



Campus Improvement Plan

2023-2024



Mission Academy

Section	Page
Board of Trustees	
Vision, Mission, and Core Beliefs	
Comprehensive Needs Assessment	
Processes	
Demographics	
Student Learning	
Perceptions	
Processes and Programs	
Improvement Plan	
Demographics	
Student Learning	
Perceptions	
Processes and Programs	
Quarterly Review of Strategies	
Quarter 1 Strategy Formative Review	
Quarter 2 Strategy Formative Review	
Quarter 3 Strategy Formative Review	
Quarter 4 Strategy Summative Review	
Quarter 4 Summative Plan Review	
Summative Review of Plan	
Appendix	
Quality Checklist	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

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

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
<p>Meeting #1 3/30/2023</p>	<p>CNA development- We used the CIP Development Slides, provided by the assistant superintendent's office as a template. The team created "I really wish..." and "It annoys me that..." personal statements. We identified trends then analyzed relevant data. The team was broken up into groups of 4 or 5 to begin working on problem statements. Statements were rooted in data.</p>
<p>Meeting #2 6/1/2020</p>	<p>CNA development- We used the CIP Development Slides, provided by the assistant superintendent's office as a template. The team created "I really wish..." and "It annoys me that..." personal statements. We identified trends then analyzed relevant data. The team was broken up into groups of 4 or 5 to begin working on problem statements. Statements were rooted in data.</p>

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

During the CIP summative evaluation the CAC determined what if any initiatives would be refined and carried to the new school year.

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	
Total enrollment	TAPR	PS DE-1	EOY enrollment was 512 students. In the last 7 years Mission has experienced a decline in enrollment, from 609 students in 2017, until this year.
		RC DE-1	Family and community are not engaged frequently and impact data are reviewed regularly, and plans are adapted as needed.(3.4d)
Attendance	District database	PS DE-2	Mission Academy’s attendance rate has dropped to 92.3% for the 2022-23 academic year from 94.71 and 95.41 in 2020, 2021 academic years..
		RC DE-2	Data systems do not exist to track attendance, and interventions. The data is not regularly reviewed to identify trends to adapt accordingly. (3.2d)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations			

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	
Reading	Circle Map STAAR	PS SL-1	STAAR data indicates that as a campus we have the potential to increase our Meets and Masters scores on the STAAR test from 40% in 22-23 to 50%; 23-24.
		RC SL-1	Teachers must have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.(4.1b)
Math	Unit assessments CBA STAAR	PS SL-2	According to preliminary STAAR data 23% of 6th graders passed the math test. This is 3% points below the district average.
		RC SL-2	Teachers must have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.(4.1b)
		PS SL-3	
		RC SL-3	
		PS SL-4	
		RC SL-4	
Data Determinations			

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	
Diversity and Inclusion	Insight Survey	PS PP-1	According to the Insight Survey the Diversity, Equity, and Inclusion domain, the staff believes that communication on campus must be improved. The score of 5.0 suggests that there is room for growth.
		RC PP-1	The leadership team must develop procedures and routines to ensure that communication to all stakeholders is efficient and effective. (1.1c) This will enable us to better plan and communicate campus events.
Family engagement	Family Survey	PS PP-2	Family Survey data indicates that 83% had a favorable opinion of family engagement and input. But only 44% gave a favorable score on family involvement.
		RC PP-2	Mission Academy must make a concerted effort to increase the number of family engagement events throughout the school year in order to encourage parents to become more involved with the school. (3.1a)
PLC	Insight Survey	PS PP-3	Evidence in the Insight survey indicates that although there have been improvements (domain score 5.9-above district average) of the staff needs more time to plan and collaborate with colleagues.
		RC PP-3	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in students misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (5.3b)
		PS PP-4	
		RC PP-4	
Data Determinations			

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	
Staff perceptions	Insight Survey	PS PE-1	Evidence in the Insight Survey shows that 37% of teachers believe that the administration has informed them that they are high-performing.
		RC PE-1	Campus leaders have not established systems to ensure all stakeholder receive communication in a timely and effective manner (1.1a).
Student perceptions	Family survey	PS PE-2	According to the family survey only 81% of parents responded favorably to satisfaction with the amount of communication with the school. Therefore, __ % parents' in-depth knowledge of their child's performance and progress is limited to what is seen on printed report card and progress reports
		RC PE-2	Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way. (3.4b) However, they must be improved to reach 90%.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations			

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	1	By the end of the 2023-24 academic year Mission Academy's enrollment will be 5% over the projected enrollment of 487 students. Demographics 1	During the 23-24 academic year, the administrative team will create a promotion committee that will meet monthly to develop and execute a school promotional campaign.		
		Quarterly KPIs	By the end of quarter 1 enrollment will be 495 By the end of quarter 2 enrollment will be 499 By the end of quarter 3 enrollment will be 505 By the end of quarter 4 enrollment will be 512		
DE-2	1	By the end of the 2023-24 academic year Mission Academy will improve our attendance rate to 94%. Demographics 2	During the 23-24 academic year the Attendance Committee will meet bi-weekly to discuss attendance data, analyze information, and implement plans of action to result in a 94% daily attendance rate by the end of year.		
		Quarterly KPIs	By the end of quarter one committee will be established and systems will be implemented to result in a 94% attendance rate, evidenced by attendance data and meeting agendas. By the end of quarter two committee will be established and systems will be implemented to result in a 94% attendance rate, evidenced by attendance data and meeting agendas. By the end of quarter three committee will be established and systems will be implemented to result in a 94% attendance rate, evidenced by attendance data and meeting agendas. By the end of quarter four committee will be established and systems will be implemented to result in a 94% attendance rate, evidenced by attendance data and meeting agendas.		
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
SL-1		By the end of the 2023-24 will increase the number of students performing at the meets and masters level in reading by 10% Student Learning - 1	During the 23-24 academic year Mission Academy students will be assessed through informal, formative, and summative assessments that are aligned to state standards. Unit assessments and CBA data will allow us to make predictions and create interventions and acceleration activities. This will result in a 10% increase in reading and math STAAR performance		
		Quarterly KPIs	By the end of quarter 1 students will achieve a 2.5% increase on reading and math in CBA data. By the end of quarter 1 students will achieve a 5% increase on reading and math in CBA data. By the end of quarter 1 students will achieve a 7.5% increase on reading and math in CBA data. By the end of quarter 1 students will achieve a 10% increase on reading and math in CBA data.		
SL-2		By the end of the 2023-24 will increase the number of students performing at the approaches, meets, and masters level in math by 15%,10% and 5% respectively.	During the 22-23 academic year the ILT will coordinate parent STAAR and acceleration tutoring events to increase parents' knowledge of the TEKS, school-wide strategies, and student progress and school/district information		\$1,000
		Quarterly KPIs	By the end of quarter 1 we will have held 1 parent event and accelerated tutoring will begin. By the end of quarter 2 we will have held 2 parent events and accelerated tutoring will continue. By the end of quarter 3 we will have held 3 parent events and accelerated tutoring will continue By the end of quarter 4 we will have held 4 parent events and accelerated tutoring will continue		
SL-3		By the end of the 2023-24 will increase the number of students performing at the meets and masters level in reading by 10%.	Mission Academy will purchase Sirius online licenses and TE's and student consumables to supplement high quality data-driven instruction with research based resources..		\$10,000
		Quarterly KPIs	By the end of quarter 1 we will have purchased and received TE's and licenses for students and teachers to use. By the end of quarter 2 teachers will be using Sirius in their lessons resulting in a 3% growth in meets and masters on CBA testing. By the end of quarter 3 teachers will continue using Sirius in their lessons resulting in another 3% growth in meets and masters on CBA testing By the end of quarter 4 teachers will continue using Sirius in their lessons resulting in 10% growth in meets and masters on STAAR.		
SL-4		By the end of the 2023-24 will increase the number of students performing at the approaches, meets, and masters level in math by 15%,10% and 5% respectively.	Teachers will provide targeted tutoring for approaches students and for meets and masters students.		\$5662.00 (w/Fringes)

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-1		By the end of the 2023-24 academic year the Leadership Team will develop procedures and routines to communicate pertinent information to parents.	On a weekly basis a video message will go out on Class Dojo to all stakeholders with updates, news, and announcements.		
		Quarterly KPIs	By the end of quarter 1 the ILT will begin to deliver weekly video messages to families through the Class Dojo platform. By the end of quarter 2 the ILT will continue to deliver weekly video messages to families through the Class Dojo platform. By the end of quarter 3 the ILT will continue to deliver weekly video messages to families through the Class Dojo platform. By the end of quarter 4 the ILT will continue to deliver weekly video messages to families through the Class Dojo platform.		
PP-2		By the end of the 2023-24 academic year, we will increase the number of family engagement events throughout the school year in order to encourage parents to become more involved with the school.	Mission Academy PTO will have a membership of at least 100 families through membership drives during “Meet the Teacher” and open house events.		
		Quarterly KPIs	By the end of quarter 1 the Mission Academy PTO will have a membership of 25 By the end of quarter 2 the Mission Academy PTO will have a membership of 50 By the end of quarter 3 the Mission Academy PTO will have a membership of 75 By the end of quarter 4 the Mission Academy PTO will have a membership of 100		
PP-3		Evidence in the Insight survey indicates that although there have been improvements __% of the staff needs more time to plan and collaborate with colleagues.	In order to provide more frequent PLC to elementary teachers, Mission Academy will hire a library instructional assistant and a general instructional assistant to support classes while the teachers attend PLC a minimum of twice per week with our instructional coach.		\$158,000.00
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

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		By the end of the 2023-24 academic year, Teachers will report a 5% increased in questions related to effective communication on the Insight Survey. Perceptions - 1	A priority for teachers and all campus personnel is having a safe environment for student learning. Instant communication for school security and safety is important particularly in emergency situations. The school will take part in monthly fire drills and a lockdown drill each semester.		
		Quarterly KPIs	By quarter 1 50% of teachers will report that the ILT communicated effectively as evidenced by internal survey. By quarter 2 75% of teachers will report that the ILT communicated effectively as evidenced by internal survey. By quarter 3 85% of teachers will report that the ILT communicated effectively as evidenced by internal survey. By quarter 4 100% of teachers will report that the ILT communicated effectively as evidenced by internal survey.		
PE-2		By the end of the 2023-24 academic year, parents will be able to access tools and databases to monitor their student performance.	During the 22-23 academic year the ILT will coordinate parent STAAR and acceleration tutoring events to increase parents' knowledge of the TEKS, school-wide strategies, and student progress and school/district information.		\$500
		Quarterly KPIs	By the end of quarter 1 we will have held 1 parent event and accelerated tutoring will begin. By the end of quarter 2 we will have held 2 parent events and accelerated tutoring will continue. By the end of quarter 3 we will have held 3 parent events and accelerated tutoring will continue. By the end of quarter 4 we will have held 4 parent events and accelerated tutoring will continue.		
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.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-2	By the end of quarter one committee will be established and systems will be implemented to result in a 94% attendance rate, evidenced by attendance data and meeting agendas.		
PE-1	By quarter 1 50% of teachers will report that the ILT communicated effectively as evidenced by internal survey.		
DE-1	By the end of quarter 1 enrollment will be 495		
SL-1	By the end of quarter 1 students will achieve a 2.5% increase on reading and math in CBA data.		
SL-2	By the end of quarter 1 we will have held 1 parent event and accelerated tutoring will begin.		
SL-3	By the end of quarter 1 we will have purchased and received TE's and licenses for students and teachers to use.		
SL-4	By the end of quarter 1 teachers will identify tutoring groups and designate tutoring days		
PE-2	By the end of quarter 1 we will have held 1 parent event and accelerated tutoring will begin.		
PE-3	By the end of quarter 1 the PLC schedule will be fully implemented and refined.		
PP-1	By the end of quarter 1 the ILT will begin to deliver weekly video messages to families through the Class Dojo platform.		
PP-2	By the end of quarter 1 the Mission Academy PTO will have a membership of 25		

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
DE-1	By the end of quarter 2 enrollment will be 499		
DE-2	By the end of quarter two committee will be established and systems will be implemented to result in a 94% attendance rate, evidenced by attendance data and meeting agendas.		
SL-1	By the end of quarter 1 students will achieve a 5% increase on reading and math in CBA data.		
SL-2	By the end of quarter 2 we will have held 2 parent events and accelerated tutoring will continue.		
SL-3	By the end of quarter 2 teachers will be using Sirius in their lessons resulting in a 3% growth in meets and masters on CBA testing.		
SL-4	By the end of quarter 2 teachers will be using Sirius in their lessons resulting in a 3% growth in meets and masters on CBA testing.		
PP-1	By the end of quarter 2 the ILT will continue to deliver weekly video messages to families through the Class Dojo platform.		
PP-2	By the end of quarter 2 the Mission Academy PTO will have a membership of 50		
PE-1	By quarter 2 75% of teachers will report that the ILT communicated effectively as evidenced by internal survey.		
PE-2	By the end of quarter 2 we will have held 2 parent events and accelerated tutoring will continue.		
PE-3			

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
DE-1			
DE-2			
SL-1			
SL-2			
SL-3			
SL-4			
PP-1			
PP-2			
PE-1			
PE-2			
PE-3			

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1			
DE-2			
SL-1			
SL-2			
SL-3			
SL-4			
PP-1			
PP-2			
PE-1			
PE-2			
PE-3			

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
DE-1		
DE-2		
SL-1		
SL-2		
SL-3		
SL-4		
PP-1		
PP-2		
PE-1		
PE-2		
PE-3		

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.

Multiple Measure		Problem Statement & Root Cause			
		STAAR data indicates that as a campus we have the potential to increase our Meets and Masters scores on the STAAR test. Teachers must have access to and use			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3		By the end of the 2023-24 will increase the number of students performing at the meets and masters level in reading by 10%.	Mission Academy will purchase Sirius online licenses and TE's and student consumables to supplement high quality data-driven instruction with research based resources..		\$10,000.00

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

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

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	
Languages Available	
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	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

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

Assurances and Approval Information

Assistant Superintendent Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Mission Academy	15907- 210
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Adrian Hid	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

