

# Campus Improvement Plan

## 2023-2024



Campus Name

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# Board of Trustees



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**Superintendent of Schools  
Dr. Jaime Aquino**

## **VISION**

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

## **MISSION**

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

## **CORE VALUES**

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

## **CORE BELIEFS**

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

**SAISD 5 Year Board Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2023-2024 Board Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2023-2024 Campus Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
<b>Meeting #1</b> <b>May 8, 2023</b>	CAC members were put into groups of 2 or 3 to analyze their set of data and write positive highlights and areas of concern. Areas of concern were then prioritized and written as problem statements. The problem statements then underwent a root cause analysis. Data sets that were reviewed included MAP, 2022 STAAR, STAAR interim, Circle, Attendance, SEL Survey
<b>Meeting #2</b> <b>May 18, 2023</b>	Faculty members reviewed the CNA process and results and engaged in a gallery walk to review the work presented. They had an opportunity to provide feedback with data review, problems statements, and root cause.

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

CAC Reviewed the Campus improvement plan from the 22-23 school year to determine which goals would benefit from continued growth. We rated all performance objectives and made adjustments to each as needed. Groups were created to discuss attendance, SEL, academics, and family engagement to make the adjustments.



## ESSA Title I Compliance - 1.1 Critical 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 Data	PEIMS Attendance Report	PS DE-1	Attendance rate decreased 3% from 97% to 94.5% in our 5-year historical data.
		RC DE-1	Focus was on specific low attendance days as opposed to individual student incentives for continued good attendance or improved attendance.
Student Enrollment Data	PEIMS Enrollment Report	PS DE-2	Enrollment has consistently declined since 2013 when total enrollment was 512 to 2023 where projected enrollment is 393.
		RC DE-2	Campus does not adequately promote academic or extracurricular programs to the community.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Review of 5 year attendance data shows a dip in attendance beginning in 2021. At its highest in the 5 year data, we had 97% attendance. Attendance is still below this mark.  At the highest point in the 5 year data review, we showed an enrollment of 412 vs a projected enrollment of 393 students for 23-24.		

<b>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</b> 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	
SEL	Counselor Referrals CIS Referrals	PS PP-1	According to counseling and CIS referrals, students in need of social/emotional support make up ⅓ of the student population.
		RC PP-1	Lack of 100% fidelity in implementing Harmony throughout the school year, as well as the need for continued training for SEL strategies.
SEL	Staff Survey	PS PP-3	Our staff survey shows that 70% of staff are in need of self-care and continued SEL training.
		RC PP-3	Campus professional development plan lacks self care practices and consistent discussion on SEL practices/exemplars for students.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Referrals to CIS and Counselor show that ⅓ of the students are being serviced regularly for social/emotional concerns.		
	Staff survey responses indicate that teachers and staff desire more self-care and SEL trainings for themselves and their students.		



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	
Student Achievement	Spring STAAR Interim Data MAP MOY Data STAAR 2023	PS SL-1	Student Achievement on STAAR Interim shows a drop in 4-5% drop in students scoring Meets or higher in math, reading and science. MAP Achievement shows 63% of students are below grade level in both Math and Reading. STAAR shows only 67% of students are on grade level for reading and 56% for math. In the area of Science only 25% of students meet grade level expectations.
		RC SL-1	Campus professional development plan lacks a focus on reading comprehension, use of math manipulative and problem solving, and vertical alignment.
Student Growth	Spring STAAR Interim Data MAP MOY Data STAAR 2023	PS SL-2	Based on STAAR interim data there is a drop in growth from 84% to 77% in math and from 76% to 71% in reading. Overall campus average for MAP Growth is 41% for Reading and 48% for Math. STAAR data indicates growth of 86% in reading and 79% in math.
		RC SL-2	Lesson plans lack consistency in essential questions that are aligned to the rigor of TEKS and integration lacks new item types.
Student Achievement (Pre-K)	MOY Circle Data EOY Circle data	PS SL-3	Our overall campus growth for Circle is 53% for Reading , and 71% for Math from MOY to EOY. At the end of the 22-23 school year, 54% of students were marked as Tier 1 for PreK reading and 77% of PreK students finished the year as Tier 1 in math.
		RC SL-3	Lack of fidelity to intervention for literacy.
		PS SL- 4	
		RC SL-4	
Data Determinations	Comparing current STAAR interim data to previous year's STAAR data shows a decrease in students scoring at the "Meets" or higher level in all content areas. An examination of MAP data shows that only 47% of students are on grade level for Math and Reading.		
	In comparing growth from the previous year's STAAR data to STAAR interim reports, we see a 7% decrease in math and a 5% decrease in reading. MAP growth data shows that less than 50% of students across campus met their growth in Math and Reading.		

## 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	
Parent Engagement	Sign-in Sheets Calendar	PS PE-1	An average of 30 parents regularly attend events related to academics while 70-100 attend for other campus events.
		RC PE-1	We lack systems for parent input in regards to trainings of interest to our families.
Parent Engagement	FACE Specialist Sign-In Sheets	PS PE-2	There are only 5 parents who consistently volunteer.
		RC PE-2	Lack of a system to recruit volunteers that details parent interest and availability.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	A review of event sign-in sheets showed an average attendance of 30 parents per event. While some events were larger than others, on average we have a low turnout.		
	A review of the FACE Specialist documentation of volunteer sign in sheets showed that while many parents volunteered throughout the year, only 5 did so regularly and reliably.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	By end of year, attendance will increase from 94.5% to 95.5%.	Student individual incentives for perfect attendance will increase from 0 to 4 per year and may include special events, treats, prizes, and celebrations as evidenced by calendars and attendance trackers.	Attendance Clerk Counselor Administration Classroom Teachers	211, 284, 164  Incentives, awards, presenters, field trips  \$3000
		Quarterly KPIs	By the end of each quarter, Wilson Elementary will have a minimum of 95.5% attendance rate or higher.		
DE-2	4	By end of year, enrollment will increase from 393 to 410 students.	By end of year, Wilson Elementary will increase enrollment by improving community outreach from 1 consistent platform to 3 consistent platforms as evidenced by a website that is updated monthly, 2 facebook posts per week, and daily visible signage around campus.	Attendance Clerk Administration FACE	211, 284, 164 Signage, Events \$2000
		Quarterly KPIs	By the end of quarter 1 enrollment will be at 393. By the end of quarter 2, enrollment will be at 405. By the end of quarter 3 and 4, enrollment will be at 410 or higher.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

## 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
	1,2,3	By the end of the 23-24 school year, we will increase the number of students performing on grade level by 10% and , as measured by STAAR, MAP and Circle, in all assessed content areas.	In Reading and Writing, all teachers will implement the Science of Teaching Reading that will embed the gradual release of responsibility model, TEKS aligned literacy centers, on grade level text with a reader's response and pre-planned and rigorous questions with a focus on comprehension, assessment with daily exit tickets, and other best practices that demonstrate student-to- student communication and student led activities.	Administration Instructional Coach Teachers	211, 284, 164 PD Supplemental resources 10,000
		<b>Quarterly KPIs</b>	By the end of Quarter 1 we will increase the number of students performing on grade level by 3%. By the end of Quarter 2 we will increase the number of students performing on grade level by 6%. By the end of Quarter 3 will increase the number of students performing on grade level by 8%. By the end of Quarter 4, we will have increased the number of students performing at or above grade level by 10%.		
	1,2,3	By the end of the 23-24 school year, we will increase the number of students performing on grade level by 10% and , as measured by STAAR, MAP and Circle, in all assessed content areas.	In Math and Science teachers will implement discovery learning and problem solving with the use of hands-on activities including manipulatives and lab experiments. Teachers will embed checks for understanding throughout the lesson with rigorous and scaffolded questioning, as well as assessments through the use of exit tickets at the end of each lesson.	Administration Instructional Coach Teachers	211, 284, 164 Instructional Coach Instructional Assistants PD Supplemental Resources Manipulatives Lab Supplies 10,000
		<b>Quarterly KPIs</b>	By the end of Quarter 1 we will increase the number of students performing on grade level by 3%. By the end of Quarter 2 we will increase the number of students performing on grade level by 6%. By the end of Quarter 3 will increase the number of students performing on grade level by 8%. By the end of Quarter 4, we will have increased the number of students performing at or above grade level by 10%.		
	1,2,3	By the end of the 23-24 school year, we will increase the number of students performing on grade level by 10% and , as measured by STAAR, MAP and Circle, in all assessed content areas.	Instructional coach and instructional assistants will provide support in all content areas by assisting with lesson plans, small groups, professional development, intervention and implementation of curriculum.	Instructional Coach Administration	211 Instructional Coach Instructional Assistants PD
		<b>Quarterly KPIs</b>	By the end of Quarter 1, the instructional coach and assistants will participate in 2 lesson plan sessions that include small groups and implementation of curriculum. By the end of Quarter 2, the instructional coach and assistants will participate in 4 lesson plan sessions that include small groups and implementation of curriculum. By the end of Quarter 3, the instructional coach and assistants will participate in 6 lesson plan sessions that include small groups and implementation of curriculum. By the end of Quarter 4, the instructional coach and assistants will participate in 8 lesson plan sessions that include small groups and implementation of curriculum.		

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-4	1,2,3	By the end of the 23-24 school year, we will increase the number of students demonstrating growth by 10% as measured by STAAR, MAP and Circle, in all assessed content areas.	Using formative and summative data to drive differentiated instruction, teachers will provide small group, intervention, and enrichment instruction that implements an action plan with target TEKS based on student needs that may include tutoring.	Administration Instructional Coach Teachers	211- Instructional Assistant  211, 284, 164 Intervention and Enrichment materials, resources, PD  Tutoring, CRT  20,000
		Quarterly KPIs	By the end of Quarter 1, 4% increase of students will be showing growth. By the end of Quarter 2,a 6% increase of students will be showing growth. By the end of Quarter 3, an 8% increase of students will be showing growth. By the end of Quarter 4, a 10% increase of students will be showing growth.		
SL-2					
		Quarterly KPIs			
SL-3					
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

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, we will increase parent attendance from 30 parents to 60 parents in one event based on parent interest. <b>(PE-1)</b>	By the end of the school year, we use parent feedback to conduct a trainings/meetings based on interest that support student learning and social-emotional well-being.	FACE Specialist Administration	211, 284, 164  Events Refreshments Supplies for Parent Activities  5000
		Quarterly KPIs	By the end of quarter 1, we will have 40 parents attend one event per month . By the end of quarter 2, we will have 50 parents attend one event per month. By the end of quarter 3, we will have 55 parents attend one event per month. By the end of quarter 4, we will have 60 parents attend one event per month.		
PE-2	4	By the end of the school year, we will increase the number of regular parent volunteers from 5 to 10. (PE-2)	By the end of the school year, we will create and put in place systems to organize volunteers by their interests and abilities.	FACE Specialist Administration	211, 284, 164  Events Refreshments Supplies for Parent Activities 5000
		Quarterly KPIs	By the end of Quarter 1, we will have 5 parent volunteers. By the end of Quarter 2, we will have 7 parent volunteers. By the end of Quarter 3 we will have 8 volunteers. By the end of Quarter 9 we will have 10 volunteers.		
PE-3					

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	4	By the end of the school year we will reduce the number of students needing counseling and SEL referrals from 120 to 90 students.	By the end of the school year, all teachers will receive training on SEL strategies that increases their capacity to implement Social Emotional lessons.	Counselor Administration	211, 284, 164 PD Supplies for SEL PD Presenters  2000
		Quarterly KPIs	By the end of Quarter 1, there will be 120 students participating in counseling groups. By the end of quarter 2, there will be 110 students participating in counseling groups. By the end of quarter 3, there will be 100 students participating in counseling groups. By the end of quarter 4, there will be 90 students participating in counseling groups.		
PP-2	4	By the end of the year, 100% of teachers will have the opportunity to participate in campus-based self-care events and activities.	By the end of the year the campus will host a minimum of 4 self-care events and activities.	Counselor Administration	211, 284, 164 PD Supplies for SEL Refreshments Events  2000
		Quarterly KPIs	By the end of Quarter 1, 50% of teachers will have participated in a self care care event or activity. By the end of Quarter 2, 65% of teachers will have participated in a self care event or activity. By the end of Quarter 3, 80% of teachers will have participated in a self care event or activity. By the end of Quarter 4, all teachers will have participated in a self care event or activity.		



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

<div>2.2 – Fourth Quarterly Review Meeting</div> <div>The CAC will use artifacts and data to check KPI progression for all strategies.</div>			
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			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.					All are based on the success criteria of the ESF.				
All are based on issues that the campus can control and improve on.					All talk to adult systems and behaviors.				
Improvement Plan – Performance Objectives									
All are in SMART format					All are tied to at least one problem statement.				
All are measured by a data source.									
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level			
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment			
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary			
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions					
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan					Physical Locations of the Plan				
Languages Available					Languages Available				
URL to Online Version					URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy					How and When was the PFE Policy Distributed				
Languages Available	English and Spanish								
URL to Online Version									



Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	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
Wilson Elementary	210-738-9845
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Joanela De Leon
Principal	SAISD Board Approval Date
Dr. Jennifer Zavala	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
(Annual Title I Meeting with Community and Staff)	(Annual Title I Meeting with Community and Staff)

Committee Members				
Listed below are the members who were part of developing the Campus Improvement Plan				
Name	Role		Name	Role
Reyna Pimentel	PK			
Celeste Garcia	K			
Josephine Gonzalez	1st Grade			
Myrza Lopez	2nd Grade			
Brenda Reyes	3rd Grade			
Selena Flores	4th Grade			
Grecia Cruz	5th Grade			
Roxane Cantu	Specials & Special Ed			
Yvette Cantu	Assistant Principal			
Valerie Perez	Counselor			
Rosa Narvaez	FACE Specialist			
Leticia Rueda	Parent			
Yolanda Gonzalez	Parent			
Jennifer Zavala	Principal			
Mary Ferguson	Instructional Coach			
Guadalupe Benavidez	Community Member			
Janie Vigil	Community Member			
Robert Romo	Business Member			
Barret Hank	Business Member			

