# Campus Improvement Plan
## 2023-2024

**Carroll Early Childhood**

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

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

## **CORE VALUES**
- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

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

**SAISD 5 Year Board Goals**

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 |
|---|---|
| **Meeting #1**<br><br>**April 13, 2023** | **Demographics -** Staff Population, Teacher Experience / Retention (Teacher Mentorship Program), Campus Programs Population (BI Reports), Student Enrollment Reports, Attendance Reports, Classroom Rosters<br><br>**Processes and Programs** - GT, Special Ed, Bilingual, EB and Non-EBs, 504, and Title I, CLASS Observations, Amplify Curriculum, Branching Minds Reports, At - Risk, Professional Development, PLCs Agendas,CAC Agendas, Staff Meeting Agendas, IA Meeting Agendas, Master Schedules, Campus Calendar, and District Instructional Calendar<br>● Teachers worked in groups to collaborate on "Demographics" and "Processes and Programs."<br>● We reviewed the current CIP and discussed percentages that describe the programs.<br>● We reviewed the Problem Statement and Root Causes to edit and revise<br>● We reviewed "Strengths" listed in the CIP to edit and revise |
| **Meeting #2**<br><br>**May 4, 2023** | **Student Learning** - Circle Data, MAP Data, K-2 Amplify Data, TELPAS Data, Lesson Plans<br><br>**Perceptions** - PreService Teacher from UTSA, Family and Community Engagement, Family Support Workers, Communities in Schools, National Sorority Phi Delta Kappa Inc, UIW partnership, Omega Psi Phi Fraternity, Student Discipline Reports, Campus Weekly Smores, Campus Monthly Calendar<br>● CAC worked together in reviewing "Student Learning" and "Perceptions"<br>● We reviewed the Problem Statement and Root Causes to edit and revise<br>● We reviewed "Strengths" listed in the CIP to edit and revise |

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

We reviewed the Goals, Performance Objectives, and Strategies put into place in the Plan 4 Learning Platform. Then we discussed the Formative Assessment Reviews to inform our decision for the upcoming school year.
**Goal 1**
Performance Objective 1: By the end of the school year, K-2 students will show 75% or more "projected growth met" as determined in MAP Reading and Math.
● Significant progress was made toward meeting the Performance Objective. The CAC determined we would like to continue providing protected PLC time to engage teachers in data analysis, small group lessons, and student work samples review. Additionally, we would like to provide opportunities for parent/family engagement activities to increase involvement.
Strategies to continue/motify:
-The campus will protect PLC time for teachers to engage in data analysis, identify trends and misconceptions, create plans for reteach, plan small group lessons/interventions
-Provide Professional Development opportunities throughout the school year
-Provide and document interventions in Branching Minds
-Provide tutoring opportunities for K-2 Students
-Administer common assessments and monitor student progress
-Hold Parent/Teacher conferences to review goal - setting and student progress
-Submit weekly lesson plans for feedback

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

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

Performance Objective 2: By the end of the school year, parental and teacher satisfaction rates will increase by 10% on the District Annual Insight and Parent Survey.

- Significant progress was made toward meeting the Performance Objective. The CAC recommended to continue to promote a positive working environment by creating activities that will promote staff morale.

  Strategies to continue/modify:
  -Continue recognition of all staff that promotes a positive working environment such as: birthday celebrations
  -Support parent/family participation by providing campus activities, offer multiple options for attendance and communication, such as Principal Coffee
  -Continue Literacy/Math Nights, Field Day, Family Picnics, Student celebrations
  -Continue to improve the social emotional and wellness for Staff

**Goal 2**

Performance Objective 1: By the end of the school year, 70% of Pre-K 4 students will be Tier 1, as measured in Circle Reading and Math.

- Significant progress was made toward meeting the Performance Objective. The CAC recommended to continue providing protected PLC time for Head Start teachers to review small group lessons, data analysis, and activities planned.

  Strategies to continue/motify:
  -Head Start Pre-K 4 teachers will continue to plan (2) small groups in their daily routine to focus on literacy and math, utilizing the Curriculum, Branching Minds, and CLI Engage activities
  -The campus will protect PLC time to engage teachers in data analysis to identify trends, misconceptions, and determine root causes
  -Provide Professional Development opportunities
  -Continue to hold Parent/Teacher conferences to review goal - setting and student progress
  -Submit Weekly Lesson Plans for feedback

**Goal 3 - 10** : N/A

**Goal 11**

Performance Objective 1: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

- Significant progress was made toward meeting the Performance Objective. The CAC recommended to continue to create testing plans and dedicate time for data analysis.

  Strategies to continue/motify:
  -The campus will implement the MAP assessment during BOY, MOY, and EOY.

# 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 |
|---|---|---|---|
| Teacher Experience / Retention | Teacher Roster (2021-2023), Student Enrollment Report, Classroom Rosters, TAPR Reports, Mentorship Pairings | **PS DE-1** | Within the last 2 school years at Carroll, there has been a high percentage of teacher turnover. Teachers either transfer to another campus or leave the District/Profession altogether. By the end of the 2021-2022 school year the turnover rate was 50%, with 47% leaving the District and 3% transferring within the District. By the end of the 2022-2023 school year, the turnover rate decreased to 36%, with 23% leaving the District and 13% transferring within the District. |
| | | **RC DE-1** | There was a lack of instructional support and preparation in meeting Campus and District Goals for improving Reading and Math outcomes for all students. |
| Attendance Reports | BI Attendance Reports (2021-2023), Student Enrollment Report (2021-2023) | **PS DE-2** | Within the last 2 school years at Carroll, we have not met our Attendance goal. By the end of the 2021-2022 school year we were at 84.2%. By the end of the 2022-2023 school year, we were at 86.15%. |
| | | **RC DE-2** | There was a lack of attendance initiatives provided on campus to promote the importance of daily attendance. |
| | | **PS DE-3** | |
| | | **RC DE-3** | |
| | | **PS DE-4** | |
| | | **RC DE-4** | |
| **Data Determinations** | To determine the two problem statements in the Demographic Measure, the data from Attendance Reports and Staff Populations, posed a problem.The CAC made the determination to focus on these two areas. | | |

## 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 |
|---|---|---|---|
| MAP Data | MAP BI Report for the Campus, MAP BI Report by Teacher, NWEA Reports | PS SL-1 | According to MAP Data in the last two school years, the Reading data has been below the District goal. In the 2021-2022 school year, K-2 students scored 18% "Met Growth" in English and 45% "Met Growth" in Spanish. In the 2022-2023 school year, K-2 students scored 28% "Met Growth" in English and 51% "Met Growth" in Spanish. |
| | | RC SL-1 | Teachers are not using a corrective instructional action plan to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and creating action plans for reteach. |
| Circle Data | BI Reports for the Campus, BI Report by teacher, CLI Engage Reports | PS SL-2 | According to Circle Data in the last two school years, the Reading data has been below the District goal. In the 2021-2022 school year, Pre-K - 4 students scored 36% "Met Growth in English and 69% "Met Growth in Spanish. In the 2022-2023 school year, Pre-K-4 students scored 51% "Met Growth" in English and 66% "Met Growth" in Spanish. |
| | | RC SL-2 | Teachers are not using a corrective instructional action plan to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and creating action plans for reteach. |
| | | PS SL-3 | |
| | | RC SL-3 | |
| | | PS SL- 4 | |
| | | RC SL-4 | |
| Data Determinations | The Student Learning Data Reports revealed the campus made Academic Growth in both Reading and Math for MAP and Circle in the 2022-2023 school year. The CAC recommended to continue our focus in the area of Literacy. | | |

**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 and Programs (Minimum 2 Areas)**

| Area Examined | Data Sources | | Problem Statements and Root Causes |
|---|---|---|---|
| Professional Development | PLC Agendas, Staff Meeting Agendas. CAC Meeting Agendas, Instructional District Calendar, Campus Calendar | PS PP-1 | In the 2022-2023 school year, there were (5) designated Professional Development Days provided to the Teaching Staff. |
| | | RC PP-1 | There was a lack of Professional Development sessions provided to the Teaching Staff that went beyond the (5) designated Professional Development Days indicated on the District Instructional Calendar. |
| Campus Program Population | BI Reports for GT, 504, Special Education, EB Population. Non-EB Population, Branching Minds Tier 2/3 Report, At - Risk Population | PS PP-2 | With 390 enrolled students in the 2022-2023 school year, 66% of students were identified as either Tier 2 / 3 in the MTSS Process. |
| | | RC PP-2 | There was a lack of instructional interventions provided to students that needed support. |
| | | PS PP-3 | |
| | | RC PP-3 | |
| | | PS PP-4 | |
| | | RC PP-4 | |
| Data Determinations | Based on the data from the Campus Program Population Reports, Branching Minds Reports, and Professional Development Agendas, the CAC determined to focus on improving these two areas. | | |

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

| Perceptions (Minimum 2 Areas) | | | |
|---|---|---|---|
| **Area Examined** | **Data Sources** | | **Problem Statements and Root Causes** |
| Parent / Family Engagement | Principal Coffee Agendas, Sign - In Sheets from Campus Events | **PS PE-1** | In the 2022-2023 school year, the campus hosted monthly Principal Coffee sessions at 9:00AM on a Wednesday. There were less than 25 parents that attended each monthly event. |
| | | **RC PE-1** | The time of the Principal Coffee sessions were either held too early or scheduled on a day families could not attend. |
| Social Emotional Wellness | Behavior Reports from Branching Minds, SEL Report from Branching Minds, Counselor Referrals, PACE Referrals, Communities in Schools Referrals | **PS PE-2** | In the 2022-2023 school year, there were 249 behavior incidents reported through the Branching Minds System. |
| | | **RC PE-2** | There is not a campus wide program that teachers and staff use to teach mental health and wellness to students. |
| | | **PS PE-3** | |
| | | **RC PE-3** | |
| | | **PS PE-4** | |
| | | **RC PE-4** | |
| **Data Determinations** | The data from the Branching Minds Behavior Reports and the agendas from the monthly Parent meetings indicated areas of need in "Perceptions." | | |

## 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 | **PO** - By the end of the school year, the campus will decrease the teacher turnover rate by 20%, retaining 85% of high-performing teachers.<br><br>**PS** - Within the last 2 school years at Carroll, there has been a high percentage of teacher turnover.Teachers either transfer to another campus or leave the District/Profession altogether. By the end of the 2021-2022 school year the turnover rate was 50%, with 47% leaving the District and 3% transferring within the District. By the end of the 2022-2023 school year, the turnover rate decreased to 36%, with 23% leaving the District and 13% transferring within the District. | Provide quarterly learning sessions with an instructional focus, including how to utilize instructional materials, review and prepare effective lesson planning, and design formative assessments. | Administrative Team Instructional Coach | 196 and 211 Funds- PD For mentor teachers, PD Supplies, and Supplemental Pay 211-11-6399-00-240-30-000 |
| | | | Provide and maintain a campus teacher mentorship program for teachers with less than (2) years of teaching experience and / or are new to the grade level or district. | Administrative Team Instructional Coach | 196 and 211 Funds- PD For mentor teachers, PD Supplies, and Supplemental Pay 211-11-6399-00-240-30-000 |
| | | **Quarterly KPIs** | 1. By the end of Quarter 1, teachers will have participated in professional learning sessions with an instructional focus.They were provided instructional support in preparing and planning effective lesson plans, understanding the state standards and curriculum, utilizing instructional materials, and provided PLC time to analyze student data and formulate action plans. By the end of Quarter 2, teachers will have participated in professional learning sessions with an instructional focus.They were provided instructional support in preparing and planning effective lesson plans, understanding the state standards and curriculum, utilizing instructional materials, and provided PLC time to analyze student data and formulate action plans. By the end of Quarter 3, teachers will have participated in professional learning sessions with an instructional focus.They were provided instructional support in preparing and planning effective lesson plans, understanding the state standards and curriculum, utilizing instructional materials, and provided PLC time to analyze student data and formulate action plans. By the end of Quarter 4, teachers will have participated in professional learning sessions with | | |

| | | 2.1 - Campus Improvement Plan (CIP) | |
|---|---|---|---|
| | | **The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes** | |
| DE-1 | 1 | **Quarterly KPIs** | 2. By the end of Quarter 1, all identified mentees will have participated in a goal - setting session, planning time with their mentor, and an opportunity to observe their mentor. By the end of Quarter 2, all mentees will have started or completed at least (1) coaching cycle to include: professional learning sessions, implementation of a focus strategy, co - teach opportunities, and received feedback from their mentor and /or campus instructional leaders on implementation. By the end of Quarter 3, all mentees will have started or completed (1) coaching cycle to include: professional learning sessions, implementation of a focus strategy, co - teach opportunities, peer observations, and received feedback from their mentor and / or campus instructional leaders on implementation. By the end of Quarter 4, all mentees will have completed (1) coaching cycles to include: professional learning sessions, implementation of a focus strategy, and received feedback from their mentor and / or campus instructional leaders on implementation. |

| | | | | | |
|---|---|---|---|---|---|
| **2.1 - Campus Improvement Plan (CIP)**<br>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-2 | 1, 2, 3 | **PO** - By the end of the 2023-2024 school year, Carroll will improve the Attendance rate to 90%.<br><br>**PS** - Within the last 2 school years at Carroll, we have not met our Attendance goal. By the end of the 2021-2022 school year we were at 84.2%. By the end of the 2022-2023 school year, we were at 86.15%. | Maintain a mentor program for 25% of campus population with high absenteeism. | Administrative Team | |
| | | | Provide quarterly attendance incentives for students with perfect attendance. | Administrative Team | 211 Funds for Attendance Incentives 211-11-6399-00-240-30-000 |
| | | **Quarterly KPIs** | 1. By the end of Quarter 1, students with high absenteeism will have been identified and assigned a mentor. Mentors will check in with students and families to provide support. By the end of Quarter 2, Mentors will continue to check in with students and families to provide support. By the end of Quarter 3, Mentors will continue to check in with students and families to provide support. By the end of Quarter 4, Mentors will continue to check in with students and families to provide support.<br>2. By the end of Quarter 1, students with perfect attendance will participate in a quarterly incentive. By the end of Quarter 2, students with perfect attendance will participate in a quarterly incentive. By the end of Quarter 3, students with perfect attendance will participate in a quarterly incentive. By the end of Quarter 4, students with perfect attendance will participate in a quarterly incentive. | | |
| DE-3 | | | | | |
| | | **Quarterly KPIs** | | | |
| DE-4 | | | | | |
| | | **Quarterly KPIs** | | | |

# 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, 2 | **PO** - By the end of the school year, K-2 students will show 70% "Met Growth" in Reading English and Spanish MAP District Testing.<br><br>**PS** - According to MAP Data in the last two school years, the Reading data has been below the District goal. In the 2021-2022 school year, K-2 students scored 18% "Met Growth" in English and 45% "Met Growth" in Spanish. In the 2022-2023 school year, K-2 students scored 28% "Met Growth" in English and 51% "Met Growth" in Spanish. | The Campus PLC Calendar will include monthly data analysis of student work samples, CFUs, Exit Tickets, Unit Assessments, Interim Assessments, and Benchmarks, to track and monitor the progress of all students. | Administrative Team Instructional Coach | |
| | | | Teachers will have weekly protected time built into the Master Schedule to plan with their grade level teams. Planning time will be used to have conversations regarding analyzing student data, utilizing effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. | Administrative Team Instructional Coach | |
| | | | Teachers will provide weekly high - impact Small Group interventions and document progress. | Administrative Team Instructional Coach MTSS Coordinator | 211 Funds for Instructional Materials and Supplies Supplemental Pay for Tutoring 211-11-6399-00-240-30-000 |
| | | | Campus Instructional Leaders will conduct classroom observations that include: campus instructional "Look-Fors", clear actionable feedback, and follow-up observations to monitor implementation of feedback. | Administrative Team Instructional Coach | |
| | | | Teachers will provide a quality learning environment for students to learn. This includes various working spaces to learn, flexible seating, and an open layout. | Administrative Team Instructional Coach | |

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

**Plan for Improvement – Student Learning**

| | | |
|---|---|---|
| SL-1 | 1, 2 | **Quarterly KPIs** |

1. By the end of Quarter 1, K-2 teachers will have met monthly at PLC to review data analysis on the following: student work, CFUs, Exit Tickets, Unit Assessments, Interim Assessments and Benchmark Assessments indicating that at least 30% "Met Growth" in Reading. By the end of Quarter 2, K-2 teachers will have met monthly at PLC to review data analysis on the following: student work, CFUs, Exit Tickets, Unit Assessments, Interim Assessments and Benchmark Assessments indicating that at least 50% "Met Growth" in Reading. By the end of Quarter 3, K-2 teachers will have met monthly at PLC to review data analysis on the following: student work, CFUs, Exit Tickets, Unit Assessments, Interim Assessments and Benchmark Assessments indicating that at least 60% "Met Growth" in Reading. By the end of Quarter 4, K-2 teachers will have met monthly at PLC to review data analysis on the following: student work, CFUs, Exit Tickets, Unit Assessments, Interim Assessments and Benchmark Assessments indicating that at least 70% or more "Met Growth" in Reading.

2. By the end of Quarter 1, K-2 teachers will show evidence of weekly grade level planning, topics discussed, lessons planned, data shared, instructional strategies used, and any other information for focused on student growth/achievement. By the end of Quarter 2, K-2 teachers will show evidence of weekly grade level planning, topics discussed, lessons planned, data shared, instructional strategies used, and any other information for focused on student growth/achievement. By the end of Quarter 3, K-2 teachers will show evidence of weekly grade level planning, topics discussed, lessons planned, data shared, instructional strategies used, and any other information for focused on student growth/achievement. By the end of Quarter 4, K-2 teachers will show evidence of weekly grade level planning, topics discussed, lessons planned, data shared, instructional strategies used, and any other information for focused on student growth/achievement.

3. By the end of Quarter 1, K-2 teachers will have evidence of small - group intervention / supports provided to students. Progress monitoring data will show student growth in Reading. By the end of Quarter 2, K-2 teachers will have evidence of small - group intervention / supports provided to students. Progress monitoring data will show student growth in Reading. By the end of Quarter 3, K-2 teachers will have evidence of small - group intervention / supports provided to students. Progress monitoring data will show student growth in Reading. By the end of Quarter 4, K-2 teachers will have evidence of small - group intervention / supports provided to students. Progress monitoring data will show student growth in Reading.

4. .By the end of Quarter 1, K-2 teachers will have received (2-4) pieces of instructional feedback based on classroom observations and campus instructional look-fors. By the end of Quarter 2, K-2 teachers will have received (2-4) pieces of instructional feedback based on classroom observations and campus instructional look-fors. By the end of Quarter 3, K-2 teachers will have received (2-4) pieces of instructional feedback based on classroom observations and campus instructional look-fors. By the end of Quarter 4, K-2 teachers will have received (2-4) pieces of instructional feedback based on classroom observations and campus instructional look-fors.

5. By the end of Quarter 1, various learning spaces for children will have been created for children to learn, evidence of flexible seating in the classrooms and all classrooms will have an open - layout design. By the end of Quarter 2, there will be evidence that various learning spaces were used, evidence of flexible seating used in the classrooms, and all classrooms will maintain an open- layout design. By the end of Quarter 3, there will be evidence that various learning spaces were used, evidence of flexible seating used in the classrooms, and all classrooms will maintain an open- layout design. By the end of Quarter 4, there will be evidence that various learning spaces were used, evidence of flexible seating used in the classrooms, and all classrooms maintained an open- layout design.

**Plan for Improvement – Student Learning**

| | | | **2.1 - Campus Improvement Plan (CIP)** <br> The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes | | |
|---|---|---|---|---|---|
| SL-2 | 1, 2 | **PO** - By the end of the school year, Pre-K 4 students will show 70% "Met Growth" in Reading English and Spanish Circle District Testing. <br><br> **PS** - According to Circle Data in the last two school years, the Reading data has been below the District goal. In the 2021-2022 school year, Pre-K - 4 students scored 36% "Met Growth in English and 69% "Met Growth in Spanish. In the 2022-2023 school year, Pre-K-4 students scored 51% "Met Growth" in English and 66% "Met Growth" in Spanish. | The Campus PLC Calendar will include monthly data analysis of student work samples, CFUs, Exit Tickets, and Benchmark, to track and monitor the progress of all students and provide feedback to teachers. | Administrative Team Instructional Coach | |
| | | | Teachers will have weekly protected time built into the Master Schedule to plan together weekly to have conversations regarding analyzing student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Conversations will also include Pre-K 4 students transitioning to Kinder. | Administrative Team Instructional Coach | |
| | | | Teachers will provide weekly high - impact Small Group interventions and document progress. | Administrative Team Instructional Coach MTSS Coordinator | 211 Funds for Instructional Materials and Supplies 211-11-6399-00-240-30-000 |
| | | | Campus Instructional Leaders will conduct classroom observations that include: campus instructional "Look-Fors", clear actionable feedback, and follow-up observations to monitor implementation of feedback. | Administrative Team Instructional Coach | |
| | | | Teachers will provide a quality learning environment for students to learn. This includes various working spaces to learn, flexible seating, and an open layout. | Administrative Team Instructional Coach | |

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

| | 1, 2 | **Quarterly KPIs** | 1. By the end of Quarter 1, Pre-K teachers will have met monthly at PLC to review data analysis on the following: student work, CFUs, Exit Tickets, and Benchmark Assessments indicating that at least 30% "Met Growth" in Reading. By the end of Quarter 2, Pre-K teachers will have met monthly at PLC to review data analysis on the following: student work, CFUs, Exit Tickets, and Benchmark Assessments indicating that at least 50% "Met Growth" in Reading. By the end of Quarter 3, Pre-K teachers will have met monthly at PLC to review data analysis on the following: student work, CFUs, Exit Tickets, and Benchmark Assessments indicating that at least 60% "Met Growth" in Reading. By the end of Quarter 4, Pre-K teachers will have met monthly at PLC to review data analysis on the following: student work, CFUs, Exit Tickets, and Benchmark Assessments indicating that at least 70% or more "Met Growth" in Reading. |
|---|---|---|---|
| SL-2 | | | 2. By the end of Quarter 1, Pre-K teachers will show evidence of weekly grade level planning, topics discussed, lessons planned, data shared, instructional strategies used, and any other information for focused on student growth/achievement. By the end of Quarter 2, Pre-K  teachers will show evidence of weekly grade level planning, topics discussed, lessons planned, data shared, instructional strategies used, and any other information for focused on student growth/achievement. By the end of Quarter 3, Pre-K teachers will show evidence of weekly grade level planning, topics discussed, lessons planned, data shared, instructional strategies used, any other information for focused on student growth/achievement, and plans for Pre-K 4 students transitioning to Kinder in the coming year. By the end of Quarter 4, Pre-K teachers will show evidence of weekly grade level planning, topics discussed, lessons planned, data shared, instructional strategies used, any other information for focused on student growth/achievement, and plans for Pre-K 4 students transitioning to Kinder in the coming year. |
| | | | 3. By the end of Quarter 1, Pre-K teachers will have evidence of small - group intervention / supports provided to students. Progress monitoring data will show student growth in Reading. By the end of Quarter 2, Pre-K teachers will have evidence of small - group intervention / supports provided to students. Progress monitoring data will show student growth in Reading. By the end of Quarter 3, Pre-K teachers will have evidence of small - group intervention / supports provided to students. Progress monitoring data will show student growth in Reading. By the end of Quarter 4, Pre-K teachers will have evidence of small - group intervention / supports provided to students. Progress monitoring data will show student growth in Reading. |
| | | | 4. By the end of Quarter 1, Pre-K teachers will have received (2-4) pieces of instructional feedback based on classroom observations and campus instructional look-fors. By the end of Quarter 2, Pre-K teachers will have received (2-4) pieces of instructional feedback based on classroom observations and campus instructional look-fors. By the end of Quarter 3, Pre-K teachers will have received (2-4) pieces of instructional feedback based on classroom observations and campus instructional look-fors. By the end of Quarter 4, Pre-K teachers will have received (2-4) pieces of instructional feedback based on classroom observations and campus instructional look-fors. |
| | | | 5. By the end of Quarter 1, various learning spaces for children will have been created for children to learn, evidence of flexible seating in the classrooms and all classrooms will have an open - layout design. By the end of Quarter 2, there will be evidence that various learning spaces were used, evidence of flexible seating used in the classrooms, and all classrooms will maintain an open- layout design. By the end of Quarter 3, there will be evidence that various learning spaces were used, evidence of flexible seating used in the classrooms, and all classrooms will maintain an open- layout design. By the end of Quarter 4, there will be evidence that various learning spaces were used, evidence of flexible seating used in the classrooms, and all classrooms maintained an open- layout design. |

**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-1 | 1, 2 | **PO** - By the end of the school year, teachers will have participated in a minimum of (6) Professional Development sessions as provided by Campus or District Leaders to improve academic outcomes of all students.<br><br>**PS** - In the 2022-2023 school year, there were (5) designated Professional Development Days provided to the Teaching Staff. | The campus will provide a minimum of (6) Professional Development Sessions throughout the Academic School Year with embedded learning sessions. | Administrative Team Instructional Coach | 211 Funds for PD Sessions 211-61-6499-00-24 0-30-000 |
| | | **Quarterly KPIs** | By the end of Quarter 1, teachers will have participated in (1 - 2) Professional Development sessions with an instructional focus. By the end of Quarter 2, teachers will have participated in (1 - 2) Professional Development sessions with an instructional focus. By the end of Quarter 3, teachers will have participated in (1 - 2) Professional Development sessions with an instructional focus. By the end of Quarter 4, teachers will have participated in (1 - 2) Professional Development sessions with an instructional focus. | | |

**Plan for Improvement – Processes & Programs**

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| PP-2 | 1, 2 | **PO** - By the end of the school year, students identified as either Tier 2 / 3 in the MTSS process will decrease by 20%.<br><br>**PS** - With 390 enrolled students in the 2022-2023 school year, 66% of students were identified as either Tier 2 / 3 in the MTSS Process. | Tier 2 and 3 students will have active Intervention Plans at all times throughout the school year. The MTSS Coordinator will check Branching Minds monthly to ensure intervention goals and supports are put in place. | MTSS Coordinator Administrative Team | |
| | | | Provide monthly PLC time to review the effectiveness of instructional interventions and supports provided for students. | Administrative Team | |
| | | **Quarterly KPIs** | 1. By the end of Quarter 1, teachers will have identified Tier 2 and Tier 3 students and created interventions and supports in Branching Minds. In addition, they will have identified 2-4 students for the evaluation process. By the end of Quarter 2, teachers will have identified Tier 2 and Tier 3 students and maintained or put new interventions and supports in Branching Minds. In addition, they will have identified at least 2 students for the evaluation process. By the end of Quarter 3, teachers will have identified Tier 2 and Tier 3 students and maintained or put new interventions and supports in Branching Minds. In addition, they will have identified at least 2 students for the evaluation process. By the end of Quarter 4, teachers will have identified Tier 2 and Tier 3 students and maintained or put new interventions and supports in Branching Minds. In addition, they will have identified at least 2 students for the evaluation process and made recommendations for the upcoming school year.<br>2. By the end of Quarter 1, teachers will have the opportunity to review instructional interventions and supports for Tier 2 / 3 students at once a month for (45) minutes during a PLC. By the end of Quarter 2, teachers will have the opportunity to review instructional interventions and supports for Tier 2 / 3 students at once a month for (45) minutes during a PLC. By the end of Quarter 3, teachers will have the opportunity to review instructional interventions and supports for Tier 2 / 3 students at once a month for (45) minutes during a PLC. By the end of Quarter 4, teachers will have the opportunity to review instructional interventions and supports for Tier 2 / 3 students at once a month for (45) minutes during a PLC. | | |
| PP-3 | | | | | |
| | | **Quarterly KPIs** | | | |
| PP-4 | | | | | |
| | | **Quarterly KPIs** | | | |

**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 | 1-4 | **PO** - By the end of the school year, the campus will show an increase in Parent/Family Engagement by 25% from the previous year.<br><br>**PS** -In the 2022-2023 school year, the campus hosted monthly Principal Coffee sessions at 9:00AM on a Wednesday. There were less than 25 parents that attended each monthly event. | The campus will provide Zoom, Video recordings, and various times/days for families to attend and participate in the monthly Principal Coffee sessions to improve participation. | Administrative Team FACE Specialist | 211 Funds for Parent Meetings and/or Family Engagement Opportunities 211-61-6499-00-24 0-30-000 |
| | | | The campus will organize and host (2-4) events that focus on getting to know the community we serve. | | |
| | | | The campus will create and administer (2) surveys (Fall and Spring) to include staff and families that will provide feedback on Parent/Family Engagement. The CAC will analyze the survey data to determine patterns/trends. | | |
| | | **Quarterly KPIs** | 1. By the end of Quarter 1, Parent/Family Engagement will show an increase of 5-10%. By the end of Quarter 2, Parent/Family Engagement will show an increase of 5-10%. By the end of Quarter 3, Parent/Family Engagement will show an increase of 5-10%. By the end of Quarter 4, Parent/Family Engagement will show an increase of 5-10%.<br>2. By the end of Quarter 1, the campus would have organized and hosted a parent/family community event. By the end of Quarter 2, the campus would have organized and hosted a parent/family community event. By the end of Quarter 3, the campus would have organized and hosted a parent/family community event. By the end of Quarter 4, the campus would have organized and hosted a parent/family community event.<br>3. By the end of Quarter 1, the CAC will analyzed parent/family events hosted by the campus, create the Fall staff/family survey, and prepare for Quarter 2. By the end of Quarter 2, the CAC will have shared the staff/family survey, analyzed parent/family events hosted by the campus, and prepare for Quarter 3. By the end of Quarter 3, the CAC will have analyzed parent/family events hosted by the campus, create the Spring staff/family survey, and prepare for Quarter 4. By the end of Quarter 4, the CAC will have shared the staff/family survey and analyzed the parent/family events from the year. | | |

## 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-2 | 4 | **PO** - By the end of the school year, the number of behavior incidents reported will decrease by 25% from the previous school year.<br><br>**PS** - In the 2022-2023 school year, there were 249 behavior incidents reported through the Branching Minds System. | Stakeholders are involved in creating behavioral expectations that have a common language. | Administrative Team | |
| | | | Behavioral expectations are learned, practiced, monitored, and reinforced by all stakeholders. Consistent and frequent feedback will be provided by the administrative team. | Administrative Team Instructional Coach | |
| | | | Structured physical activity is embedded in daily lesson plans. | Administrative Team Instructional Coach | |
| | | **Quarterly KPIs** | 1. By the end of Quarter 1, the campus will have agreed upon a campus-wide system that promotes students mental health and wellness and select data points to monitor. By the end of Quarter 2, the campus will have been trained in how to use the agreed upon campus-wide system and begin implementation. By the end of Quarter 3, the CAC will analyze the level of implementation and provide support to teachers/staff not proficient in implementation. By the end of Quarter 4, the CAC will analyze the level of implementation and provide support to teachers/staff not proficient in implementation as well as make recommendations for the upcoming school year.<br>2. By the end of Quarter 1, Teachers will have received evidence of feedback from the Instructional Leadership Team for reinforcing behavior expectations created by campus stakeholders. By the end of Quarter 2, Teachers will have received evidence of feedback from the Instructional Leadership Team for reinforcing and implementing behavior expectations created by campus stakeholders. By the end of Quarter 3, Teachers will have received evidence of feedback from the Instructional Leadership Team for reinforcing and implementing behavior expectations created by campus stakeholders. By the end of Quarter 4, Teachers will have received evidence of feedback from the Instructional Leadership Team for reinforcing and implementing behavior expectations created by campus stakeholders.<br>3. By the end of Quarter 1, structured physical activity will be evident in lesson plans. By the end of Quarter 2, structured physical activity will be evident in lesson plans. By the end of Quarter 3, structured physical activity will be evident in lesson plans. By the end of Quarter 4, structured physical activity will be evident in lesson plans. | | |

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

**Quarter 2 Formative Review**

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

**Quarter 3 Formative Review**

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

**Quarter 4 Formative Review**

| 2.2 – Fourth Quarterly Review Meeting<br>The CAC will use artifacts and data to check KPI progression for all strategies. | | | |
|---|---|---|---|
| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
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**DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year**

**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 |
|---|---|---|
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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

# 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 | | | | |
|---|---|---|---|---|---|
| | | | | | |

| # | Board Goal | Performance Objective | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| DP-1 | | | | DP-1 | |

## Campus Improvement Plan Quality Checklist

### Comprehensive Needs Assessment - Problem Statements and Root Causes

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

### Improvement Plan – Performance Objectives

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

### Improvement Plan – Strategies

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

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

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

### Equitable Availability of the Campus Improvement Plan to Parents / Equitable Availability of the School-Parent Compact to Parents

| | | | | |
|---|---|---|---|---|
| Physical Locations of the Plan | | Physical Locations of the Plan | |
| Languages Available | | Languages Available | |
| URL to Online Version | | URL to Online Version | |

### Equitable Availability of Parent-Family Engagement Policy to Parents

| | | | |
|---|---|---|---|
| Physical Locations of the Policy | | How and When was the PFE Policy Distributed | |
| Languages Available | English and Spanish | | |
| URL to Online Version | | | |

**Quality Checklists**

**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 | | |

# 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)

| Documentation | Description | CIP Location / Upload Location | Done |
|---|---|---|---|
| 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))

| Documentation | Description | CIP Location / Upload Location | Done |
|---|---|---|---|
| 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 | | |

**Documentation and Submissions**

## 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 |
|---|---|
| Carroll Early Childhood | 15907- 240 |
| **Superintendent** | **Assistant Superintendent** |
| Dr. Jaime Aquino | |
| **Principal** | **SAISD Board Approval Date** |
| Anita O'Neal | |
| **Date #1 Presented to Stakeholders** | **Date #2 Presented to Stakeholders** |
| | |

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

| Name | Role | Name | Role |
|---|---|---|---|
| Anita O'Neal | Principal | | |
| Emily Pena | Assistant Principal | | |
| Odyssey Dailey | Kindergarten Teacher | | |
| Damaris Stroker | Head Start Teacher | | |
| Analissa Olivares | Special Education Teacher | | |
| Claudia Ellis | Head Start Dual Language Teacher | | |
| Lucinda Molano | Head Start Teacher | | |
| Crystal Mayo | 1st Grade Teacher | | |
| Monica Alonzo | Instructional Coach | | |
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**Committee Members**