

Campus Improvement Plan

2024 - 2025



Young Men's Leadership Academy

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Board of Trustees



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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

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1 May 31, 2024</p>	<p>Members Present: Longfor, Smith, Whiting, Vaughn, Foster, Lowery, Contreras, Green , Alderson 4th Qtr Review Performance Objectives: Slide 11 Demo 1 Didn't meet to increase 6th enrollment from 50 students to 80 Transitioning from 5th-12th to 6th -12th what are things we can do - **marketing and enhance website to highlight all the great things happening at YMLA Ex: John Wayne Player of the Week Q4 all mentees - not met - we retained 1 out of 4 with 5 or fewer years of experience What are next steps: What can we do to retain? Suggestions: Meeting or check ins , new teacher support crew once a qtr or based on teachers need on Tuesday or Thursday Model Teach from IA or other support to be offered , new teacher given option to seek support from those they feel comfortable with DE 3 by the end of the year - 100% of teachers attend and participate in weekly PLC Yes, they were effective and having the district specialist attend added value and helpful insight , Data Wall in Dr C's room was helpful Next Steps - Be more intentional for SPEC Ed and Fine Arts to coordinate along with PE in the weekly PLC's DE4 -Teacher Retention: Partial Met - Teachers met once each semester and planned for engaging activities</p>
<p>Meeting #2 August 27, 2024</p>	<p>Mr. Brown shared CIP, CNA with faculty. CNA - Learning: department heads to meet with their people to suggest revisions to the document New teachers learning the subject matter - how are we supporting and retaining them? CNA - Program: Boys learn differently Gurian strategy: think-ink-pair-share Highlighted writing in the social studies classroom PLC integration across contents CNA - Perceptions How do we engage parent engagement? Feedback from administrators - how often? Co-develop a system for exchanging feedback</p> <p>Departments will develop Performance Objectives and Problem Statements (see "Plan" tabs) in https://docs.google.com/spreadsheets/d/1qNhBpTOdrJ1ymJcPkQ4JjsbmEmU6phK/edit?gid=980538916#gid=980538916 Data divided into Meets and Masters to determine how close we are to our goal If district does not provide assessments, teacher test must be vetted by campus APA data to be shared with teachers; can teachers access test items to analyze trends. PLCs will include writing samples (BOY, MOY, EOY)</p>

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

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.

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	x
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	x
Student Attendance Records	x	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

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

Processes and Programs

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

Perceptions

Teacher/Staff Surveys	x	Parent/Student Surveys		Classroom Observations	x	Parental Involvement Data	x
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers		Mission, Values, and Vision	
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)

Comprehensive Needs Assessment - Demographics

Area Examined	Problem Statements and Root Causes	
Programs Enrollment	PS DE-1	Enrolment has increasingly declined over the last 4 years.
	RC DE-1	We have not effectively recruited students through with a proven marketing plan.
Teacher Experience	PS DE-2	70% of teachers have been with YMLA for 2 years or less.
	RC DE-2	We have not systematically indoctrinated or supported new teachers to YMLA.
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		

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	PS SL-1	Only 21% of students scored at Meets on Math state assessment.
	RC SL-1	The level of rigor used in math classrooms was not enough to prepare students to meet or exceed the passing standards.
EOY Assessment Outcomes	PS SL-2	Only 35% of students scored at Meets on Science state assessment.
	RC SL-2	The level of rigor used in science classrooms was not enough to prepare students to meet or exceed the passing standards.
EOY Assessment Outcomes	PS SL-3	Only 58% of students scored at Meets on ELAR state assessment.
	RC SL-3	The level of rigor used in ELAR classrooms was not enough to prepare students to meet or exceed the passing standards.
EOY Assessment Outcomes	PS SL-4	Only 32% of students scored at Meets on Social Studies state assessment.
	RC SL-4	The level of rigor used in Social Studies classrooms was not enough to prepare students to meet or exceed the passing standards.
<p align="center">Strengths & Areas for Improvement Based on your Data Analysis</p>		

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	
Teacher PD	PS PP-1	Teachers do not consistently use effective teaching strategies based on how boys learn.
	RC PP-1	The Gurian model has not been reviewed, modeled or assessed consistently.
Implementation of PD	PS PP-2	Writing across the campus has not been fully implemented or adopted by all teachers.
	RC PP-2	A model with clearly outlined expectations and consistent feedback on the process has not been established.
Implementation of PD	PS PP-3	Fine Arts teachers have not fully integrated curriculum across the core content areas (ELAR, math, science, social studies) on a consistent basis.
	RC PP-3	Specialist have not been included in PLC's nor trained at the same level with similar expectations.
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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	
Parent Engagement Attendance	PS PE-1	Parent attendance and participation has declined for meetings and academic events.
	RC PE-1	We have not connected with parents on a level that warrants their participation.
Staff Survey Results	PS PE-2	Staff stated that feedback was not consistent.
	RC PE-2	There is no consistent timeline or mechanism for meeting with teachers to discuss feedback.
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
<p>Strengths & Areas for Improvement Based on your Data Analysis</p>		

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		By 2025 recruitment year, YMLA will meet the district predicted enrollment.	YMLA will actively recruit throughout the year.		
	PS #	Quarterly KPIs	By the end of the first quarter, staff will create a year long plan.		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-2		By the end of the year, 75% of new teachers will report receiving support throughout the year.			
	PS #	Quarterly KPIs	By the end of the first quarter, 100% will have a 1 on 1 meeting to discuss how they like to be supported.		
			By the end of the second quarter, 100% will have a 1 on 1 meeting to review their feedback and support levels.		
			By the end of the third quarter, 100% will have a 1 on 1 meeting to review their feedback and support levels.		
			By the end of the fourth quarter, 75% of teachers will favorably rate their amount of support.		
DE-3		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,		
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	BG-2	By the end of the year, 35% of all students will perform at the Meets level or above as measured by EOC /STAAR in Math.	All teachers will implement student data tracking to help students set end-of-year goals and monitor their progress throughout the year. Using the Spring EOC as foundational data, students will track their progress with the intention to improve one STAAR/EOC performance level.		
		Quarterly KPIs	By the end of the first quarter, 20% of students will be at Meets Grade Level on the first 9 weeks concepts.		
	PS #		By the end of the second quarter, 25% of students will be at Meets Grade Level on the second 9 weeks concepts.		
	SL-1		By the end of the third quarter, 30% of students will be at Meets Grade Level on the third 9 weeks concepts. By the end of the fourth quarter, 35% of students will be at Meets Grade Level on the fourth 9 weeks concepts.		
SL-2	BG-1	By the end of the year, 70% of all students will perform at the Meets level or above as measured by EOC /STAAR in ELAR.	All teachers will implement student data tracking to support students in reaching end of year goals. STAAR/EOC subjects will use the "set" goals determined by the district. Non STAAR/EOC subjects will use student created goals relating to SAT and/or TSI. District created assessment data will be utilized and tracked with the intention of identifying TEKS that will be identified towards targeted intervention.		
		Quarterly KPIs	By the end of the first quarter, 100% of students will be able to verbalize their end of year goal.		
	PS #		By the end of the second quarter, 100% of students will be able to identify two TEKS in which they are on grade level based on STAAR/EOC standards.		
	SL-3		By the end of the third quarter, 100% of students will be able to identify two "growth" TEKS in which they are at an approaches or below based on STAAR/ECO standards. By the end of the fourth quarter, 70% of students will have raised their identified "growth" TEKS to at least a Meets/Masters.		
SL-3		By the end of the year, 50% of all students will perform at the Meets level or above as measured by EOC /STAAR in Science.	Teachers will implement weekly science hands-on activities for students to ask meaningful scientific questions through science & engineering practices.		
		Quarterly KPIs	By the end of the first quarter, analyze data using CER format to explain science phenomena for readiness TEKS at a 50% Meets Accuracy		
	PS #		By the end of the second quarter, analyze data using CER format to explain science phenomena for readiness TEKS at a 65% Meets Accuracy		
	SL-2		By the end of the third quarter, analyze data using CER format to explain science phenomena for readiness TEKS at a 75% Meets Accuracy By the end of the fourth quarter, analyze data using CER format to explain science phenomena for readiness TEKS at a 90% Meets Accuracy		
SL-4		By the end of the year, 35% of all students will perform at the Meets level or above as measured by EOC /STAAR in SS.	All teachers will enhance student performance in Social Studies by leveraging journal writing to improve critical thinking, organization, and articulation skills.		
		Quarterly KPIs	By the end of the first quarter, achieve 70% of students submitting at least 70% of the journal prompts (Writing Prompt/Research Notes/Activity) and demonstrate a 10% improvement in quality scores by the end of each quarter.		
	PS #		By the end of the second quarter, achieve 80% of students submitting at least 80% of the journal prompts (Writing Prompt/Research Notes/Activity) and demonstrate a 10% improvement in quality scores by the end of each quarter.		
	SL-4		By the end of the third quarter, achieve 90% of students submitting at least 90% of the journal prompts (Writing Prompt/Research Notes/Activity) and demonstrate a 10% improvement in quality scores by the end of each quarter. By the end of the fourth quarter, 80% of students should be able to articulate specific areas of improvement and demonstrate growth in their writing by the end of the year.		

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		By the end of the year, 80% of specifically planned walkthroughs will demonstrate effective use of Gurian strategies.	Teachers will be given training of Gurian strategies and given feedback on use.		
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have been trained on Gurian concepts		
			By the end of the second quarter, 60% of polled students (during walkthroughs) will be able to explain node structures and how desks are used to foster collaborative learning.		
			By the end of the third quarter, 70% of polled students (during walkthroughs) will be able to explain node structures and how desks are used to foster collaborative learning.		
			By the end of the fourth quarter, 80% of polled students (during walkthroughs) will be able to explain node structures and how desks are used to foster collaborative learning.		
PP-2		By the end of the year, 80% of teachers will use appropriate writing strategies which will be reviewed by peers.	Teachers will be taught writing strategies, required to bring writing samples to PLC's for BOY, MOY and EOY.		
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teacher will be trained on use of CER's.		
			By the end of the second quarter, 70% of teachers will provide samples of CER's used during instruction.		
			By the end of the third quarter, 75% of teachers will provide samples of CER's used during instruction.		
			By the end of the fourth quarter, 80% of teachers will provide samples of CER's used during instruction.		
PP-3		By the end of the year, 100% of PGPs will be completed.			
	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,		
PP-4		By the end of the year, 100% of credit checks will be completed for all high school students.			
	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 – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** 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
PE-1		By the end of the year, 25% of all parents will state that they participated in meaningful training from the school.	Teachers will facilitate meaningful family events at least once per quarter.		
	PS #	Quarterly KPIs	By the end of the first quarter, the school will host x parent feedbacks and collect surveys.		
			By the end of the second quarter, the school will host x parent feedbacks and collect surveys.		
			By the end of the third quarter, the school will host x parent feedbacks and collect surveys.		
			By the end of the fourth quarter, the school will host x parent feedbacks and collect surveys.		
PE-2		By the end of the year, By the end of the year, 80% of teachers will rate feedback as consistent and helpful to their teaching practices.			
	PS #	Quarterly KPIs	By the end of the first quarter, all teachers will be surveyed on feedback with 50% positive rating.		
			By the end of the second quarter, all teachers will be surveyed on feedback with 60% positive rating.		
			By the end of the third quarter, all teachers will be surveyed on feedback with 70% positive rating.		
			By the end of the fourth quarter, all teachers will be surveyed on feedback with 80% positive rating.		
PE-3		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,		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, staff will create a year long plan.	Choose One	
DE-2	By the end of the first quarter, 100% will have a 1 on 1 meeting to discuss how they like to be supported.	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 20% of students will be at Meets Grade Level on the first 9 weeks concepts.	Choose One	
SL-2	By the end of the first quarter, 100% of students will be able to verbalize their end of year goal.	Choose One	
SL-3	By the end of the first quarter, analyze data using CER format to explain science phenomena for readiness TEKS at a 50% Meets Accuracy.	Choose One	
SL-4	By the end of the first quarter, achieve 70% of students submitting at least 70% of the journal prompts (Writing Prompt/Research Notes/Activity) and demonstrate a	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 will have been trained on Gurian concepts.	Choose One	
PP-2	By the end of the first quarter, 100% of teacher will be trained on use of CER's.	Choose One	
PP-3	By the end of the first quarter,	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, the school will host x parent feedbacks and collect surveys.	Choose One	
PE-2	By the end of the first quarter, all teachers will be surveyed on feedback with 50% positive rating.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter,	Choose One	
DE-2	By the end of the second quarter, 100% will have a 1 on 1 meeting to review their feedback and support levels	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, 25% of students will be at Meets Grade Level on the second 9 weeks concepts	Choose One	
SL-2	By the end of the second quarter, 100% of students will be able to identify two TEKS in which they are on grade level based on STAAR/EOC standards	Choose One	
SL-3	By the end of the second quarter, analyze data using CER format to explain science phenomena for readiness TEKS at a 65% Meets Accuracy	Choose One	
SL-4	By the end of the second quarter, achieve 80% of students submitting at least 80% of the journal prompts (Writing Prompt/Research Notes/Activity) and demonstrate a	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 60% of polled students (during walkthroughs) will be able to explain node structures and how desks are used to foster collaborative	Choose One	
PP-2	By the end of the second quarter, 70% of teachers will provide samples of CER's used during instruction	Choose One	
PP-3	By the end of the second quarter,	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, the school will host x parent feedbacks and collect surveys	Choose One	
PE-2	By the end of the second quarter, all teachers will be surveyed on feedback with 60% positive rating	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter,	Choose One	
DE-2	By the end of the third quarter, 100% will have a 1 on 1 meeting to review their feedback and support levels	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 30% of students will be at Meets Grade Level on the third 9 weeks concepts	Choose One	
SL-2	By the end of the third quarter, 100% of students will be able to identify two "growth" TEKS in which they are at an approaches or below based on	Choose One	
SL-3	By the end of the third quarter, analyze data using CER format to explain science phenomena for readiness TEKS at a 75% Meets Accuracy	Choose One	
SL-4	By the end of the third quarter, achieve 90% of students submitting at least 90% of the journal prompts (Writing Prompt/Research Notes/Activity) and demonstrate a	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 70% of polled students (during walkthroughs) will be able to explain node structures and how desks are used to foster collaborative	Choose One	
PP-2	By the end of the third quarter, 75% of teachers will provide samples of CER's used during instruction	Choose One	
PP-3	By the end of the third quarter,	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, the school will host x parent feedbacks and collect surveys	Choose One	
PE-2	By the end of the third quarter, all teachers will be surveyed on feedback with 70% positive rating	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,	Choose One	
DE-2	By the end of the fourth quarter, 75% of teachers will favorably rate their amount of support	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 35% of students will be at Meets Grade Level on the fourth 9 weeks concepts	Choose One	
SL-2	By the end of the fourth quarter, 70% of students will have raised their identified "growth" TEKS to at least a Meets/Masters	Choose One	
SL-3	By the end of the fourth quarter, analyze data using CER format to explain science phenomena for readiness TEKS at a 90% Meets Accuracy	Choose One	
SL-4	By the end of the fourth quarter, 80% of students should be able to articulate specific areas of improvement and demonstrate growth in their writing by the end	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 80% of polled students (during walkthroughs) will be able to explain node structures and how desks are used to foster collaborative	Choose One	
PP-2	By the end of the fourth quarter, 80% of teachers will provide samples of CER's used during instruction	Choose One	
PP-3	By the end of the fourth quarter,	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, the school will host x parent feedbacks and collect surveys	Choose One	
PE-2	By the end of the fourth quarter, all teachers will be surveyed on feedback with 80% positive rating	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	By 2025 recruitment year, YMLA will meet the district predicted enrollment.	Choose One	
DE-2	By the end of the year, 75% of new teachers will report receiving support throughout the year.	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, 35% of all students will perform at the Meets level or above as measured by EOC /STAAR in Math.	Choose One	
SL-2	By the end of the year, 70% of all students will perform at the Meets level or above as measured by EOC /STAAR in ELAR.	Choose One	
SL-3	By the end of the year, 50% of all students will perform at the Meets level or above as measured by EOC /STAAR in Science.	Choose One	
SL-4	By the end of the year, 35% of all students will perform at the Meets level or above as measured by EOC /STAAR in SS.	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 80% of specifically planned walkthroughs will demonstrate effective use of Gurian strategies.	Choose One	
PP-2	By the end of the year, 80% of teachers will use appropriate writing strategies which will be reviewed by peers.	Choose One	
PP-3	By the end of the year, 100% of PGPs will be completed.	Choose One	
PP-4	By the end of the year, 100% of credit checks will be completed for all high school students.	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, 25% of all parents will state that they participated in meaningful training from the school.	Choose One	
PE-2	By the end of the year, By the end of the year, 80% of teachers will rate feedback as consistent and helpful to their teaching practices.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Assurances and Approval Information

Principal Supervisor Assurance

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

Campus Principal Assurance

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

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

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

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version		https://schools.saisd.net/upload/template/0301/docs/YMLAFamilyEngagementPolicy24-25.pdf	
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version		https://schools.saisd.net/upload/template/0301/docs/SchoolParentCompact24-25.pdf	
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<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	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <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		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		