Campus Improvement Plan
2023-2024

SAISD

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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 District and Campus Goals

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** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the SAISD Standard for Social Emotional Readiness from the August 2024 baseline to baseline +25% in August 2027.

Comprehensive Needs Assessment Process

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**
Meeting #1-	**Demographics** - Student Enrolment- Reviewed 5 years of data and discussed and identified patterns. Created problem statements and root cause statements. Teacher Experience/Retention - Examined teacher rosters, reviewed teacher turnover scenarios and created created problem statements/root cause statements **Perceptions** - Parental Engagement -, PFE event sign-ins, and all engagement opportunities for 2022-2023. **Student Learning** - Departments reviewed data and previous CIP sections for their subject area for 2 week period
Meeting #2	**Student Learning** - Departments shared changes and problem statements were agreed upon **Processes and Programs -** School routines reviewed, teacher learning and growth opportunities reviewed, yearly calendar reviewed

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?
A copy of the CIP was given to groups to review sections and recommend changes. The group focused on using only the highest levers to pinpoint our focus.

Comprehensive Needs Assessment – Demographics

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Enrollment	6 years of student enrollment data	PS DE-1	4th grade enrollment has dropped from 40 students in 2019 to 18 students in 2023
		RC DE-1	We have not recruited for Elementary grade levels.
Student Enrollment	3 year Enrollment data	PS DE-2	8th graders transitioning to 9th graders have a loss rate of 20 students each year and 10 students from grades 9th to 10th.
		RC DE-2	YMLA has not established a clear High School identity that can be promoted as a unique option for male learners.
Teacher Experience / Retention	4 years teacher allocations Teacher tracker	PS DE-3	70% of teachers have been with YMLA for 2 years or less.
		RC DE-3	We have not systematically indoctrinated new teachers new to YMLA.
		PS DE-4	
		RC DE-4	
Data Determinations	YMLA's master teachers have been promoted to District level positions. The group suggested adding College Preparatory School as tagline. Group discussed partnering with another campus to compensate for rightsizing needs. (This was dissuaded by Asst. Sup because All Right Sizing Decisions will begin at District level.)		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Grade Level Readiness	District College Tracker	PS SL-1	18/25 Seniors are enrolled in a college or university.
		RC SL-1	Our school did not effectively message and soundly support the expectations of 100% college enrollment.
Grade Level Readiness	STAAR 22	PS SL-2	Only 48% of students reached Meets in ELAR.
		RC SL-2	Our school did not effectively or efficiently implement vertical and horizontal planning to support academic achievement. Headsets were not readily available for classroom use on a consistent basis.
Grade Level Readiness	STAAR 22	PS SL-3	Only 27% of students reached Meets in Math.
		RC SL-3	Our school did not effectively or efficiently implement vertical and horizontal planning to support academic achievement. Our school was lacking a certified high school math teacher for XX months. Graphing calculators were not readily available for classroom use on a consistent basis.
Grade Level Readiness	STAAR 22	PS SL- 4	Only 43% of students scored in Meets category in Science compared to 47% state average.
		RC SL-4	Students did not consistently access science labs because of a lack of materials. A vacancy in the HS Science department caused a loss of learning.
Data Determinations	STAAR data indicates that less than 50% of students are on grade level based on Meets percentages.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Professional Development	Master Schedules Teacher Surveys Classroom Observation Data	PS PP-1	Master Schedule review indicates time during the school day for common PLC planning by grade levels were not available. Walkthrough data demonstrates that only a small number of teachers provide an Active Learning Environment (ALE) consistently.
		RC PP-1	PLCs were not effectively planned for implemented throughout the school year.
Professional Development	Staffing Information Sheets	PS PP-2	70% of staff has not had training from Gurian Institute on Single Gender Education for Male learners.
		RC PP-2	YMLA has not instituted a system to indoctrinate new teachers into YMLA culture.
Professional Development	Teacher Surveys Classroom Observation Data STAAR/EOC	PS PP-3	Writing across the campus has not been fully implemented or adopted by all teachers.
		RC PP-3	Effective campus-wide training has not been available to all teachers.
Professional Development	Master Schedules Teacher Surveys Classroom Observation Data	PS PP-4	Fine Arts teachers have not fully integrated curriculum across the core content areas (ELAR, math, science, social studies) on a consistent basis.
		RC PP-4	Fine Arts teachers (music, choir, band) have not had opportunities to attend or deliver professional development in the past.
Professional Development	Teacher Surveys Master Schedule Classroom Observation Data STAAR/EOC	PS PP-5	All teachers, general ed and special ed, have not had opportunities to attend quality STAAR prep training since the redesign of the test.
		RC PP-5	The master schedule had not made it possible for teachers to attend training as a campus.
Data Determinations	Professional development opportunities will be shared with all teachers, including fine arts and electives. Teachers who attend PD will have opportunities to "turn around" the training, and re-deliver to colleagues across the campus.		

Comprehensive Needs Assessment – Perceptions

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	Event Calendars Sign ins	PS PE-1	Attendance has declined for Family Nights.
		RC PE-1	Parents do not see value in attending Family Nights.
Parent Engagement	Parent Feedback Session	PS PE-2	Parents shared that they do not use Class Dojo to get information and would prefer paper options.
		RC PE-2	YMLA has relied primarily on electronic forms of communication to families.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Sign in sheets indicate that fewer parents are attending Learning Night events since prior to Covid.		

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		**Demographics - Enrollment** YMLA will increase 6 grade enrolment from 50 to 80 students.	YMLA will target 5th grade students across the district through campus events, school visits, and social media.	Administrative Team Coaching Staff	
		Quarterly KPIs	Q1. YMLA will create student-led social media team to create campus highlights from the student perspective. Q2. YMLA will host 4 events for 5th graders open to male students throughout the county. Q3. YMLA will have a minimum of 12 student-created posts on TikTok Q4. YMLA will exceed campus enrollment projections for 2024-25.		
DE-2		**Demographics - Staff Data** YMLA will retain 100% of all high-performing teachers, especially those with less than 5 years of experience.	Campus Leadership Team will develop teacher mentorship for teachers with less than 2 years teaching experience, or less than 5 years of experience and are new to the grade level or subject area.	Administrative Team Dept. Chairs, Coaching Staff	
		Quarterly KPIs	Q1. All assigned mentees will have had one goal-setting session, and observed one model-teaching session. Q2. All mentees will have completed one coaching cycle. Q3. All mentees will have completed one co-teaching session with their mentor. Q4. All mentees' EOY conference will indicate a 75% or higher positive rating of how supported they felt by their peers and the leadership team.		
DE-3		**Demographics - Staff Data** By the end of the year, 100% of teachers will actively participate in and contribute to weekly PLCs.	The campus Master Schedule will be developed to facilitate weekly Grade Level PLCs focused on peer feedback to include backwards planning, ALE, student dialogue, leveled questions, student collaborative learning, and daily student learning surveys.	Administrative Team Dept. Chairs, Coaching Staff	
		Quarterly KPIs	Q1. 50% of walkthroughs will indicate successful use of focus areas. Q2. 70% of walkthroughs will indicate successful use of focus areas. Q3. 90% of walkthroughs will indicate successful use of focus areas. Q4. 100% of walkthroughs will indicate successful use of focus areas.		
DE-4		**Demographics -Teacher Ret.** Teachers will receive extended planning periods per 9 weeks.	YMLA will use a double blocked schedule or ½ day schedule to provide extended planning opportunities for teachers during the school day.		
		Quarterly KPIs	By the beginning of each grading period, teachers will have one 90-minute planning period.		

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						
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount	
SL-1	1	**Student Learning** Increase STAAR Meets levels in ELAR by 10%.	All ELAR teachers will be trained by Cambridge on the implementation of SAT aligned rigor with supplemental materials. All MS students will use Cambridge supplemental materials weekly during ELAR instruction. Electronic devices, including headsets, will be provided to students to provide an effective online testing setting. All ELAR (and SPED support) teachers will be trained by Lead4ward in preparation to the STAAR/EOC. Before/After school tutoring will be offered in all grade levels for reading/English language arts.	Brown Contreras	211-11-6118-24-1 77-30-0-00 $3000 Extra Duty 211-11-6399-00-1 77-30-0-00 $700.00	
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will have been trained instructional materials and aligned assessments, By the end of Quarter 2 50% of teachers will implement strategies and assessments aligned to identified gaps, By the end of Quarter 3 70% teachers will be intentional when implementing lesson and use assessments aligned to identified gaps aligned By the end of the year there will be a 10% increase in Meets and Masters on 2024 Math STAAR.			
SL-2	2 & 3	**Student Learning** Increase STAAR Meets levels in Math by 15%	All Math teachers will be trained by Cambridge on the implementation of SAT aligned rigor with supplemental materials. All MS students will use Cambridge supplemental materials weekly during math instruction. Graphing calculators will be included in supplemental training, ensuring all students know how and when to use them, All Math (and SPED support) teachers will be trained by Lead4ward in preparation to the STAAR/EOC. Before/After school tutoring will be offered in all grade levels for mathematics.	Brown Contreras	211-11-6118-24-1 77-30-0-00 $3000 Extra Duty 211-11-6399-65-1 77-30-0-00 $1600 282-13-6411-00-1 77-99-R-29 $4000	
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will have been trained instructional materials and aligned assessments, By the end of Quarter 2 50% of teachers will implement strategies and assessments aligned to identified gaps, By the end of Quarter 3 70% teachers will be intentional when implementing lesson and use assessments aligned to identified gaps aligned By the end of the year there will be a 8% increase in Meets and Masters on 2024 Math STAAR.			
SL-3	1	**Student Learning -** Students will increase SAT scores to meet or surpass National levels in ELAR.	All ELAR teachers will be trained by Cambridge on the implementation of SAT aligned rigor with supplemental materials. All MS students will use Cambridge supplemental materials weekly during ELAR instruction.	Brown Contreras		
		Quarterly KPIs	Q1- 50% of teachers will use Cambridge materials on a weekly basis. Q2- 70% of teachers will use Cambridge materials on a weekly basis. Q3- 90% of teachers will use Cambridge materials on a weekly basis. Q4- 100% of teachers will use Cambridge materials on a weekly basis.			

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					
#	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
SL-4	2 & 3	**Student Learning -** Students will increase SAT scores to meet or surpass State levels in Math.	All Math teachers will be trained by Cambridge on the implementation of SAT aligned rigor with supplemental materials. All MS students will use Cambridge supplemental materials weekly during math instruction	Brown Contreras	
		Quarterly KPIs	Q1- All teachers receive training from Cambridge stagg Q2- All students tested for baseline data Q3- Teachers share weekly process with data during PLC's Q4- Align practices to STAAR prep during PLC's		
SL-5		**Student Learning - CCMRS**	College awareness will lead to heightened college preparation for students and families.	Campus admin; CBA	
		Quarterly KPIs	Q1. At least one (1) family event will be hosted with the focus of college readiness for students and families. Q2. At least one (1) family event will be hosted with the focus of college readiness for students and families. Q3At least one (1) family event will be hosted with the focus of college readiness for students and families. Q4At least one (1) family event will be hosted with the focus of college readiness for students and families.		
		Quarterly KPIs			
		Quarterly KPIs			
		Quarterly KPIs			

Plan for Improvement – Processes & Programs

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1	**Processes and Programs 1** By the EOY, 100% of teachers will use exit ticket strategy to increase monitoring of student learning.	YMLA teachers will agree on a standard digital form for students to track their own understanding level of content, and will implement on a daily basis.	Derrick Brown	
		Quarterly KPIs	Q1. 50% of staff will use the tool inform instruction daily. Q2. 70% of staff will use the tool inform instruction daily. Q3. 90% of staff will use the tool inform instruction daily. Q4. 100% of staff will use the tool inform instruction daily.		
PP-2	1	**Processes and Programs 2** By the EOY, 100% of ELAR, Math and Science teachers will use Cambridge materials with fidelity.	Walkthroughs and teacher data will drive teacher coaching cycles for the implementation of Cambridge materials.	Derrick Brown Leo Contreras	211-13-6299 - PD - $5000 $5000 - TSI/ SAT online Test w/reports
		Quarterly KPIs	Q1. 50% of MS students will begin using Cambridge supplemental materials weekly. Q2 70% of MS students will begin using Cambridge supplemental materials weekly. Q3 90% of MS students will begin using Cambridge supplemental materials weekly. Q4 100% of MS students will begin using Cambridge supplemental materials weekly.		
PP-3	1	**Processes and Programs 3** By the EOY, 100% of classroom activities/tasks will demonstrate collaborative learning among the students.	Campus professional development will focus on backwards planning, and the gradual release of responsibility (EDGE)	Derrick Brown Leo Contreras	211-11-6399 $3000
		Quarterly KPIs	Q1. 50% of classroom activities/tasks will demonstrate collaborative learning among the students. Q2. 70% of classroom activities/tasks will demonstrate collaborative learning among the students. Q3. 90% of classroom activities/tasks will demonstrate collaborative learning among the students. Q4. 100% of classroom activities/tasks will demonstrate collaborative learning among the students.		
PP-4	1	By the EOY 100% of science teachers will implement hands-on, engaging student learning experiences **Processes and Programs 4**	Lesson Plans and Walkthrough data will include consistent bi weekly hands on learning activities.	Derrick Brown Leo Contreras	211-11-6399-$2000
			Q1 50% of science teachers will implement hands-on, engaging student learning experiences		

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Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)				
The CAC will create Processes and Programs 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-5	4	**Processes and Programs 4** By the EOY, Fine Arts will integrate their curriculum across all content, all grade levels.	Fine Arts lesson plans (visual arts, band, choir) will attend and/or present at professional development and training sessions to include reading and writing components, aligned to the academic goals of the campus.	Derrick Brown Leo Contreras	211-13-6411-00-17 7-30-0-00 $1000/PD
		Quarterly KPIs	Q1. Fine Arts teachers will attend cross-curricular training. Q2. Fine Arts teachers will add writing components to their lessons monthly. Q3. Fine Arts teachers will add writing components to their lessons weekly. Q4. Fine Arts teachers will share writing samples.		

Plan for Improvement – Perceptions

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		**Perceptions-Parent engagement** By the EOY, YMLA will create 8 informational touchpoints with parents	YMLA will create monthly video updates for families. YMLA will host quarterly informational meetings for families.	Derrick Brown	
		Quarterly KPIs	Q1. YMLA will host 2 parent meetings during the first 9 weeks. Q2. YMLA will host 2 parent meetings during the second 9 weeks. Q3. YMLA will host 2 parent meetings during the third 9 weeks. Q4. YMLA will host 2 parent meetings during the fourth 9 weeks.		
PE-2		**Perceptions-Parent engagement** YMLA will increase attendance at family nights by 10%	YMLA will create visuals, paper and digital, to attract more families to campus events. Parents will be notified of events through Monthly newsletters, flyers and calendar postings on Class Dojo.	Derrick Brown Leo Contreras	
		Quarterly KPIs	Q1. 50% of teachers will use Class Dojo to communicate weekly with families. Q2. 60% of teacher will use Class Dojo to communicate weekly with families. Q3. 70% of teacher will use Class Dojo to communicate weekly with families. Q4. 80% of teacher will use Class Dojo to communicate weekly with families.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

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

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	Q1. YMLA will create student-led social media team to create campus highlights from the student perspective.	GP	Grant access to Mrs. Avalos to begin uploading videos.
DE-2	Q1. All assigned mentees will have had one goal-setting session, and observed one model-teaching session.	SP	Mr. Sommers has met with Mrs. Gonzalez for goal setting, met with the Principal for a goal setting session and has observed Mr. Foster, Math chair.
DE-3	Q1. The PLC structure and agenda will reflect effective Focused Instruction and Guided Instruction (EDGE, part 1)	SP	Continue monitoring instructional practices and adapt PLC's to fit needs indicated by walkthrough trends.
DE-4	By the beginning of each grading period, teachers will have one 90-minute planning period.	SP	October 23 from 830-1200 ELAR and SS vertical planning. October 24 from 830-1200 Math and Science vertical planning
SL-1	Q1 - All ELAR teachers will be trained by Cambridge on the implementation of SAT aligned rigor with supplemental materials.	GP	Training completed by Cambridge on August 8.
SL-2	Q1 - All Math teachers will be trained by Cambridge on the implementation of SAT aligned rigor with supplemental materials.	GP	Training completed by Cambridge on August 8.
SL-3/4	Q1- All teachers receive training from Cambridge stagg	MT	Training did not provide the expected outcomes. Look at other training opportunities through Lead Forward and Region XX.
PP - 1	Q1. 100% of staff will use the tool inform instruction daily.	DI	This tool will be used for high needs teachers only.
PP - 2	Q1. All MS students will begin using Cambridge supplemental materials weekly.	GP	Create system to support implementation and monitoring.
PP - 3, 4	Q1. Administrative team will calibrate during instructional walkthroughs conducted throughout the school year.	GP	Continue using walkthrough data to support PLC development.
PP - 5	Q1. Fine Arts teachers will attend cross-curricular training.	GP	Fine Arts teacher attended session on CER's for writing across the curriculum.
PE - 1	Q1. YMLA will host 2 parent meetings during the first 9 weeks.	GP	
PE - 2	Q1. The school will identify a parent volunteer liaison.	GP	Henry Gonzalez volunteered to be the parent volunteer liaison.

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

	2.2 – 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**
	Q2. YMLA will host 4 events for 5th graders open to male students throughout the county.	NP	Mr. Brown met with 5th grade boys at the 5 Elementary schools in the district that replied to the request to meet.
	Q2. All mentees will have completed one coaching cycle.		
	Q2. 70% of walkthroughs will indicate successful use of focus areas.	GP	All ELAR teachers have used collaborative learning with consistent student dialogue in most classes.
	By the beginning of each grading period, teachers will have one 90-minute planning period.	GP	
	By the end of Quarter 2 50% of teachers will implement strategies and assessments aligned to identified gaps in ELAR	GP	All ELAR teachers walkthroughs demonstrate focus on designated ELAR instructional strategies.
	By the end of Quarter 2 50% of teachers will implement strategies and assessments aligned to identified gaps in Math.	GP	MS($\frac{7}{8}$) / HS teachers accurately track students progress on subject TEKS with evidence of reteaching
	Q2- All students tested for baseline data	NP	Issues with online testing.
	Q2. At least one (1) family event will be hosted with the focus of college readiness for students and families.	MT	HS grade level meetings held for each grade level
	70% of MS students will begin using Cambridge supplemental materials weekly.	NP	No evidence indicating 70% usage
	Q2. 70% of classroom activities/tasks will demonstrate collaborative learning among the students.	GP	
	Q2 70% of science teachers will implement hands-on, engaging student learning experiences	NP	No evidence of science labs
	Q2. Fine Arts teachers will add writing components to their lessons monthly.	GP	Art students maintain journals. Choir students have written papers on composers.
	Q2. YMLA will host 2 parent meetings during the second 9 weeks. Q2. 60% of teacher will use Class Dojo to communicate weekly with families.	GP GP	.

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

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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
	Q3. YMLA will have a minimum of 12 student-created posts on TikTok	GP	Students have created videos
	Q3. YMLA will host 4 events for 5th graders open to male students throughout the county.	NP	Did not occur
	Q3. All mentees will have completed one co-teaching session with their mentor.	NP	
	Q3. 90% of walkthroughs will indicate successful use of focus areas.	NP	
	By the beginning of each grading period, teachers will have one 90-minute planning period.	GP	
	By the end of Quarter 3 90% of teachers will implement strategies and assessments aligned to identified gaps in ELAR	SP	All ELAR teachers use CER's
	90% of teachers will implement strategies and assessments aligned to identified gaps in Math.	GP	Novice teacher grade 5 and 6
	90% of teachers will use Cambridge materials on a weekly basis.	NP	No evidence
	At least one (1) family event will be hosted with the focus of college readiness for students and families.	MT	
	Q3. 90% of staff will use an exit ticket strategy to inform instruction daily.	NP	No evidence
	Q3. 90% of classroom activities/tasks will demonstrate collaborative learning among the students.	GP	Walkthroughs demonstrate most teachers use collaborative learning at least weekly.
	Q3. 90% of science teachers will implement hands-on, engaging student learning experiences	GP	Science Fair / Instrument projects in HS / Dissections / Biones
	Q3. Fine Arts teachers will add writing components to their lessons weekly.	GP	Evidence in Art and Choir
	Q3. YMLA will host 2 parent meetings during the third 9 weeks.		

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2.2 – Fourth 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
	YMLA will have a minimum of 12 student-created posts on TikTok	GP	Students have created videos
	YMLA will host 4 events for 5th graders open to male students throughout the county.	NP	Did not occur
	All mentees will have completed one co-teaching session with their mentor.	NP	
	90% of walkthroughs will indicate successful use of focus areas.	NP	
	By the beginning of each grading period, teachers will have one 90-minute planning period.	GP	
	By the end of Quarter 3 90% of teachers will implement strategies and assessments aligned to identified gaps in ELAR	SP	All ELAR teachers use CER's
	90% of teachers will implement strategies and assessments aligned to identified gaps in Math.	GP	Novice teacher grade 5 and 6
	90% of teachers will use Cambridge materials on a weekly basis.	NP	No evidence
	At least one (1) family event will be hosted with the focus of college readiness for students and families.	MT	
	90% of staff will use an exit ticket strategy to inform instruction daily.	NP	No evidence
	90% of classroom activities/tasks will demonstrate collaborative learning among the students.	GP	Walkthroughs demonstrate most teachers use collaborative learning at least weekly.
	90% of science teachers will implement hands-on, engaging student learning experiences	GP	Science Fair / Instrument projects in HS / Dissections / Biones
	Fine Arts teachers will add writing components to their lessons weekly.	GP	Evidence in Art and Choir
	YMLA will host 2 parent meetings during the third 9 weeks.		

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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
Demographics - Enrollment YMLA will increase 6 grade enrolment from 50 to 80 students.	Not met	YMLA will update campus website to market the campus for a broader audience. The amazing work needs to be published and shared more frequently.
YMLA will retain 100% of all high-performing teachers, especially those with less than 5 years of experience.	not met	YMLA retained 1 of 4 teachers with 5 or fewers years experience. Next steps - Campus admin and heads of department will be assigned to meet at least once a quarter with new teachers (new to teaching, new to YMLA). Based on teacher need, new teachers will also be provided with additional support. "Mentor" teachers will be allotted time to provide support to the new teachers.
Demographics - Staff Data By the end of the year, 100% of teachers will actively participate in and contribute to weekly PLCs.	Met	Weekly PLCs were effective and beneficial, and should continue. Focus areas can be re-evaluated to ensure teacher growth. Inviting content area specialists attend PLCs added value to departments. Data analysis across content provided greater insight for teachers to take back to their students. Data wall provided a great visual for all. Next Steps - Looking at student work should be incorporated into PLCs to align expectations across the campus. Next Step - intentional planning with SPED and Fine Arts/PE included.
Demographics -Teacher Ret. Teachers will receive extended planning periods per 9 weeks.	Partially met	Teachers met once each semester. Next steps - making time to plan as a department, and as a grade level. Next steps - intentionally plan for engaging activities; include SPED, Fine Arts / PE.
Demographics -Teacher Ret. Teachers will receive extended planning periods per 9 weeks.	Met	Teachers intentionally implemented lessons and used assessments aligned to identified gaps; STAAR Countdown plans were developed using local Mock STAAR data, and Lead4ward resources.
Perceptions-Parent engagement YMLA will increase attendance at family nights by 10%	SP	Combining contents (math/science, and ELAR/ss) helped slightly increase parent attendance. Next Steps - add more parent participation to include games and prizes.

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

Quarter 4 Summative Review

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
Student Learning - Students will increase SAT scores to meet or surpass National levels in ELAR.	Partially	Senior class surpassed the state in reading
Student Learning - Students will increase SAT scores to meet or surpass National levels in Math.	Partially	Senior class surpassed the state in math
Student Learning - CCMRS College awareness will lead to heightened college preparation for students and families.	Met	
Processes and Programs 1 By the EOY, 100% of teachers will use exit ticket strategy to increase monitoring of student learning.	Not met	50% of teachers included lesson closures to collect student learning for the day Next steps: additional training and fine tune expectations for exit tickets for all. Add exit ticket analysis to weekly PLCs to monitor student progress
Processes and Programs 2 By the EOY, 100% of ELAR, Math and Science teachers will use Cambridge materials with fidelity.	Not met	Delivery of PD was not successful. Next step - re-evaluate the use of the Cambridge materials and determine how / where to incorporate the resources across the campus.
Processes and Programs 3 By the EOY, 100% of classroom activities/tasks will demonstrate collaborative learning among the students.	MP	Campus will provide more training on active learning environment in the classroom. Teacher leaders will be identified to lead and model ALE in the classroom.
Processes and Programs 4 By the EOY 100% of science teachers will implement hands-on, engaging student learning experiences	MP	Integrate the statement with previous.
By the EOY, Fine Arts will integrate their curriculum across all content, all grade levels.	LP	Art consistently incorporated writing; other fine arts classes (choir, band) will be provided with additional training to incorporate writing into their curriculum.
Perceptions-Parent engagement By the EOY, YMLA will create 8 informational touchpoints with parents	MO	Campus held 2 parents meetings each quarter.

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

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

Name	Role		Name	Role
Derrick Brown	Principal			
Jennifer Bowland	Counselor			
Rita Longfor	ELAR			
Bryan Foster	Math			
David Salazar	CTE			
Jonathan Obregon	SS			
Jody Whiting	Science			
Lynel Lowery	Paraprofessional			
Jocelyn More	CBA			
Henry Gonzalez	Parent (Band Booster President)			
Elle Bergen	Parent (PTSA President)			
Henry Vaughn	SPED			
Brittany Smith	Fine Arts			
Tony Green	Athletics			
Tyler Radwin	My Brother's Keeper			
Jose Maldonado	District			

Committee Members

Assurances and Plan Approval Information

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
Young Men's Leadership at Wheatley	15907- 177
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Julio Garcia
Principal	**SAISD Board Approval Date**
Derrick Brown	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
September 26, 2023	November 8, 2023

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

Quality Checklists

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.		All are based on the success criteria of the ESF.	
All are based on issues that the campus can control and improve on.		All talk to adult systems and behaviors.	

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

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

Equitable Availability of the Campus Improvement Plan to Parents

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

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Main Office
Languages Available	English / Spanish
URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	Main Office	How and When was the PFE Policy Distributed
Languages Available	English and Spanish	Open House on Tuesday September 26
URL to Online Version		

Documentation and Submissions

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		

Documentation and Submissions

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, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d)			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	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 both 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		

Data Tables