

# Campus Improvement Plan

2024 - 2025



**Booker T. Washington Elementary**



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**VISION**

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

**MISSION**

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

**CORE VALUES**

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

**CORE BELIEFS**

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

**SAISD 5 Year Board Goals**

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 38% in August 2024, to 48% 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 29% in August 2024, to 40% 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
<p><b>Meeting #1 May 28,2024</b></p>	<p>The meeting began with a welcome and introduction, featuring opening remarks by the Principal and the introduction of attendees. Following this, an overview of the Campus Improvement Plan (CIP) was provided, with a brief review of the current CIP and a detailed discussion on the goals and objectives outlined in it. The Quarter 4 Review focused on these goals and objectives, evaluating progress and areas needing attention.</p> <p>Next, demographic data and related problem statements were presented. This segment included a comprehensive presentation of demographic data and an in-depth discussion on the associated problem statements. Strategies to address demographic challenges were then reviewed, and performance objectives aligned with these problem statements were identified.</p> <p>The analysis of student learning data followed, with a detailed presentation of the data and a discussion on problem statements related to student learning. Strategies aimed at improving student learning outcomes were reviewed, and corresponding performance objectives were identified, ensuring alignment with the identified problem statements. We are currently still waiting for STAAR data to come in but we were able to analyze EOY MAP growth.</p> <p>The meeting concluded with a discussion on the next steps and the development of an action plan. Timelines for the completion of these tasks were set, ensuring a structured approach to further data analysis and the implementation of the CIP.</p>
<p><b>Meeting #2 May 30,2024</b></p>	<p>During the follow-up meeting, the principal, Mrs. Foley-Davis, welcomed the attendees and provided an overview of the meeting's purpose. Attendees introduced themselves, fostering a collaborative atmosphere. A detailed presentation of the 2024-2025 CIP draft was given, outlining key goals, strategies, and performance objectives. The review process was explained to ensure everyone understood their role in providing feedback. Attendees were then divided into small groups, each assigned a specific domain of the CIP to review. Using a jigsaw activity format, each group thoroughly reviewed their section, discussed its strengths and areas for improvement, and prepared feedback. Each group presented their findings to the larger group. This session included discussions and clarifications to ensure all feedback was understood and considered. Based on the feedback, key adjustments needed in the CIP draft were identified. Responsibilities for making these revisions were assigned, and timelines for completing the final CIP were established. The meeting concluded with a summary of action items, deadlines, and scheduling the final review meeting for the completed CIP. Mrs. Foley-Davis provided closing remarks and thanked stakeholders for their participation.</p>

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

The CIP summative evaluation from the previous year played a crucial role in assessing effectiveness and guiding decisions for the current year at Washington Elementary. Through a comprehensive review of the CIP, key performance indicators, goals, strategies, and outcomes were evaluated against established benchmarks. Analysis of quantitative data, such as student achievement results (EOY MAP DATA thus far) and stakeholder feedback, alongside qualitative insights from staff and community members, provided a holistic understanding of the CIP's impact. Identified strengths and areas for improvement were carefully considered to inform decision-making processes for the current year's planning. Lessons learned from successes and challenges were integrated into strategic adjustments and goal-setting efforts, ensuring a responsive and adaptive approach to continuous improvement. By leveraging insights gained from the summative evaluation, we were able to refine our priorities, allocate resources effectively, and implement targeted interventions to further enhance student success and promote a supportive learning environment.

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

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

**Student Learning**

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

**Processes and Programs**

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

**Perceptions**

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



**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	Problem Statements and Root Causes	
Programs Student Outcomes	PS DE-1	Economically disadvantaged students are underperforming in reading and math, leading to a significant grade level gap compared to their district counterparts. In reading there are 34%of students performing on grade level based on EOY MAP data. In Math, 38% of students are performing on grade level based on EOY MAP data.
	RC DE-1	The underperformance of economically disadvantaged students in reading and math is primarily due to insufficient access to targeted academic support and resources, coupled with a lack of differentiated instructional strategies that address the specific challenges faced by these students, leading to a significant grade level gap compared to their district counterparts.
Student Attendance	PS DE-2	Chronic absenteeism is prevalent among Tier 2 and Tier 3 students, negatively impacting their academic performance and engagement. Washington Elementary had an attendance rate of 91% for the 2023-2024 academic school year.
	RC DE-2	Chronic absenteeism among Tier 2 and Tier 3 students at Washington Elementary is largely due to a lack of targeted interventions and support systems designed to address the underlying causes of absenteeism, such as socio-emotional challenges and logistical barriers, which negatively impacts their academic performance and engagement
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>The comprehensive needs assessment for Washington Elementary reveals both strengths and areas for improvement concerning student performance and attendance. One notable strength is the success of the school store initiative, which has effectively incentivized attendance, resulting in improved student attendance rates. This highlights the efficacy of targeted motivational strategies in addressing chronic absenteeism and demonstrates the school's proactive approach to engaging students and enhancing their presence in school. Despite this progress, several critical areas require attention. Economically disadvantaged students are notably underperforming in reading and math, with only 34% and 38% meeting grade-level expectations, respectively, based on EOY MAP data. This gap in performance is exacerbated by inconsistent grade-level support and a lack of rigorous, tailored academic interventions. There is an urgent need for more systematic and intensive support to address these academic disparities. Additionally, while the school maintained an overall attendance rate of 91% for the 2023-2024 academic year, chronic absenteeism remains a significant issue, particularly among Tier 2 and Tier 3 students. The lack of effective tracking and targeted interventions for these students' attendance issues further hampers their academic progress and engagement. To tackle these challenges, a multifaceted approach is necessary. This should include the implementation of enhanced tracking and intervention systems for attendance, more consistent and rigorous academic support tailored to the needs of economically disadvantaged students, and the continuation of successful engagement initiatives like the school store. Such measures will help improve both attendance and academic outcomes, ultimately supporting the achievement of all students at Washington Elementary.</p>	

**Comprehensive Needs Assessment - Demographics**

Comprehensive Needs Assessment - Student Learning

**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	Problem Statements and Root Causes	
EOY Assessment Outcomes	<b>PS SL-1</b>	Overall student performance in state assessments at the "Meets" level, is below average, with significant gaps in Reading and Math grade level proficiency.
	<b>RC SL-1</b>	Inadequate alignment between the curriculum and state assessment standards, combined with insufficient differentiation in instructional practices, has led to gaps in students' Reading and Math proficiency, resulting in below-average performance at the "Meets" level on state assessments.
Grade Level Readiness	<b>PS SL-2</b>	Emergent Bilinguals (EBs) are underperforming on the Texas English Language Proficiency Assessment System (TELPAS). Additionally, their oral language skills need significant improvement to meet proficiency standards. 44% of students across 1st through 6th grade showed at least one year's growth for their composite score for TELPAS.
	<b>RC SL-2</b>	Limited access to targeted language support and resources specifically designed for Emergent Bilinguals (EBs), coupled with insufficient professional development for teachers on best practices for developing oral language skills, is contributing to the underperformance of EBs on the Texas English Language Proficiency Assessment System (TELPAS) and hindering their ability to meet proficiency standards.
Grade Level Readiness	<b>PS SL-3</b>	Teachers at Washington Elementary School are currently experiencing challenges in instructional effectiveness and confidence in their teaching practices.
	<b>RC SL-3</b>	The diverse levels of experience and expertise among the teaching staff, coupled with a lack of standardized instructional practices and support structures, are leading to inconsistent instructional quality and effectiveness across classrooms, which impacts overall student learning and achievement.
Choose One	<b>PS SL-4</b>	
	<b>RC SL-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	The analysis reveals several strengths and areas for improvement concerning student performance and instructional effectiveness at Washington Elementary School. The reliance on data, such as the 44% of students showing at least one year's growth in TELPAS scores, provides a solid foundation for identifying both progress and areas needing attention. Despite this, teachers at Washington Elementary School are facing challenges with instructional effectiveness and confidence in their teaching practices. This issue is compounded by overall student performance in state assessments at the "Meets" level, which is below average, with notable gaps in Reading and Math proficiency. The targeted focus on Emergent Bilinguals (EBs) and their underperformance on TELPAS, especially in oral language skills, demonstrates a strategic approach to addressing the needs of this vulnerable student group. However, inconsistent implementation of evidence-based instructional strategies and district curriculum remains a significant hurdle. To address these challenges, it is crucial to establish a standardized process for implementing evidence-based strategies across 3rd through 5th grades and to enhance monitoring and support systems. Implementing a robust system for regular classroom observations and feedback can help ensure the consistent application of instructional strategies. Additionally, more structured and ongoing professional development tailored to specific instructional challenges is necessary. This should include focused interventions for EBs and specialized programs to improve oral language skills. By addressing these areas for improvement while leveraging existing strengths, Washington Elementary School can work toward enhancing instructional quality, closing proficiency gaps, and ultimately improving overall student performance.	

**Comprehensive Needs Assessment - Processes & Programs**

**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 & Programs (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Implementation of PD	<b>PS PP-1</b>	There is inconsistent implementation of instructional programs across grade levels, leading to variability in student outcomes. Only 49% of students across all grade levels showed at least one year's growth in Math and 43% in Reading, according to the EOY MAP assessment.
	<b>RC PP-1</b>	Inconsistent implementation of instructional programs across grade levels, coupled with a lack of standardized protocols and support for teachers, is leading to variability in student outcomes, as evidenced by only 49% of students showing at least one year's growth in Math and 43% in Reading according to the EOY MAP assessment.
Teacher PD	<b>PS PP-2</b>	There has been inconsistency in the utilization of our streamlined process for identifying and supporting Tier 3 students, resulting in inconsistent delivery of appropriate interventions as evidenced by Branching Minds and Frontline Data.
	<b>RC PP-2</b>	Inconsistent application of the streamlined process for identifying and supporting Tier 3 students, combined with inadequate training and adherence to the established protocols, has led to uneven delivery of appropriate interventions, as evidenced by discrepancies in Branching Minds.
Enrichment Opportunities	<b>PS PP-3</b>	Washington Elementary School currently lacks a structured and comprehensive field trip program for Pre-Kinder to 5th grade students, leading to missed opportunities for hands-on, experiential learning that can enhance classroom instruction.
	<b>RC PP-3</b>	The absence of a structured and comprehensive field trip program for Pre-Kindergarten through 5th grade students at Washington Elementary School is due to a lack of planning and coordination resources, resulting in missed opportunities for hands-on, experiential learning that could significantly enhance and complement classroom instruction.
Choose One	<b>PS PP-4</b>	
	<b>RC PP-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<p>Based on the comprehensive needs assessment of Washington Elementary School, a detailed analysis highlights both notable strengths and significant areas for improvement related to instructional consistency, professional development, and enrichment opportunities. One of the most encouraging strengths is the increasing comfort level among teachers with the Branching Minds platform. This positive trend suggests that teachers are becoming more adept at using data-driven tools for interventions, which is crucial for identifying and addressing student needs effectively. The growing familiarity with this platform indicates progress towards more consistent and informed use of intervention strategies, reflecting a potential for enhanced support for students. Despite this progress, several critical areas need substantial improvement. The inconsistent implementation of instructional programs across grade levels is a major concern, as it contributes to variability in student outcomes. According to the EOY MAP assessment, only 49% of students demonstrated at least one year's growth in Math, and 43% in Reading. This performance gap highlights the urgent need for standardized implementation guidelines to ensure that all students experience a uniform and high-quality education. To address this, it is essential to establish clear, consistent instructional practices and provide regular monitoring and support for K-5 teachers to ensure adherence to these standards. Another pressing issue is the inconsistent utilization of the streamlined process for identifying and supporting Tier 3 students, leading to uneven delivery of interventions. This inconsistency affects student progress and underscores the need for enhanced training on the Multi-Tiered System of Supports (MTSS) framework. Teachers require more comprehensive training and guidance on progress monitoring and selecting appropriate resources to effectively support Tier 3 students. Additionally, the lack of a structured field trip program for Pre-K through 5th grade students represents a missed opportunity for experiential learning. Field trips can significantly enhance classroom instruction by providing hands-on experiences that foster engagement and deepen understanding. Developing and implementing a comprehensive field trip program could enrich the educational experience and complement academic learning. Addressing these issues requires a multifaceted approach, including targeted professional development, the establishment of clear instructional guidelines, and the implementation of robust monitoring systems. By focusing on these areas, Washington Elementary can enhance instructional consistency, improve student outcomes, and provide a more enriching educational experience, ultimately supporting the academic and personal growth of all</p>	

Comprehensive Needs Assessment - Perceptions

**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	Problem Statements and Root Causes	
Engagement Opportunities	PS PE-1	Stakeholders perceive that the school does not effectively communicate its goals and achievements, leading to a lack of engagement and trust. As a campus, we have not utilized our social media platforms and campus website to highlight our daily achievements and campus goals.
	RC PE-1	The lack of effective communication of the school's goals and achievements, leading to diminished stakeholder engagement and trust, is primarily due to insufficient utilization of social media platforms and the campus website, which prevents the school from effectively highlighting daily successes and strategic objectives.
Staff Survey Results	PS PE-2	Low staff morale is affecting teacher performance and student outcomes, leading to a higher decreased job satisfaction. According to teacher insight survey data, 45% of teachers believe that their opportunities for them to advance and pursue teacher leadership roles. In contrast 67% of teachers surveyed agreed that students can academic standards for their respective grade level.
	RC PE-2	Low staff morale, which is impacting teacher performance and student outcomes, is primarily due to insufficient opportunities for professional advancement and leadership roles, as indicated by teacher survey data, where 45% of teachers feel limited in their career growth potential. This lack of advancement opportunities contributes to decreased job satisfaction, which in turn affects their performance and the academic standards students are able to meet.
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<p>Based on the comprehensive needs assessment of Washington Elementary School, several key strengths and areas for improvement have been identified that directly impact student learning and staff effectiveness. A significant strength highlighted by the data is the strong belief among 67% of teachers that students are capable of meeting academic standards for their respective grade levels. This belief indicates a solid foundation of confidence in student capabilities, reflecting a positive shift in teacher mindset that can serve as a strong base for further development. The confidence expressed by teachers in students' potential provides an encouraging starting point for enhancing educational strategies and outcomes. However, the assessment also reveals several critical areas for improvement that must be addressed.</p> <p>One major issue is the perceived lack of effective communication regarding the school's goals and achievements, which has led to disengagement and mistrust among stakeholders. This problem is compounded by inconsistent communication channels and insufficient updates through social media and the campus website. To remedy this, Washington Elementary needs to establish a robust communication strategy that regularly highlights the school's achievements and goals. By effectively utilizing social media platforms and the campus website, the school can enhance stakeholder engagement, build trust, and ensure that the community is well-informed and involved.</p> <p>Another significant area for improvement is the low staff morale, primarily driven by insufficient opportunities for career advancement and teacher leadership roles. According to survey data, only 45% of teachers feel they have adequate opportunities to advance in their careers. This lack of growth opportunities contributes to decreased job satisfaction, which adversely affects teacher performance and, consequently, student outcomes. To address this issue, it is essential for the school to implement consistent recognition and support programs, alongside expanding opportunities for leadership and career development. By creating clear pathways for professional growth and providing regular recognition, the school can boost staff morale, enhance job satisfaction, and improve teacher retention.</p>	

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)

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	1	Increase the percentage of economically disadvantaged students performing on grade level in reading to 44% and in math to 48% by the end of the academic year, as measured by End-of-Year (EOY) MAP data.	Develop individualized learning plans for students based on diagnostic assessments to address specific gaps in reading and math skills.	Admin Team	211- \$7950.00
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of students identified as Tier 2 and Tier 3 will have personalized learning plans in place by the end of Quarter 1.		
			By the end of the second quarter, at least 80% of students who need interventions will receive at least 60 mins each week by the end of Quarter 2.		
	1		By the end of the third quarter, 100% of students who need interventions will receive at least 60 mins each week by the end of Quarter 3.		
	By the end of the fourth quarter, achieve at least a 10 percentage point increase in reading (to 48%) and a 10 percentage point increase in math (to 44%) by the end of Quarter 4.				
DE-2	2	Improve overall student attendance by implementing a daily tracking system, aiming to reduce Tier 3 chronic absenteeism by 8% and increase average daily attendance by 2 percentage points by the end of the academic year.	Utilize the daily tracking system to identify and support students with high absenteeism rates by implementing targeted interventions and regular follow-ups to address attendance issues.	FACE Specialist, Flex Clerk, PBJS Team, CIS, Admin Team	211- \$382.25
	PS #	Quarterly KPIs	By the end of the first quarter, we will achieve 100% implementation of the tracking system in all classrooms and complete baseline absenteeism reports for Tier 3 students.		
			By the end of the second quarter, we will ensure that 75% of Tier 3 students identified by the tracking system are receiving targeted interventions and follow-ups		
	1		By the end of the third quarter, we will achieve a 4% reduction in Tier 3 chronic absenteeism and a 1 percentage point increase in average daily attendance		
	By the end of the fourth quarter, we will achieve an 8% reduction in Tier 3 chronic absenteeism and a 2 percentage point increase in average daily attendance.				
DE-3	1				
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
	2		By the end of the third quarter,		
	By the end of the fourth quarter,				
DE-4	2				
	PS #				

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-1		Enhance student achievement by equipping teachers with the skills to effectively use online formative assessments and student data trackers, leading to a 10% increase in the percentage of students meeting or exceeding grade level expectations on MAP and STAAR assessments by the end of the academic year.	Provide targeted Professional Development (PD) for teachers on creating effective online formative assessments and utilizing student data trackers to improve instructional practices and student outcomes.	Assistant Principal, Instructional Coaches	211-\$750.00
	PS #	Quarterly KPIs	By the end of the first quarter, 100% Percentage of teachers will complete Professional Development training on online formative assessments and data trackers.		
			By the end of the second quarter, at least 80% of teachers are actively using online formative assessments as measured by Unit Blueprints for Reading and Math.		
			By the end of the third quarter, 80% of teachers will demonstrate effective use of a data tracking system to inform their instruction via lesson plans and campus data talks. By the end of the fourth quarter, achieve a 10% increase in the percentage of students meeting or exceeding grade level expectations on MAP and STAAR assessments		
SL-2		By the end of the year, Emergent Bilingual students will show a 55% growth in composite score when measured by TELPAS.	All 2nd through 5th grade Emergent Bilinguals will utilized the K12 Summit platform for as a targeted intervention tool for increasing language skills.	Assistant Principal, Instructional Coaches, Bilingual Teachers	211-\$2,000
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of 2nd through 5th-grade Emergent Bilingual students have access to and have been trained on the K12 Summit platform. Establish baseline language skill levels for Emergent Bilingual students using pre-assessment tools.		
			By the end of the second quarter, 100% of students have active accounts, and at least 80% of students are logging into the K12 Summit platform at least twice a week..		
			By the end of the third quarter, at least 50% of students demonstrate measurable improvement in their language skills according to mid-year assessments By the end of the fourth quarter, at least 55% of Emergent Bilingual students have demonstrated one year's growth in composite language skills as measured by TELPAS.		
SL-3					
		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,		
SL-4					
	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,		

Plan for Improvement – Processes & Programs

**2.1 - Campus Improvement Plan (CIP)**  
 The CAC will create **Processes & Programs** 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
PP-1		Standardize the implementation of instructional programs across all grade levels, aiming to increase the percentage of students showing at least one year's growth to 60% in Math and 55% in Reading by the end of the academic year, as measured by the End-of-Year MAP assessment.	Train and reinforce the district's unified instructional framework and provide ongoing targeted support and training to ensure consistent implementation of instructional programs across all grade levels.	Principal, Assistant Principal, Instructional Coaches	211- \$382.25
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers complete training on the new instructional framework and demonstrate understanding through follow-up assessments.		
	1		By the end of the second quarter, we will achieve at least 80% fidelity in the implementation of district's instructional framework/programs across all classrooms when evaluated through campus walkthroughs.		
			By the end of the third quarter, we will achieve at least 55% of students showing half a year's growth in Math and 50% in Reading when measured by MOY MAP.		
	By the end of the fourth quarter, we will achieve 100 % fidelity in the implementation of the district's instructional program along with at least 60% of students showing one year's growth in Math and 55% in Reading by the end of Quarter 4.				
PP-2		By the end of the academic year, ensure that 100% of students identified as Tier 3 receive appropriate and documented interventions and support. Additionally, achieve 90% proficiency among campus	Implement professional development focused on the MTSS framework and Branching Minds, combined with systematic monitoring and support to ensure 100% of Tier 3 students receive appropriate interventions. Regularly review and adjust intervention plans based on progress monitoring data to ensure a minimum of 45% improvement in academic outcomes for Tier 3 students.	Principal, Assistant Principal, Instructional Coaches	211- \$382.25
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of relevant personnel complete the training and demonstrate at least 80% proficiency in the implementation of MTSS protocols.		
	2		By the end of the second quarter, we will ensure that 100% of Tier 3 students have documented intervention plans and are receiving support.		
			By the end of the third quarter, we will achieve at least a 30% improvement rate in academic outcomes for Tier 3 students as measured by mid-year progress monitoring data (MAP & STAAR Interim)		
	By the end of the fourth quarter, we attain at least a 45% improvement rate in academic outcomes for Tier 3 students based on End-of-Year STAAR and MAP assessments.				
PP-3		By the end of the academic year, establish and implement a structured and comprehensive field trip program for Pre-Kindergarten through 5th grade students at Washington Elementary School, ensuring that at least 80% of students participate in at least two field trips that enhance and complement classroom instruction.	Develop and execute a structured field trip program by creating a planning and coordination team, identifying key educational destinations, and establishing a schedule for regular field trips throughout the year to provide hands-on, experiential learning opportunities.	Principal Assistant Principal Grade Level Teachers	211-\$500.00
	PS #	Quarterly KPIs	By the end of the first quarter, we will complete and approve the field trip program plan, including the formation of a team and a schedule for at least four field trips.		
			By the end of the second quarter, we will successfully execute at least 50% of the scheduled field trips for the first quarter, with at least 75% student participation.		
			By the end of the third quarter, we will ensure that 85% of students have participated in at least one field trip and gather positive feedback from at least 80% of teachers on the impact of field trips on classroom instruction.		
	By the end of the fourth quarter, we will achieve completion of all planned field trips, with at least 90% of students participating in at least two field trips. Collect and review feedback from 90% of participants and staff to assess and refine the program for future implementation.				
PP-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 **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		By the end of the academic year, increase stakeholder engagement and trust by implementing a comprehensive communication strategy that highlights daily achievements and campus goals. Additionally, create and execute a parent engagement program featuring at least one monthly event and enhanced community involvement as measured by event attendance and feedback.	Develop and execute a dual-focused communication plan that utilizes social media platforms and the campus website to regularly share school goals, achievements, and event information. Simultaneously, establish and promote a parent engagement program with monthly events designed to foster stronger connections between the campus and the community.	CAC, Principal, Assistant Principal, Counselor, FACE Specialist	211- \$500.00
	PS #	Quarterly KPIs	By the end of the first quarter, we will finalize and launch a detailed communication plan that includes a content calendar for social media and the campus website, and establish a schedule for at least one monthly parent engagement even		
	1		By the end of the second quarter, we will ensure at least two monthly parent engagement events are successfully executed, with feedback collected from participants.		
			By the end of the third quarter, we will obtain positive feedback from at least 70% of stakeholders regarding the effectiveness of communication strategies and achieve a 10% increase in average event attendance.		
By the end of the fourth quarter, we will ensure that at least 80% of monthly events have been held with improved participation rates and collect feedback demonstrating increased community involvement and satisfaction.					
PE-2		By the end of the academic year, improve staff morale by implementing a comprehensive recognition and professional development program, leading to a 15% increase in staff satisfaction as measured by survey data. Additionally, ensure that 70% of teachers feel positively about campus leadership growth opportunities and raise the percentage of teachers who agree that students meet academic standards for their respective grade levels to 75%.	Develop and implement a comprehensive staff recognition program and a professional development initiative led by teachers. The recognition program will include regular awards and celebrations to acknowledge achievements and contributions. The professional development initiative will offer teachers opportunities to lead workshops and training sessions. Together, these efforts will aim to boost staff morale, improve perceptions of career growth, and enhance teacher satisfaction, ultimately leading to improved student outcomes.	Principal, Assistant Principal, Counselor, FACE Specialist	211- \$382.25
	PS #	Quarterly KPIs	By the end of the first quarter, we will launch the staff recognition program and hold the first recognition event. Initiate the professional development program with at least two teacher-led workshops or sessions.		
	2		By the end of the second quarter, we will ensure 60% of staff participate in at least one recognition event and one professional development session. Collect feedback from at least 70% of participants, aiming for positive responses on the impact of the programs.		
			By the end of the third quarter, we will achieve a 20% increase in staff satisfaction as indicated by mid-year surveys. Ensure that feedback on recognition and professional development programs is positive from at least 75% of staff.		
By the end of the fourth quarter, Achieve a 15% increase in overall staff morale as measured by the end-of-year survey. Ensure that 70% of teachers feel positively about their campus leadership growth opportunities and that 75% of teachers agree that students meet academic standards by the end of Quarter 4.					
PE-3					
	PS #	Quarterly KPIs	By the end of the first quarter,		
	2		By the end of the second quarter,		
			By the end of the third quarter,		
By the end of the fourth quarter,					
PE-4					
	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.

DEMOGRAPHICS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% of students identified as Tier 2 and Tier 3 will have personalized learning plans in place by the end of Quarter 1.	Choose One	
DE-2	By the end of the first quarter, we will achieve 100% implementation of the tracking system in all classrooms and complete baseline absenteeism reports for Tier 3.	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4		Choose One	
STUDENT LEARNING			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% Percentage of teachers will complete Professional Development training on online formative assessments and data.	Choose One	
SL-2	By the end of the first quarter, 100% of 2nd through 5th-grade Emergent Bilingual students have access to and have been trained on the K12 Summit platform.	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	
PROCESSES & PROGRAMS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 100% of teachers complete training on the new instructional framework and demonstrate understanding through follow-up.	Choose One	
PP-2	By the end of the first quarter, 100% of relevant personnel complete the training and demonstrate at least 80% proficiency in the implementation of MTSS.	Choose One	
PP-3	By the end of the first quarter, we will complete and approve the field trip program plan including the formation of a team and a schedule for at least four field trips.	Choose One	
PP-4	By the end of the first quarter,	Choose One	
PERCEPTIONS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, we will finalize and launch a detailed communication plan that includes a content calendar for social media and the campus website.	Choose One	
PE-2	By the end of the first quarter, we will launch the staff recognition program and hold the first recognition event. Initiate the professional development program with at	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

Second Quarterly Review

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

**DEMOGRAPHICS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, at least 80% of students who need interventions will receive at least 60 mins each week by the end of Quarter 2.	Choose One	
DE-2	By the end of the second quarter, we will ensure that 75% of Tier 3 students identified by the tracking system are receiving targeted interventions and follow-up.	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, at least 80% of teachers are actively using online formative assessments as measured by Unit Blueprints for Reading and Math.	Choose One	
SL-2	By the end of the second quarter, 100% of students have active accounts, and at least 80% of students are logging into the K12 Summit platform at least twice a week.	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, we will achieve at least 80% fidelity in the implementation of district's instructional framework/programs across all classrooms.	Choose One	
PP-2	By the end of the second quarter, we will ensure that 100% of Tier 3 students have documented intervention plans and are receiving support.	Choose One	
PP-3	By the end of the second quarter, we will successfully execute at least 50% of the scheduled field trips for the first quarter with at least 75% student participation.	Choose One	
PP-4	By the end of the second quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, we will ensure at least two monthly parent engagement events are successfully executed with feedback collected from parents.	Choose One	
PE-2	By the end of the second quarter, we will ensure 60% of staff participate in at least one recognition event and one professional development session. Collect feedback from staff.	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

Third Quarterly Review

**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, 100% of students who need interventions will receive at least 60 mins each week by the end of Quarter 3.	Choose One	
DE-2	By the end of the third quarter, we will achieve a 4% reduction in Tier 3 chronic absenteeism and a 1 percentage point increase in average daily attendance.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4		Choose One	
STUDENT LEARNING			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 80% of teachers will demonstrate effective use of a data tracking system to inform their instruction via lesson plans and canvas data.	Choose One	
SL-2	By the end of the third quarter, at least 50% of students demonstrate measurable improvement in their language skills according to mid-year assessments.	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	
PROCESSES & PROGRAMS			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, we will achieve at least 55% of students showing half a year's growth in Math and 50% in Reading when measured by MOY MAP.	Choose One	
PP-2	By the end of the third quarter, we will achieve at least a 30% improvement rate in academic outcomes for Tier 3 students as measured by mid-year progress.	Choose One	
PP-3	By the end of the third quarter, we will ensure that 85% of students have participated in at least one field trip and gather positive feedback from at least 80%.	Choose One	
PP-4	By the end of the third quarter,	Choose One	
PERCEPTIONS			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, we will obtain positive feedback from at least 70% of stakeholders regarding the effectiveness of communication strategies and	Choose One	
PE-2	By the end of the third quarter, we will achieve a 20% increase in staff satisfaction as indicated by mid-year surveys. Ensure that feedback on recognition and	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

**DEMOGRAPHICS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, achieve at least a 10 percentage point increase in reading (to 48%) and a 10 percentage point increase in math (to 44%) by the end	Choose One	
DE-2	By the end of the fourth quarter, we will achieve an 8% reduction in Tier 3 chronic absenteeism and a 2 percentage point increase in average daily attendance	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, achieve a 10% increase in the percentage of students meeting or exceeding grade level expectations on MAP and STAAR	Choose One	
SL-2	By the end of the fourth quarter, at least 55% of Emergent Bilingual students have demonstrated one year's growth in composite language skills as measured by	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, we will achieve 100 % fidelity in the implementation of the district's instructional program along with at least 60% of	Choose One	
PP-2	By the end of the fourth quarter, we attain at least a 45% improvement rate in academic outcomes for Tier 3 students based on End-of-Year STAAR and MAP	Choose One	
PP-3	By the end of the fourth quarter, we will achieve completion of all planned field trips with at least 90% of students participating in at least two field trips. Collect	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, we will ensure that at least 80% of monthly events have been held with improved participation rates and collect feedback	Choose One	
PE-2	By the end of the fourth quarter, Achieve a 15% increase in overall staff morale as measured by the end-of-year survey. Ensure that 70% of teachers feel positively	Choose One	
PE-3	By the end of the fourth quarter,	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.

**DEMOGRAPHICS**

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	Increase the percentage of economically disadvantaged students performing on grade level in reading to 44% and in math to 48% by the end of the academic year.	Choose One	
DE-2	Improve overall student attendance by implementing a daily tracking system, aiming to reduce Tier 3 chronic absenteeism by 8% and increase average daily attendance.	Choose One	
DE-3		Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	Enhance student achievement by equipping teachers with the skills to effectively use online formative assessments and student data trackers, leading to a 10% increase in student achievement scores.	Choose One	
SL-2	By the end of the year, Emergent Bilingual students will show a 55% growth in composite score when measured by TELPAS.	Choose One	
SL-3		Choose One	
SL-4		Choose One	

**PROCESSES & PROGRAMS**

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	Standardize the implementation of instructional programs across all grade levels, aiming to increase the percentage of students showing at least one year's growth to 80%.	Choose One	
PP-2	By the end of the academic year, ensure that 100% of students identified as Tier 3 receive appropriate and documented interventions and support. Additionally, ensure that 100% of students identified as Tier 2 receive appropriate and documented interventions and support.	Choose One	
PP-3	By the end of the academic year, establish and implement a structured and comprehensive field trip program for Pre-Kindergarten through 5th grade students at least once per year.	Choose One	
PP-4	By the end of the year, ensure that 100% of students have access to a comprehensive field trip program.	Choose One	

**PERCEPTIONS**

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the academic year, increase stakeholder engagement and trust by implementing a comprehensive communication strategy that highlights daily progress and achievements.	Choose One	
PE-2	By the end of the academic year, improve staff morale by implementing a comprehensive recognition and professional development program, leading to a 10% increase in staff satisfaction scores.	Choose One	
PE-3		Choose One	
PE-4		Choose One	

Annual Summative Review



## 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
Booker T. Washington Elementary	15907- 172
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Sonya Mora
Principal	SAISD Board Approval Date
Phyllis Foley-Davis	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
05/30/2024	08/29/2024





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.

District Purchases

**Compliance Checklist**

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

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

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

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

Physical Locations of the Plan	Main office	Physical Locations of the Compact	Main Office
Languages Available	English, Spanish upon request	Languages Available	English, Spanish unpon request
URL to Online Version		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, Spanish upon request	It was distrubed to the parents during the 5/7 and 5/20 meeting.
URL to Online Version		

**Compliance Checklist**

**Title I Campus Program Requirements**

Title I		Federal			
		<b>Equitable Availability of the Campus Improvement Plan to Parents</b>			
<input checked="" type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Main Office		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English; Spanish Translation available upon request		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input checked="" type="checkbox"/>	Federally Funded Staff	<b>Equitable Availability of Parent-Family Engagement Policy to Parents</b>			
<input checked="" type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Main Office		
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English; Spanish Translation available upon request		
<input checked="" type="checkbox"/>	Physical Activity	URL to Online Version			
<input checked="" type="checkbox"/>	Professional Development	<b>Equitable Availability of the School-Parent Compact to Parents</b>			
<input checked="" type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Main Office		
<input checked="" type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English; Spanish Translation available upon request		
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input checked="" type="checkbox"/>	Student Attendance	<b>How and When was the PFE Policy &amp; School-Parent Compact Distributed</b>			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input checked="" type="checkbox"/>	Support for Special Populations	In Person	5/7/2024		
<input type="checkbox"/>	Transition PK to K	In Person	5/20/2024		
<input type="checkbox"/>	Violence Prevention/Intervention				

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	
Quarterly Reviews	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
	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, <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		