Campus Improvement Plan
2024 - 2025

SAISD

Mark Twain Dual Language Academy

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Vision, Mission, Core Values, and Core Beliefs

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 District and Campus Goals

SAISD 5 Year Board Goals

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.

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.

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.

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 2024-2025 Board Goals

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 2024, to ____ in August 2025.

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 2024, to ____ in August 2025.

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 2024, to ____ in August 2025.

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 2024-2025 Campus Goals

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 2024, to ____ in August 2025.

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 2024, to ____ in August 2025.

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 2024, to ____ in August 2025.

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	
CNA Meeting Dates	**Meeting Topics and Actions**
Meeting #1 5/13/24	Parent training and overview of the CNA process and identifying the root causes. **Demographics**: student attendance: K-8 95.41% & PK 94.87%, staff attendance: absences for staff elevated on Mondays & Fridays demographic groups: increase in sped students to 13%; GT is 15%, low SES is 60% YTD discipline report
Meeting #2 7/9/24	**Student Learning:** Circle Test EOY for PK, MAP EOY K-2, and STAAR 3-8 Perceptions: Family Survey - communication in a timely manner, parents to provide feedback are significantly lower than the district SEAD Survey - remain calm when bothered is lower than the district; teachers treat students unfairly in MS is lower than the district Insight Survey - we improvied in all areas of the teacher survey, but not at the prepandemic levels yet; career progression was the least improved; the learning envrinoment is the most improved

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

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 and continued on May 13, 2024 by the CAC; these meetings took place to determine the problem statements and the root causes that would be part of the 24-25 Campus Needs Assessment. Subsequent meetings took place in July, 2024 with teachers, parents, district 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%.

Comprehensive Needs Assessment Process

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 absences

Teacher-managed misbehavior increased.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

Comprehensive Needs Assessment Process

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate		Bilingual Service Records	X	Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	X
Special Education Service Records	X	PEIMS Standard Reports	X	CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)	X	Sruveys (Family, SEAD, Insight)	

Student Learning

STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates	X	CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data		Sign-Ins / Minutes		Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data	X	Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement	X	Feedback to Teachers	X	Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)	X	parent group feedback	

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.

Comprehensive Needs Assessment - Demographics

Demographics (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Student Attendance	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	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	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	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.
Strengths & Areas for Improvement Based on your Data Analysis		**Strengths:** 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. **Areas of Improvement:** 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% Staff retention decreased by 9% points

Comprehensive Needs Assessment - Student Learning

Student Learning (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Grade Level Readiness	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	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	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	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.
Strengths & Areas for Improvement Based on your Data Analysis		**Strengths:** 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 **Areas of Improvement:** 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.

Comprehensive Needs Assessment - Student Learning

Student Learning (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Grade Level Readiness	**PS SL-6**	Circle Test results show improvement but the following categories are still the lowest: math are rote counting, counting quantities, and operations.
	RC SL-6	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.
EOY Assessment Outcomes	**PS SL-7**	STAAR results show that special education students have lower rate of demonstrating progress on STAAR math and lang arts: math total 68% v. sped total 63%; lang arts total 86% v. sped total 58%.
	RC SL-7	Administration did not track student achievement and progress separately to compare with the general total.
Choose One	**PS SL-8**	
	RC SL-8	
Choose One	**PS SL- 9**	
	RC SL-9	
Strengths & Areas for Improvement Based on your Data Analysis	**Strengths:** 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 **Areas of Improvement:** 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
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Comprehensive Needs Assessment - Processes & Programs

Processes & Programs (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Teacher PD	**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.
TTESS Skew	**PS PP-2**	65% of teachers report that there is a lack of opportunities for administrative walkthroughs that yield more constructive feedback.
	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 Fitness	**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.
Choose One	**PS PP-4**	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		**Strengths:** T-TESS Domain 2 shows ratings consistent w/ student performance: Dimension 2.1: 50% proficient /50% accomplished; Dimension 2.2: 78% proficient /11% accomplished /11% distinguished; Dimension 2.3: 56% proficient/33% accomplished/11% distinguished; Dimension 2.4: 67% proficient/33% accomplished; Dimension 2.5: 67% proficient/33% accomplished TESS Domain 3 shows ratings consistent w/ student performance: Dimension 3.1: 78% proficient /22% accomplished; Dimension 3.2: 56% proficient /33% accomplished /11% distinguished; Dimension 3.3: 78% proficient/22% accomplished T-TESS observations consistently includes immediate collection of student performance samples to quantify data. Walk-throughs include immediate feedback. **Areas of Improvement:** 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		Problem Statements and Root Causes
Staff Survey Results	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.
Teacher Support	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.
Engagement Opportunities	PS PE-3	Families requested more training on support socio-emotional development of students, academic support in math and biliteracy, anti-bullying information. Additionaly, Parents would like information on technolgy use, nutrition, and etc.
	RC PE-3	The school has not offered consistently training specifically to address these needs.
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		**Strengths:** 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 **Areas of Improvement:** 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.

Comprehensive Needs Assessment - Perceptions

Plan for Improvement – Demographics

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	3, 4	By the end of the year, student attendance rate will be at 96% by end of year.	Administration will provide parental recognitions for student attendance and provide incentive drawings. FACE Specialist will communicate attendance average weekly.	FACE Specialists & Counselors, Admin	
	PS #	**Quarterly KPIs**	By the end of the first quarter, administrators will recognize parents at awards assemblies and conduct incentive drawings.		
			By the end of the second quarter, administrators will recognize parents at awards assemblies and conduct incentive drawings. Increase the number of parents recognized by 5%.		
			By the end of the third quarter, administrators will recognize parents at awards assemblies and conduct incentive drawings. Increase the number of parents recognized by 8%		
			By the end of the fourth quarter, administrators will recognize parents at awards assemblies and conduct incentive drawings. Increase the number of parents recognized by 10%		
DE-2	3,4	By the end of the year, students with chronic absenteeism will decrease the number of absences	The FACE Specialists and Counselors will conduct intervention outreach (phone calls, home visits, meetings) with parents prior to 10th day.	FACE Specialists & Counselors, Admin	
	PS #	**Quarterly KPIs**	By the end of the first quarter, decrease number of students with more than 10 absences by 50%.		
			By the end of the second quarter, decrease number of students with more than 15 absences by 50%.		
			By the end of the third quarter, decrease number of students with more than 20 absences by 50%.		
			By the end of the fourth quarter, decrease number of students with more than 25 absences by 50%.		
DE-3	3, 4	By the end of the year, 90% of teachers will have less than 10 absences by the end of the 24-25	Administration will provide teacher / staff attendance reports each nine weeks to teachers. Teachers with perfect attendance will be rewarded with an incentive like an hour lunch and /or extra hour of planning.	Admin, FACE Specialist	
	PS #		By the end of the first quarter, provide reports and staff incentives. Track the number of teacher absences.		
			By the end of the second quarter, provide reports and staff incentives. Track the number of teacher absences.		
			By the end of the third quarter, provide reports and staff incentives. Track the number of teacher absences.		
			By the end of the fourth quarter, provide reports and staff incentives. Track the number of teacher absences.		
DE-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Student Learning

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	3	By the end of the year, STAAR science performance will increase from 68% to 80% app, 42% to 52% meets, and 17% to 27% masters.	Professional development and collaborative planning will focus on the development of 5 E lessons with the use of STEMScopes. Student progress will be tracked and monitored by assigned administrator.	Admin	
	PS #	Quarterly KPIs	By the end of the first quarter, 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 1, student performance will increase to likely to pass / approaches, meets, and masters, by 3% points		
			By the end of the second quarter, 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, student performance will increase to likely to pass / approaches, meets, and masters, by 6% points		
			By the end of the third quarter, 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, student performance will increase to likely to pass / approaches, meets, and masters, by 9% points		
			By the end of the fourth quarter, administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance. By the end of Quarter 4, student performance will increase to likely to pass / approaches, meets, and masters, by 12% points		
SL-2	3	By the end of the year, STAAR social studies performance will increase from 77% to 87% approaches, 50% to 60% meets, and 27% to 35% masters.	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. Student progress will be tracked and monitored by assigned administrator.	Admin	
	PS #	Quarterly KPIs	By the end of the first quarter, 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 1, student performance will increase to likely to pass / approaches, meets, and masters, by 3% points		
			By the end of the second quarter, 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, student performance will increase to likely to pass / approaches, meets, and masters, by 6% points		
			By the end of the third quarter, 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, student performance will increase to likely to pass / approaches, meets, and masters, by 9% points		
			By the end of the fourth quarter, 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, student performance will increase to likely to pass / approaches, meets, and masters, by 9% points		
SL-3	3	By the end of the year, STAAR science performance will increase from 68% to 80% app, 42% to 52% meets, and 17% to 27% masters.	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. Student progress will be tracked and monitored by assigned administrator.	Admin	
	PS #	Quarterly KPIs	By the end of the first quarter, 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 1, student performance will increase to likely to pass / approaches,		
			By the end of the second quarter, 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, student performance will increase to likely to pass / approaches, meets, and masters, by 6% points		
			By the end of the third quarter, 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, student performance will increase to likely to pass / approaches, meets, and masters, by 9% points		
			By the end of the fourth quarter, 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, student performance will increase to likely to pass / approaches, meets, and masters, by 9% points		
SL-4	2	By the end of the year, STAAR math performance will increase from 82% to 92% approaches, 55% to 65% meets, and 22% to 32% masters.	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. Student progress will be tracked and monitored by assigned administrator.	Admin	
	PS #	Quarterly KPIs	By the end of the first quarter, 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, meets, and masters, by 3% points		
			By the end of the second quarter, student performance will increase to likely to pass / approaches, meets, and masters by 3% points		
			By the end of the third quarter, student performance will increase to likely to pass / approaches, meets, and masters by 6% points		
			By the end of the fourth quarter, student performance will increase to likely to pass / approaches, meets, and masters by 9% points		

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	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%.	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.	Admin	
	PS #	**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.	Tutors: certified retired teachers to strengthen student performance skills in math	Admin	196 - $40,000.00
	PS #		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.	Tutors: certified retired teachers to strengthen student performance skills in language arts	Admin	196 - $40,000.00
	PS #	**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-8	2	STAAR growth (met or exceeds) for special education will increase to be no less then 5% points lower the gen ed:	Administration will track student progress of sped students after each CBA or benchmark	Admin, Special Education Teachers,	
	PS #	**Quarterly KPIs**	By the end of Quarter 1, admin will set tracking system for sped students taking STAAR.		
			By the end of Quarter 2, admin will review data and set goals to continue show growth for sped students by 7% points.		
			By the end of Quarter 3, admin will review data and set goals to continue show growth for sped students by 14% points.		
			By the end of Quarter 4, admin will review data and set goals to continue show growth for sped students 21% points.		

Plan for Improvement – Student Learning

| | | | 2.1 - Campus Improvement Plan (CIP) |
| | | | The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes |

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-9	3	STAAR social studies performance will increase from 57% to 70% approaches, 25% to 40% meets, and 14% to 25% masters	Extended day tutorials and materials necessary	Admin, Teachers	164-$6944.00
	PS #	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-10	3	STAAR science performance will increase from 75% to 83% app, 42% to 50% meets, and 16% to 25% masters.	Extended day tutorials and materials necessary	Admin, Teachers	164-$6944.00
	PS #	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-11	3	STAAR math performance will increase from 82% to 92% approaches, 55% to 65% meets, and 22% to 32% masters.	Extended day tutorials and materials necessary	Admin, Teachers	164-$6944.00
	PS #	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.	Extended day tutorials and materials necessary	Admin, Teachers	164-$6944.00
	PS #	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 & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1, 2	By the end of the year, 60% teachers will be able to observe each other or be observed at least once.	Teachers and admin will plan / support teachers observing each other for specific implementation of reading / math strategies.	Instructional Coach, Admin	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 15% of the teachers will observe each other.		
			By the end of the second quarter, 30% of the teachers will observe each other.		
			By the end of the third quarter, 45% of the teachers will observe each other.		
			By the end of the fourth quarter, 60% of the teachers will observe each other.		
PP-2	1, 2, 3, 4	By the end of the year, 100% of the classroom teachers will have feedback provided via the walk-through tool with the domain list.	Adminstration will use the walk-through template with dimensions.	Admin	
	PS #	**Quarterly KPIs**	By the end of the first quarter, all classroom teachers will have at least one walk-through with the dimension template.		
			By the end of the second quarter, all classroom teachers will have half of the required walk-throughs with the dimension template.		
			By the end of the third quarter, all classroom teachers will have 3/4 of the required walk-throughs with the dimension template.		
			By the end of the fourth quarter, all classroom teachers will have all of the required walk-throughs with the dimension template.		
PP-3	4	By the end of the year, Twain will host transition nights for PK to Kinder and 5th to 6th.	Teachers in Kinder and 6th grade will schedule transition nights to support the successful socioemotional transition to the next grade.	Teachers, Admin	
	PS #	**Quarterly KPIs**	By the end of the first quarter, no action required at this time.		
			By the end of the second quarter, dates are set.		
			By the end of the third quarter, teachers will send out a save the date notice.		
			By the end of the fourth quarter, Kinder and 6th grade transition nights will have already taken place.		
PP-4	4	By the end of the year, we will reduce the number of student referrals regarding unauthorized or inappropriate cell phone use / social media use.	Adminstration will provide lessons regarding social media to MS students and parents to prevent and minimize inappropriate behavior with cell phones / social media.	Admin, FACE Specialist	
	PS #	**Quarterly KPIs**	By the end of the first quarter, admin will provide two lessons to students in grades 6-8, and send a school messenger email to parents to check their child's cell pone usage and social media connections.		
			By the end of the second quarter, admin will provide a follow up lessons to student in grades 6-8, and send a school messenger email to parents to check their child's cell pone usage and social media connections. Admin will track related discipline referrals.		
			By the end of the third quarter, admin will provide a follow up lessons to student in grades 6-8, and send a school messenger email to parents to check their child's cell pone usage and social media connections. Admin will track related discipline referrals.		
			By the end of the fourth quarter, admin will provide a follow up lessons to student in grades 6-8, and send a school messenger email to parents to check their child's cell pone usage and social media connections. Admin will track related discipline referrals.		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Perceptions

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, family engagement events included social media, gun safety, middle school	Admin will parent training during Cafecitos in order to support the socioemotional needs of the students: social media, gun safety, MS grades-UIL, etc.	Admin, FACE Specialists.	
	PS #	Quarterly KPIs	By the end of the first quarter, 2 parent trainings will have taken place.		
			By the end of the second quarter, 2 parent trainings will have taken place.		
			By the end of the third quarter, 2 parent trainings will have taken place.		
			By the end of the fourth quarter, 2 parent trainings will have take place.		
PE-2	1, 2, 4	By the end of the year, Twain will host family acadmic nights for PK-8.	Admin will oversee designated academic nights in order to target specific learning objectives based on STAAR / MAP / Circle Test needs.		
	PS #	Quarterly KPIs	By the end of the first quarter, 1 family academic night will have taken place.		
			By the end of the second quarter, 2 academic nights will have taken place.		
			By the end of the third quarter, 2 academic nights will have taken place.		
			By the end of the fourth quarter, 1 academic night will have taken place.		
PE-3	4	By the end of the year, Twain will increase the number of parent surveys from 72 to 150 or more.	Admin will promote parent survey completion on all communication avenues and create a competition by grade to receive an incentive.		
	PS #	Quarterly KPIs	By the end of the first quarter, include survey results in Title I presentation.		
			By the end of the second quarter, let parents know of the parent surveys and the SB 1882 charter renewal.		
			By the end of the third quarter, admin will promote parent survey completion and establish the grade level competition.		
			By the end of the fourth quarter, admin will review parent survey results.		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, administrators will recognize parents at awards assemblies and conduct incentive drawings.	No Progress (0% - 50%)	Once perfect attendance is finalized then the FACE Specialist will contact the recognized parents.
DE-2	By the end of the first quarter, decrease number of students with more than 10 absences by 50%.	Good Progress (51% - 75%)	As of today, there are 3-4 students in this category.
DE-3	By the end of the first quarter, provide reports and staff incentives. Track the number of teacher absences.	No Progress (0% - 50%)	Ms. Aldaz will pull up the report of teachers with perfect attendance and conduct the drawing.
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 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 1, student performance will increase to likely to pass / approaches, meets, and masters, by 3% points	Good Progress (51% - 75%)	Ms. Calejo is reviewing lesson plans for lower grades.
SL-2	By the end of the first quarter, 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 1, student performance will increase to likely to pass / approaches, meets, and masters, by 3% points	Significant Progress (76% - 99%)	The middle school teachers have received social studies professional development and the implementation is in place.
SL-3	By the end of the first quarter, 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 1, student performance will increase to likely to pass / approaches, meets, and masters, by 3% points	Good Progress (51% - 75%)	The middle school teachers have received sciences professional development and the implementation is in place.
SL-4	By the end of the first quarter, 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, meets, and masters, by 3% points	Good Progress (51% - 75%)	Not all classes have completed setting them up.

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 15% of the teachers will observe each other.	Good Progress (51% - 75%)	Teachers observing each other for specific techniques: CER, Asi se dice, ECR, phonoligical awareness, 6th grade core, PLORE
PP-2	By the end of the first quarter, all classroom teachers will have at least one walk-through with the dimension template.	Significant Progress (76% - 99%)	Admin started uses the template with dimensions.
PP-3	By the end of the first quarter, no action required at this time.	Not Reviewed	No action required at this time.
PP-4	By the end of the first quarter, admin will provide two lessons to students in grades 6-8, and send a school messenger email to parents to check their child's cell pone usage and social media connections.	Significant Progress (76% - 99%)	Two student lessons were provided by the principal

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 2 parent trainings will have taken place.	Significant Progress (76% - 99%)	Parent U and Open Houses
PE-2	By the end of the first quarter, 1 family academic night will have taken place.	Good Progress (51% - 75%)	Committtees have been established and the assigned admins
PE-3	By the end of the first quarter, include survey results in Title I presentation.	Not Reviewed	
PE-4	By the end of the first quarter,	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, administrators will recognize parents at awards assemblies and conduct incentive drawings. Increase the number of parents	Choose One	
DE-2	By the end of the second quarter, decrease number of students with more than 15 absences by 50%	Choose One	
DE-3	By the end of the second quarter, provide reports and staff incentives. Track the number of teacher absences	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance. By the	Choose One	
SL-2	By the end of the second quarter, test data for each unit will be tracked with students and the reteach provided. Students 6-8 will track their performance By the	Choose One	
SL-3	By the end of the second quarter, test data for each unit will be tracked with students and the reteach provided. Students 6-8 will track their performance By the	Choose One	
SL-4	By the end of the second quarter, student performance will increase to likely to pass / approaches, meets, and masters by 3% points	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 30% of the teachers will observe each other.	Choose One	
PP-2	By the end of the second quarter, all classroom teachers will have half of the required walk-throughs with the dimension template	Choose One	
PP-3	By the end of the second quarter, dates are set.	Choose One	
PP-4	By the end of the second quarter, admin will provide a follow up lessons to student in grades 6-8, and send a school messenger email to parents to check their child's	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, 2 parent trainings will have taken place.	Choose One	
PE-2	By the end of the second quarter, 2 academic nights will have taken place.	Choose One	
PE-3	By the end of the second quarter, let parents know of the parent surveys and the SB 1882 charter renewal	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, administrators will recognize parents at awards assemblies and conduct incentive drawings. Increase the number of parents	Choose One	
DE-2	By the end of the third quarter, decrease number of students with more than 20 absences by 50%	Choose One	
DE-3	By the end of the third quarter, provide reports and staff incentives. Track the number of teacher absences	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance. By the end	Choose One	
SL-2	By the end of the third quarter, 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	Choose One	
SL-3	By the end of the third quarter, 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	Choose One	
SL-4	By the end of the third quarter, student performance will increase to likely to pass / approaches, meets, and masters by 6% points	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 45% of the teachers will observe each other.	Choose One	
PP-2	By the end of the third quarter, all classroom teachers will have 3/4 of the required walk-throughs with the dimension template	Choose One	
PP-3	By the end of the third quarter, teachers will send out a save the date notice.	Choose One	
PP-4	By the end of the third quarter, admin will provide a follow up lessons to student in grades 6-8, and send a school messenger email to parents to check their child's	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 2 parent trainings will have taken place.	Choose One	
PE-2	By the end of the third quarter, 2 academic nights will have taken place.	Choose One	
PE-3	By the end of the third quarter, admin will promote parent survey completion and establish the grade level competition	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Third Quarterly Review

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

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, administrators will recognize parents at awards assemblies and conduct incentive drawings. Increase the number of parents	Choose One	
DE-2	By the end of the fourth quarter, decrease number of students with more than 25 absences by 50%	Choose One	
DE-3	By the end of the fourth quarter, provide reports and staff incentives. Track the number of teacher absences.	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, administrators will review science lesson plans K-8 with the instructional coaches. Student 5-8 will track their performance. By the	Choose One	
SL-2	By the end of the fourth quarter, 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	Choose One	
SL-3	By the end of the fourth quarter, 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	Choose One	
SL-4	By the end of the fourth quarter, student performance will increase to likely to pass / approaches, meets, and masters, by 9% points.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 60% of the teachers will observe each other.	Choose One	
PP-2	By the end of the fourth quarter, all classroom teachers will have all of the required walk-throughs with the dimension template.	Choose One	
PP-3	By the end of the fourth quarter, Kinder and 6th grade transition nights will have already taken place.	Choose One	
PP-4	By the end of the fourth quarter, admin will provide a follow up lessons to student in grades 6-8, and send a school messenger email to parents to check their child's	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, 2 parent trainings will have take place.	Choose One	
PE-2	By the end of the fourth quarter, 1 academic night will have taken place.	Choose One	
PE-3	By the end of the fourth quarter, admin will review parent survey results.	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, student attendance rate will be at 96% by end of year.	Choose One	
DE-2	By the end of the year, students with chronic absenteeism will decrease the number of absences by a third.	Choose One	
DE-3	By the end of the year, 90% of teachers will have less than 10 absences by the end of the 24-25 school year, decreasing the overall number of teacher absences from	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, STAAR science performance will increase from 68% to 80% app, 42% to 52% meets, and 17% to 27% masters.	Choose One	
SL-2	By the end of the year, STAAR social studies performance will increase from 77% to 87% approaches, 50% to 60% meets, and 27% to 35% masters.	Choose One	
SL-3	By the end of the year, STAAR science performance will increase from 68% to 80% app, 42% to 52% meets, and 17% to 27% masters.	Choose One	
SL-4	By the end of the year, STAAR math performance will increase from 82% to 92% approaches, 55% to 65% meets, and 22% to 32% masters.	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 60% teachers will be able to observe each other or be observed at least once.	Choose One	
PP-2	By the end of the year, 100% of the classroom teachers will have feedback provided via the walk-through tool with the domain list.	Choose One	
PP-3	By the end of the year, Twain will host transition nights for PK to Kinder and 5th to 6th.	Choose One	
PP-4	By the end of the year, we will reduce the number of student referrals regarding unauthorized or inappropriate cell phone use / social media use.	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, family engagement events included social media, gun safety, middle school math, and family nights.	Choose One	
PE-2	By the end of the year, Twain will host family acadmic nights for PK-8.	Choose One	
PE-3	By the end of the year, Twain will increase the number of parent surveys from 72 to 150 or more.	Choose One	
PE-4	By the end of the year,	Choose One	

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

Name	Role	Name	Role

Committee Members

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor 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 Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
	15907- ###

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

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.

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:	Equitable Availability of the Campus Improvement Plan to Parents		
☐ At-Risk Support	Physical Locations of the Plan		
☐ CCMR - Secondary	Languages Available		
☐ Dropout Prevention (Secondary)	URL to Online Version		
☐ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**		
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy		
☐ Parent & Family Engagement	Languages Available		
☐ Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0292/docs/FamilyEngagementPolicy24-25.pdf	
☐ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**		
☐ Quality of Learning Environment	Physical Locations of the Compact		
☐ Recruiting/Retaining Teachers	Languages Available		
☐ Social and Emotional Support	URL to Online Version		
☐ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**		
☐ Students Not On Grade Level	Method	Date	Method	Date
☐ Support for Special Populations				
☐ Transition PK to K				
☐ Violence Prevention/Intervention				

Title I Campus Program Requirements

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, and posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
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, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices 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, and 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		
	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	Google Shared Folder	
		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		