

# Campus Improvement Plan

## 2023-2024



**Washington Elementary**

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**Board of Trustees**



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## **VISION**

Our unwavering commitment to educating all of our students and preparing them for success in further education serves as the driving force behind our core mission of changing lives via a quality education.

## **MISSION**

We are committed to a fun, safe, caring environment fostering high expectations and collaboration amongst students, staff and parents. Our goal is to develop students essential skills for future education and career success needed to become productive members of their community.

## **CORE VALUES**

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

## **CORE BELIEFS**

Here at Washington Elementary, we believe that:

- Every student is capable of excelling academically.
- Every student's education and safety are our top priorities.
- We are in charge of ensuring that our educational system runs smoothly and effectively.
- People embrace and support what they contribute to creating.
- At all times, everyone should be treated with respect and dignity.
- It is essential that we embrace the diversity and celebrate the culture of our community.

**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 36.5% in August 2023, to 45 % 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 n/a in August 2023, to n/a 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
<p><b>Meeting #1</b></p> <p>May 30,2023</p>	<p><b>Student Learning</b> - Math, Reading, and Science STAAR preliminary results in order to examine released results and created problem statements/root cause statements</p> <p><b>Demographics</b> - Teacher Experience/Retention, Student Attendance, Teacher Attendance</p>
<p><b>Meeting #2</b></p> <p>June 30, 2023</p>	<p><b>Perceptions</b> - Parental Engagement - Examined parent surveys, PFE event sign-ins, and all engagement opportunities for 2022-2023.</p> <p><b>Processes and Programs</b> - personnel (TTESS performance, feedback), professional growth, routines (welcoming, lunch, recess), PLCs and PLN learning</p>

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

Based on the summative evaluation of the 2022 - 2023 CIP -

- Although student grade level readiness did not increase by 15% as intended in grade level readiness (meets & masters) performance, two of the strategies we included in our 2022-2023 CIP were more effective reading in comparison to math. As a campus we will look to target two additional strategies to better assist our work in mathematics, while we will continue to integrate those previous strategies that we identified as effective into both reading.
- Our campus will continue to examine routines for all teachers, students and staff to make sure that they are consistently aligned to the needs of the campus.
- Based on student outcomes in all grade levels, professional development will focus on unpacking TEKS, identifying lesson objectives that meet the depth and complexity of the TEKS, along with how to explicitly teach the standards using the new curriculum.

**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	ADA Summary	<b>PS DE-1</b>	The average daily attendance rate was lower than the 92% we had aimed for. Our daily average attendance rate for 2022-2023 academic school year is 91%. Every grade level has had high absentee rates, which has disrupted instruction and student learning.
		<b>RC DE-1</b>	All levels of the campus did not consistently monitor attendance, with fidelity, in order to identify meaningful actions collectively, along with identifying data systems to uncover campus patterns.
Community Engagement	Event Sign In Sheets, Parent Participation Surveys, Insight Survey	<b>PS DE-2</b>	In comparison to our social and cultural programs, family participation rate at Washington ES is less than 55% for programs that are centered around school academics.
		<b>RC DE-2</b>	As a campus, we are inconsistent with the implementation of campus-wide programming systems and approved methodologies for parental engagement.
		<b>PS DE-3</b>	
		<b>RC DE-3</b>	
		<b>PS DE-4</b>	
		<b>RC DE-4</b>	
<b>Data Determinations</b>	Our campus ADA for the 2022-2023 school year was 91%, which was an improvement from the 2021-2022 campus ADA of 86%. Our campus goal was 92%, meaning that we fell just short of that 2022-2023 goal. With that being said, as a committee we opted to aim for a 2% increase in student ADA for the upcoming school year. Looking at ADA data we realized that our student incentives did have a lot of impact on student attendance, we just needed to utilize our incentives in a more effective way. As a committee we also analyzed our community engagement component. The data reflected that more family and community members attended our programs when the theme was cultural and more social in comparison to when we held academic nights. We came to the conclusion that as a campus we have been inconsistent in the implementation of our campus adopted programming systems, along with parental communication.		

**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	STAAR Results	<b>PS SL-1</b>	Between 2022 and 2023, 5th grade student achievement in math at the meets level decreased by 3%, leading to 68% of students needing intensive intervention in math.
		<b>RC SL-1</b>	Teachers inconsistently implemented classroom Tier 1 instruction that was aligned to the depth and complexity of the TEKS. There was also inconsistency across our 3rd grade level team in executing high-leverage instructional practices in math and reading.
Grade Level Readiness (Kinder through 2nd grade Levels)	BOY MAP data, MOY MAP data, EOY MAP Data, Teacher-Created Assessments.	<b>PS SL-2</b>	According to the end-of-year 2022-2023 MAP Growth data, 36% of our kids in grades K-2 are reading on grade level (tier 1).
		<b>RC SL-2</b>	Fidelity in the implementation of research-based curriculum, high-leverage instructional techniques, practices that support phonemic awareness, phonics, and small group instruction is inconsistent across the grade levels.
Grade Level Readiness (Kinder through 2nd grade Levels)	BOY MAP data, MOY MAP data, EOY MAP Data, Teacher-Created Assessments.	<b>PS SL-3</b>	According to the end-of-year 2022-2023 MAP Growth data, 35% of our kids in grades K-2 are math on grade level (tier 1).
		<b>RC SL-3</b>	Fidelity in the implementation of research-based curriculum, high-leverage instructional techniques, and small group instruction is inconsistent across the grade levels.
		<b>PS SL-4</b>	
		<b>RC SL-4</b>	
<b>Data Determinations</b>	We found that during the past year there has been a slight decrease in student performance on the STAAR exam with an average of 30% of all students scored at the “ Meets and Masters” levels in Math as indicated by STAAR results, along with 32% of all student in Reading. We also found that based on EOY MAP math data there was an overall decline in students performing at the “Tier 1” level, with an of 35% as indicated by MAP end of year results in math. Based on EOY MAP reading data there was a overall decline in students performing at the “Tier 1” level, with an of 36% as indicated by MAP end of year results in reading. Based on this data, it has been concluded that there has been inconsistency in implementing high leverage instructional strategies across the grade level.		



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

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

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

Area Examined	Data Sources	Problem Statements and Root Causes	
Professional Development	MOY MAP data, EOY MAP Data, Teacher-Created Assessments	PS SL-1	Only 44% of our Kinder through 2nd grade students showed at least one year’s growth according to the EOY MAP assessment.
		RC SL-1	Inconsistent implementation of targeted interventions that is aligned to effectively address student learning gaps.
Professional Development	MOY MAP data, EOY MAP Data, Teacher-Created Assessments, Observational Data.	PS SL-2	100 % of Kindergarten through Second grade Teachers need additional support in collaborative planning that focuses on the development, administration, and utilization of unit assessments in reading and math “as evidenced by classroom walkthroughs.
		RC SL-2	Teacher created unit assessment were not consistently created at the same level of rigor as defined by the state’s level of depth and complexity outline in the learning TEKS.
		PS SL-3	
		RC SL-3	
		PS SL-4	
		RC SL-4	
<b>Data Determinations</b>	After reviewing MAP data, it was determined that only 44% of our Kinder through Second grade students showed one year’s growth in reading. So based on this data, it was determined that these students are going into the next grade with significant learning gaps that will need to be targeted through intervention. Also, when it comes to unit assessment, teacher-created unit assessments were not consistently aligned to met the student learning expectations set for by the state as observed during observational and student growth data.		

**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 Climate and Culture	Branching Minds Behavioral Data, Frontline Student Discipline Data, Student Survey Data, Teacher Survey Data,	PS PE-1	Washington Elementary experienced an 9 % increase in the number of discipline referrals and student behavioral documentation for repeat student offenders.
		RC PE-1	Teachers need additional training in creating and implementing student individual behavioral plans, as well as a providing addition positive behavior supports for individual students that align to targeted behavior .
		PS PE-2	
		RC PE-2	
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
<b>Data Determinations</b>	Parent attendance for programs that focus on academic averages between 35-55 parents, while cultural/social events at Washington averages between 75-110 parents. Social/Cultural Programs such as Hispanic Heritage Night, our Holiday program, and our Black History Celebration nearly triples in parental attendance in comparison to our academic programs such as STAAR Night, Literacy Night, and Math Night. MTSS data, obtained from Branching Minds and Frontline, outline the documented behavior for our campus.		

## 2.1 - Campus Improvement Plan (CIP)

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	By the end of the school year, student attendance will increase to at least 93% by providing students a safe and secure school culture and climate. <b>Demographics 1</b>	As a campus, with the help of “Community in Schools”, we will monitor student attendance in order to improve campus ADA through student incentives and student awareness.	Principal Assistant Principal Counselor Teachers CIS	173-3,370.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1 the campus will have provided an incentive to the students who have over a 95% attendance rate, along with student attendance being at 94% percent or better. By the end of Quarter 2 the campus attendance committee will have provided an incentive to the students who have over 97% attendance rate, along within student attendance being 94% percent or better. By the end of Quarter 3 the campus attendance committee will have provided an incentive to the students who have over 99% attendance rate, along within student attendance being 95% percent or better. By the end of the year the campus attendance committee will have provided an incentive to the students who have perfect attendance for the entire school year, along within student attendance being 95% percent or better.		
DE-2	4	By the end of the school year, student attendance will increase to at least 93% by providing students a safe and secure school culture and climate. <b>Demographics 1</b>	Conduct parent conference from students who are identify as Tier 3 for attendance using BI ADA report.	Principal Assistant Principal Teachers FACE Specials CIS	173-3,370.00 211-1,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1 75% of parent conference will be conducted for all that students identify as Tier 3 for student ADA, leading to a 20 percent increase in Tier 3 student attendance rate. By the end of Quarter 2, 85% of parent conference will be for all students that identify as Tier 3 for student ADA, leading to an 35% increase in Tier 3 student attendance rate. By the end of Quarter 3 100% of parent conference will be conducted for all students that identify as Tier 3 for student ADA, leading to an 65% Tier 3 student attendance rate. By the end of the year 100% of parent conference will be conducted for all students that identify as Tier 3 for student ADA, leading to an 75% Tier 3 student attendance rate.		
DE-3	4	By the end of the year, increase attendance at Washington EL student academic nights by 10% as indicated by sign-ins and parental surveys. <b>Demographics 2</b>	Teachers will send bi-weekly communication to parents through print or electronic platforms, alerting parents of any upcoming school events	Face Specialist Teachers CIS	173-3,370.00 211-1,000.00
			By the end of Quarter 1 Washington will identify electronic platforms of communication and will have provided opportunities for parents to sign up to receive communication, 50% of teachers will send bi-weekly communication. By the end of Quarter 2, 70% of teachers will send		

## 2.1 - Campus Improvement Plan (CIP)

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2	By the end of year there will be an 10% increase in students at the Meets level on 2024 Math STAAR. <b>Student Learning 1</b>	Provide all students with high quality, grade-level instructional materials and assessments that are aligned to the district curriculum and identified student learning gaps.	Admin Team Instructional Coaches	163-5,000.00 164-4,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of teachers will have been trained on creating grade-level aligned assessments, By the end of Quarter 2, 75% of teachers will implement instructional strategies and created assessments aligned to the district curriculum. By the end of Quarter 3, 100% teachers will be implementing lessons and using assessments aligned to district curriculum and student learning gaps. By the end of the year there will be a 10% increase in Meets on 2024 Math STAAR.		
SL-2	1,2,3	By the end of year there will be an 15% increase in K-2 students at the Tier 1 level on EOY MAP Reading assessment. <b>Student Learning 2</b>	Campus teachers will provide will with at least 20 mins of daily small group instruction that is aligned to the daily learning objective. Student groupings will be based on formative assessment data.	Admin Team Instructional Coaches	163-5,000.00 164-4,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of teachers will be trained on collecting/analyzing formative assessment data. By the end of Quarter 2, 100% of students will receive small group instruction at least 3 times a week. By the end of Quarter 3, 100% of all students will receive small group instruction every day. By the end of the year there will be a 15% increase in Tier 1 student reading as identified by EOY Reading.		
SL-3	3	By the end of year there will be an 15% increase in K-2 students at the Tier 1 level on EOY MAP Math assessment. <b>Student Learning 3</b>	Teachers will participate in professional development activities to learn how to differentiate instruction, foster critical thinking, and use formative and summative evaluation in their classrooms.	Admin Team Instructional Coaches	163-5,000.00 164-4,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of teachers will be trained in at least one high quality instructional strategy that promote critical thinking. By the end of Quarter 2, 75% of teachers will have effectively implemented and received feedback on their implemented instructional strategy. By the end of Quarter 3, 100% of teachers will have implemented one instructional strategy in their daily instruction that promote critical thinking. By the end of the year there will be a 15% increase in Tier 1 student math as identified by EOY MAP.		
SL-4	1,4	By the end of the year, All grade levels will have participated in two field trips that relate to the core subjects. <b>Student Learning 4</b>	Kinder-6th grade students will have the chance to take part in at least one out-of-class experiences that connects what they are learning to real-world situations, enhancing their academic studies.	Admin Team	163-5,000.00 164-4,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter 2, all grade levels would have attended at least 1 field trip related to their core subjects. By the end of the year, all grade		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</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
PE-1	4	By the end of the school year, less than 10% percent of all behavior referrals will be for repeated offenders. <b>Perceptions 1</b>	Teachers will identify students who need MTSS in order to provide social-emotional support through restorative practices using Branching Minds.	Admin Team Counselor	163-5,000.00 164-4,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of teachers will be trained on how to document student behavior and interventions using Branching Minds, along with Frontline. By the end of Quarter 2, 75% of teachers will be using Branching Minds to document and monitor all student behavioral interventions. By the end of Quarter 3, 100% of teachers will using Branching Minds to document and monitor all student behavioral interventions. By the end of the year, there will be less than 10 % of all behavioral referrals, aligned to the <i>Student Code of Conduct</i> , will be from repeated student offenders.		
PE-2	4	By the end of the school year,at least 85% of all Kinder through 6th grade students will respond favorably on the SEAD survey when asked about their school's climate and culture. <b>Perceptions 2</b>	Implement and track specific behavioral expectations and management systems for students and staff as part of a school-wide PBIS strategy.	Admin Team Counselor	163-5,000.00 164-4,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of teachers and students will trained on PBIS . By the end of Quarter 2, 60% of teachers will have implemented at least one PBIS strategy for managing student behavior student families . By the end of Quarter 2, 80% of all teachers will have implemented student families. By the end of Quarter 3, 100% of teachers will have implemented at least one PBIS strategy for managing student behavior and communicating with student families.		
PE-3	4	By the end of the school year,at least 85% of all Kinder through 6th grade students will respond favorably on the SEAD survey when asked about their school's climate and culture. <b>Perceptions 2</b>	Daily implementation of students using the Rhithm app to support their social-emotional awareness and learning.	Admin Team Counselor	163-5,000.00 164-4,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of teachers and students will be given a refresher on how to use and monitor the Rhithm app for social-emotional learning. By the end of Quarter 2, 100% of teachers will have utilized Rhithm with their student at least three days out the week. By the end of Quarter 2, 100% of all teachers will have utilized Rhithm will their students four days out the week. By the end of Quarter 3, 100% of teachers will have utilized Rhithm one time each day with their students to promote social- emotional awareness.		
PE-4					
		<b>Quarterly KPIs</b>			

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	1	By the end of the 2023-2024 school year, 70% of all Kinder - 2nd grade students will show at least one year's growth in reading. <b>Processes &amp; Programs 1</b>	Kinder through 2nd will take part in 45-minute PLC meetings that include professional development training that utilize high leverage, reach-based literacy strategies.	Admin Team Instructional Coaches	163-5,000.00 164-4,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 40% of PLC will have included PD on high leverage, research based literacy strategies. By the end of Quarter 2, 50% of PLC will have included PD on high leverage, research based literacy strategies. By the end of Quarter 3, 60% of PLC will have included PD on high leverage, research based literacy strategies. By the end of end of the school year, 70% of all K-2 students will have at least one year's growth when measured by EOY MAP.		
PP-2	1	By the end of the 2023-2024 school year, 100% percent of all teacher created exit tickets and unit assessment will be aligned to the states learning standards (TEKS). <b>Processes &amp; Programs 1</b>	Provide teachers with professional develop during PLCs on teacher created assessment, with the focus on alignment, along with depth and complexity.	Admin Team Instructional Coaches	163-5,000.00 164-4,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of teachers will have included PD on creating teachers assessments and exit tickets. By the end of Quarter 2, 70% of all teacher created assessments will be aligned to the state's student learning expectation. By the end of Quarter 3, 85% of all teacher created assessments will be aligned to the state's student learning expectations. By the end of end of the school year, 100% of all teacher created assessments will be aligned to the state's student learning expectations.		
PP-3					
		<b>Quarterly KPIs</b>			
PP-4					
		<b>Quarterly KPIs</b>			

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps



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

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

**3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives**

The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

**District Purchases**

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Always Learning GPS	Problem Statement & Root Cause
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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.	X	All are based on the success criteria of the ESF.	X
All are based on issues that the campus can control and improve on.	X	All talk to adult systems and behaviors.	X

**Improvement Plan – Performance Objectives**

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

**Improvement Plan – Strategies**

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

**Federally Required Strategies – Do we have strategies that address -**

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

**Equitable Availability of the Campus Improvement Plan to Parents**

Physical Locations of the Plan	Main Office
Languages Available	English, Spanish upon request
URL to Online Version	

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

Physical Locations of the Plan	Main Office
Languages Available	English, Spanish upon request
URL to Online Version	

**Equitable Availability of Parent-Family Engagement Policy to Parents**

Physical Locations of the Policy	Main Office	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		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

## Assurances and Approval Information

### Assistant Superintendent Assurance

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

### Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

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





## Data Tables