigations that are faithful to StemScopes. Admin needs to follow up with the implementation of STEMScopes in grades K-8.
Grade Level Readiness (8)	STAAR Results	<b>PS SL-2</b>	STAAR social studies results show 43% of the students did not meet standard.
		<b>RC SL-2</b>	Social studies teacher was not thoroughly ready for 8th grade social studies. Proper PD with the necessary resources were not secured in a timely manner.
Grade Level Readiness (3-8)	MAP Assessment Data STAAR Results	<b>PS SL-3</b>	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.
		<b>RC SL-3</b>	Math intervention in the classroom was inconsistent, and extended day for math was minimal.
Grade Level Readiness (3-8)	STAAR Results	<b>PS SL-4</b>	STAAR RLA 14% of students did not meet standard in grades 3-8. 41% of those students were in 3rd grade
		<b>RC SL-4</b>	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	<b>PS SL-5</b>	Circle Test results show improvement but the following categories are still the lowest: math are rote counting, counting quantities, and operations.
		<b>RC SL-5</b>	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.
<b>Data Determinations</b>			



**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**

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

**Processes and Programs (Minimum 2 Areas)**

Area Examined	Data Sources	Problem Statements and Root Causes	
Teacher observation opportunities	UTSA Climate Survey	<b>PS PP-1</b>	48% of teachers report lack of opportunity to observe each other and learn from each other.
		<b>RC PP-1</b>	Not able to provide coverage for peer observations. Administration has not provided opportunities for vertical alignment.
T-TESS Walk-throughs	UTSA Climate Survey Performance Matters	<b>PS PP-2</b>	65% of teachers report that there is a lack of opportunities for administrative walkthroughs that yield more constructive feedback
		<b>RC PP-2</b>	Three vacancies (2 sped GEC, 1 PK) that tied up a significant amount of time by the administration. The FACE Specialist position was also vacant for 3 months.
		<b>PS PP-3</b>	
		<b>RC PP-3</b>	
		<b>PS PP-4</b>	
		<b>RC PP-4</b>	
<b>Data Determinations</b>			

**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.
		PS PE-4	
		RC PE-4	
Data Determinations			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	3,4	Student attendance rate will be at 96% by end of year. <b>Demographics 1</b>	Administration will provide parental recognitions for student attendance and provide incentive drawings. FACE Specialist will communicate attendance average weekly.	FACE Specialists & Counselors, Admin	211-61-6399-01-16 3-30-0-00
		<b>Quarterly KPIs</b>	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. <b>Demographics 2</b>	The FACE Specialists and Counselors will conduct intervention outreach (phone calls, home visits, meetings) with parents prior to 10th day.	FACE Specialists & Counselors, Admin	211-61-6499-01-16 3-30-0-00
		<b>Quarterly KPIs</b>	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. <b>Demographics 3</b>	Administration will provide quarterly attendance reports to all teachers & staff and incentives.	Admin, School Secretary	
		<b>Quarterly KPIs</b>	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%		
DE-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	3	STAAR science performance will increase from 75% to 83% app, 42% to 50% meets, and 16% to 25% masters. <b>Student Learning 1</b>	Professional development and collaborative planning will focus on the development of 5 E lessons with the use of STEMScopes.	Instructional Coaches and Admin	164-11-6399-00-16 3-30-0-00
		<b>Quarterly KPIs</b>	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. <b>Student Learning 2</b>	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	164-11-6399-00-16 3-30-0-00
		<b>Quarterly KPIs</b>	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.		
SL-3	2	STAAR math performance will increase from 82% to 92% approaches, 55% to 65% meets, and 22% to 32% masters. <b>Student Learning 3</b>	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.	Instructional Coaches and Admin	164-11-6399-00-16 3-30-0-00
		<b>Quarterly KPIs</b>	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		
	1	STAAR language arts performance will increase from 86% to 93% approaches, 64% to 70% meets, and	Professional development and follow-up support to target fluency / comprehension and constructed responses	Instructional Coaches and Admin	164-11-6399-00-16 3-30-0-00

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-5	2	PK students will increase rote counting, counting quantities, and the use of operations by 15%. <b>Student Learning 4</b>	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	199-11-6399-00-16 3-36-0-00
		<b>Quarterly KPIs</b>	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. <b>Student Learning 3</b>	Tutors: certified retired teachers to strengthen student performance skills in math	Admin, Teachers	282-11-6118-00-16 3-30-0-00
		<b>Quarterly KPIs</b>	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-7	1	STAAR language arts performance will increase from 86% to 93% approaches, 64% to 70% meets, and 37% to 45% masters. <b>Students Learning 4</b>	Tutors: certified retired teachers to strengthen student performance skills in language arts	Admin, Teachers	282-11-6118-00-16 3-30-0-00
		<b>Quarterly KPIs</b>	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 social studies performance will increase from 57% to 70% approaches, 25% to 40% meets, and 14% to 25% masters. <b>Student Learning 2</b>	Extended day tutorials and materials necessary	Admin, Teachers	164-11-6118-00-16 3-30-0-00
		<b>Quarterly KPIs</b>	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 science performance will increase from 75% to 83% app, 42% to 50% meets, and 16% to 25% masters. <b>Student Learning 1</b>	Extended day tutorials and materials necessary	Admin, Teachers	164-11-6118-00-16 3-30-0-00
		<b>Quarterly KPIs</b>	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 <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	3	Decrease the number of parent concerns and lack of response incidents by teachers and staff within two business days. <b>Processes &amp; Programs 2</b>	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	
		<b>Quarterly KPIs</b>	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 <b>Processes &amp; Programs 3</b>	Professional development and walk-through feedback provided by admin to increase the percentage of the time that student dialogue includes target vocabulary.	Admin, ICs	196-13-6299-00-16 3-99-0-00
		<b>Quarterly KPIs</b>	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 <b>Processes &amp; Programs 4</b>	Professional development and materials implementation of AVID in middle school.	Admin, MS Teachers	196-13-6299-00-16 3-99-0-00
		<b>Quarterly KPIs</b>	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 **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%. <b>Perceptions 1</b>	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, K & MS transition meetings.	FACE Specialist, Admin	211-61-6399-01-163-30-0-00 211-61-6499-01-163-30-0-00 282-61-6399-01-1-63-30-0-00
		<b>Quarterly KPIs</b>	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. <b>Perceptions 2</b>	School counselor will deliver lessons that target student conflict and resolution; and support student social emotional development. This will include the implementation of Leader in Me and PBIS.	Counselor, Admin	199-31-6399-65-163-99-0-00 \$7500.00
		<b>Quarterly KPIs</b>	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 <b>Perception 3</b>	MS Counselor will review grades every two weeks and meet with MS students to set learning targets that align to post-secondary readiness goals.	MS Counselor	199-31-6399-65-163-99-0-00 \$2500.00
		<b>Quarterly KPIs</b>	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%		
PE-4	3,4	Student recognition of academic and social emotional goals met <b>Perceptions 3</b>	Awards and recognition certificates: perfect attendance, A and AB Honor Roll, reading, math, writing, science, music, art, and character	Counselors	282
		<b>Quarterly KPIs</b>	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%		

**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.		
DE-2	By the end of Quarter 1, decrease number of students with more than 10 absences by 50%.		
DE-3	By the end of Quarter 1, administrators will hold 2 attendance drawings; teacher absences decrease by 10%		
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.		
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.		
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		
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.		
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.		
PP-1	By end of Quarter 1, professional development and review of student persistent misbehavior documentation via teacher managed and admin referral.		
PP-2	By end of Quarter 1, disseminate school handbook and host parent training via various school events.		
PP-3	By the end of Quarter 1, Admin will develop a calendar that designates specific dates for providing teachers feedback on student dialogue.		
PP-4	By the end of Quarter 1, MS teachers will implement AVID structures in their classes.		
PE-1	By the end of Quarter 1, campus will offer 2 sessions.		

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

**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
PE-2	By the end of Quarter 1, counselor will develop a scope and sequence for delivering lessons.		
PE-3	By the end of Quarter 1, MS counselor will review UIL eligibility and set learning targets with all MS students.		

**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.		
DE-2	By the end of Quarter 2, decrease number of students with more than 15 absences by 50%.		
DE-3	By the end of Quarter 2, administrators will hold 4 attendance drawings; teacher absences decrease by 20%		
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.		
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.		
SL-3	By the end of Quarter 2, student performance will increase to likely to pass / approaches by 10% points		
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.		
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.		
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.		
PP-2	By end of Quarter 2, reduce the number of parents not having access to the school handbook.		
PP-3	By the end of Quarter 2, Admin will conduct 3 walkthroughs that will demonstrate 50% of students engaged with dialogue / oracy.		
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%.		

**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 sessions.		
PE-2	By the end of Quarter 2, counselor will provide targeted lessons through 4 small group sessions		
PE-3	By the end of Quarter 2, MS counselor will reduce students with late or missing assignments by 50%		
PE-4	By the end of the year, MS counselor will reduce students with late or missing assignments by 100%		



**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.		
DE-2	By the end of Quarter 3, decrease number of students with more than 20 absences by 50%.		
DE-3	By the end of Quarter 3, administrators will hold 6 attendance drawings; teacher absences decrease by 30%		
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.		
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		
SL-3	By the end of Quarter 3, student performance will increase to likely to pass / approaches by 15% points		
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.		
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.		
PP-2	By end of Quarter 1-4, reduce the number of parent concerns		
PP-3	By the end of Quarter 3, Admin will conduct 6 walkthroughs that will demonstrate 65% of students engaged with dialogue /oracy.		
PP-4	By the end of Quarter 3, MS teachers will continue implementing; reduce late and missing assignments by 60%.		

**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.		
DE-2	By the end of the year, decrease number of students with more than 25 absences by 50%.		
DE-3	By the end of the year, administrators will hold 8 attendance drawings; teacher absences decrease by 40%		
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.		
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.		
SL-3	By the end of the year, student performance will increase to likely to pass / approaches by 20% points		
SL-4	By the end of the year, student performance will increase to likely to pass / approaches by 15% points		
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+.		
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.		
PP-2	By end of Quarter 1-4, reduce the number of parent concerns		
PP-3	By the end of the year, Admin will conduct 7 walkthroughs that will demonstrate 80% of students engaged with dialogue / oracy.		
PP-4	By the end of the year, reduce late and missing assignments by 80%.		

**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.		
PE-2	By the end of the year, counselor will provide targeted lessons through 10 small group sessions		
PE-3	By the end of the year, MS counselor will reduce students with late or missing assignments by 100%		

**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
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#	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**

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

**Equitable Availability of the School-Parent Compact to Parents**

Physical Locations of the Plan	
Languages Available	
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	Google Shared Folder	
	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		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
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
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

## 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		
Gisella Calejo	Assistant Principal		
Elena Aldaz	Assistant Principal		
	PK Dual Teacher		
Dr. Rosalba Garcia Rodriguez	Kinder Dual Teacher		
	1st Dual Teacher		
Gilberto Mejia	2nd Dual Teacher		
	3rd Dual Teacher		
	4th Dual Teacher		
	5th Dual Teacher		
Nelia Gamez	6th Dual Teacher		
Jessica Santiago-Rosa	7th & 8th Dual Teacher		
Sarah Harrell	Non-classroom Professional		
Yvonne Chavez	Paraprofessional		
Karla Miller	FACE Specialist		
Parent			
Parent			
Community Liaison	Dr. Xochitl Rocha		
District Professional	Tori Austin		

## Data Tables