Campus Improvement Plan
2023-2024

SAISD

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

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

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

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

SAISD 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.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process	
The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]	
CNA Development Dates	**Meeting Topics and Actions**
Meeting #1 **May 24, 2023**	Student Learning- CIRCLE 2022-2023 Campus Summary English and Spanish results and created problem statements/root cause statements. Demographics- Teacher experiences/retention- examined teachers insight survey results since 2021 and created problem statements/ root cause statements
Meeting #2 **May 30, 2023**	Perceptions- Parental Engagement- Examined Principal Coffee Parent Surveys, PFE event sign ins, and all engagement opportunities for 2022-2023. Processes and Programs- Personnel (T-TESS performance, feedback) professional growth, master schedule, and PLCs.

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

Based on the summative evaluation of the 2022-2023 CIP-

- Student growth surpassed the established goal and we discussed what strategies to keep for reading and math. We will continue to integrate those strategies and include one more strategy to better support the work.
- All teachers reviewed insight survey and created problem statements and root causes to ensure campus leadership opportunities and retention. Our campus will continue to review the insight survey results and use the information to plan accordingly for 2023-2024.
- Our campus will continue to examine routines for onboarding teachers, students, and substitutes and train all front office staff, a menu of support will be created aligned to the needs of the campus.
- Based on student outcomes, PLCs will focus on unpacking PreK guidelines, identifying lesson objectives, reviewing student data, and presenting targeted learning objectives using new curriculum (Scholastic).

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
Campus Advisory Council	Campus Advisory Council roster and monthly meeting minutes for 22-23	PS DE-1	The Campus Advisory Council for the 22-23 school year did not include the required non-employees consisting of a community representative and a business representative.
		RC DE-1	There was a lack of recruitment effort by the school.
Student Enrollment	Enrollment trends 2022-2023	PS DE-2	Our district attendance goal is 90% and we are 3.5% below the goal. Our campus is currently at 86.55%. Our attendance rate dropped from 91.85% at BOY to 86.55% EOY (weekly average).
		RC DE-2	This has occurred because our campus is lacking a school-wide system of accountability/support for families w/recurring absences/tardies.
		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
Grade Level Readiness	CIRCLE Assessment	PS SL-1	As a campus, 54% of students are at Tier I in reading and 80% are in Tier I in math.
		RC SL-1	As a campus, we need to continue systems that involve assessment data review, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.
Grade Level Readiness (PreK 3, PreK 4)	Campus Assessments, Teacher-Created Assessments, and student artifacts	PS SL-2	43% of all students (PreK 4) correctly answered alliteration questions focused on beginning sounds in the CIRCLE assessment from BOY to EOY.
		RC SL-2	As a campus, our curriculum did not address lessons focused on improving alliteration. When executing a lesson, teachers did not regularly engage students in a variety of meaningful alliteration content.
		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
Professional Development	PLC, PLN, student outcomes for all grade levels EOY, teacher surveys, classroom observation data	PS PP-1	70% of Campus PLC Meetings throughout the 22-23 school year were administration directed .
		RC PP-1	Our campus does not have a systematic approach for teachers to lead PLCs that use effective protocols to evaluate student data and outcomes.
Teacher Performance	T-TESS	PS PP-2	80% of all teachers were rated proficient or higher on T-TESS. Although 71% of students met growth, only 54% of the students were in Tier I instruction for reading.
		RC PP-2	Instructional leaders have been providing misaligned feedback on instructional practice during walkthroughs. Focused feedback should include teacher actions that would have the greatest positive impact on student learning.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations			

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.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Parental Engagement	Parent surveys, PFE event sign-ins, ChildPlus Parent Engagement Reports and all engagement calendar	PS PE-1	Parent attendance averages about 18 parents for Principal's Coffee parent meeting, while campus events average 54 parents.
		RC PE-1	The campus has not varied the times of scheduled Principal's Coffee meetings to determine if later meetings would increase attendance.
Staff Engagement	Insight Survey 22-23	PS PE-2	22% of teachers indicated in the 22-23 Insight Survey that they lacked the opportunity to observe and practice teaching techniques with a peer or instructional expert outside of their own classroom.
		RC PE-2	The campus did not formulate a timeline and a process to provide the opportunity for teachers to visit other classrooms to observe and learn from peers.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations			

Plan for Improvement – Demographics

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	By the end of the 2023-2024 school year, all of the required Campus Advisory Council (CAC) members will be involved in the campus decision making process. **DE-1**	The campus will develop a recruitment plan with a timeline to secure the required non-employees for the Campus Advisory Council.	Principal Instructional Coach	
		Quarterly KPIs	By the end of Quarter 1, All the of required members of the CAC will be selected/elected. By the end of Quarter 2, The CAC members will participate in monthly scheduled meetings and will be involved in campus decision making. By the end of Quarter 3, the CAC will review multiple sources of data to identify campus strengths and weaknesses. By the end of the year, the CAC will engage in the CNA/CIP process for the upcoming school year.		
DE-2		By the end of the year, the campus will meet the district attendance goal for 2023-2024 of 90%. **DE-2.**	The campus will schedule a monthly meeting with a focus on attendance and develop different attendance motivators to include mobile attendance carts. Classrooms with perfect attendance will also receive monthly attendance healthy snacks, certificates of recognition/medals/awards, instructional resources. T-shirts will also be an attendance motivators to promote a positive and caring climate while at school.	Principal	282-11-6399-00-244-34-R29 $4,413.41
		Quarterly KPIs	By the end of Quarter 1, attendance expectations will be shared with teachers and parents to include attendance information during the monthly Principal coffees, phone calls from teachers, attendance flyers and district app requirement. By the end of Quarter 2, the campus will provide monthly attendance motivators for all students that meet the district attendance goal. Attendance committee members will meet to discuss strategies and have outreach for students not meeting the goal. By the end of Quarter 3 the campus will offer weekly classroom attendance motivators. By the end of the year, the campus would have met 90% attendance goal.		
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	1	By the end of the 2023-2024 school year, Pre-K 4 students will achieve the district goal of 70% of students in Tier 1 in Reading. **SL-1**	The Campus Advisory Council will develop an assessment timeline for maintaining a student portfolio which includes timeframes for student data collection and analysis. This will guide teachers in planning targeted instruction resulting in student growth. Classroom instructional resources and materials will be purchased to support small group and targeted instruction.	Principal Instructional Coach CAC Teachers	282-11-6399-00-24 4-34-R29 $3,064
		Quarterly KPIs	By the end of Quarter 1 CLT will meet and form an assessment calendar. By the end of Quarter 2 All students will have a student portfolio that will include BOY student summary report to guide teachers on targeted instruction. By the end of Quarter 3 All students will have BOY and MOY summary reports that will guide teachers for targeted instruction. By the end of the year students should have met the goal or shown growth.		
SL-2	1	By the end of the 2023-2024 school year, Pre-K 4 students will achieve the district goal of 70% of students in Tier 1 in Math. **SL-1**	The Campus Advisory Council will develop an assessment timeline for maintaining a student portfolio which includes timeframes for student data collection and analysis. This will guide teachers in planning targeted instruction resulting in student growth. Classroom instructional resources and materials will be purchased to support small group and targeted instruction.	Principal Instructional Coach Team Lead	282-11-6399-00-24 4-34-R29 $4,920
		Quarterly KPIs	By the end of Quarter 1 teachers will identify resources needed in reading and math. 100% of teachers will be trained in teaching practices that promote critical thinking through open-ended questions and differentiation. Teachers will receive quarterly feedback from walkthroughs focused on critical thinking and differentiation implementation. By the end of Quarter 2 teacher will implement resources and will collect data. By the end of Quarter 3 teacher teams will review data and modify instructional resources per individualized student need. By the end of the year our students will meet district goal or show some growth.		
SL-3	1	By the end of the 2023-2024 school year, 70% of Pre-K 4 students will meet the end of year expectation in the alliteration subtest of the CIRCLE assessment. **SL-2**	Teachers will be provided with professional development during staff meetings and campus professional development days on alliteration instruction. Teachers will also receive feedback from walkthroughs conducted by the leadership team.	Principal Instructional Coach Team Lead	
		Quarterly KPIs	By the end of Quarter 1 teachers will identify resources needed in reading alliteration. 100% of teachers will be trained in teaching practices that promote critical thinking, differentiation, and formative/summative assessment, By the end of Quarter 2 teacher will implement resources and will collect data. By the end of Quarter 3 teacher teams will review data and modify instructional resources per individualized student need. By the end of the year our students will meet district goal or show some growth.		

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	By the end of the 2023-2024 school year, 70% of campus PLC meetings will be led by teachers. **PP-1**	The campus will develop a PLC process that will focus on student data and outcomes. Teachers will lead PLCs using this established process and will receive quarterly feedback on their data review process.		Principal Instructional Coach Team Lead	
		Quarterly KPIs	By the end of Quarter 1 all teachers will meet with IC/Head Start Specialist to develop PLC guidelines. By the end of Quarter 2 a schedule will be created to allow all teachers to present a focus area of direct instruction. By the end of Quarter 3 50% of teachers will have presented to their own group on targeted instruction for their classroom. By the end of the year 100% of all teachers will have presented to their own group on targeted instruction for their classroom.			
PP-2	1	By the end of the year, 100% of all T-TESS evaluations will be correctly rated with alignment to student outcomes. **PP-2**	Collaborate with district stakeholders from Continuous Improvement department and supervising Assistant Superintendent to conduct monthly calibration walks with the campus administrative team.		Leadership Team and Assistant Superintendent	
		Quarterly KPIs	By the end of Quarter 1 the campus will meet with the Office of Continuous Improvement to identify campus initiatives and dates of calibration walks. By the end of Quarter 2 50% of classrooms will have been walked to conduct monthly calibration walks By the end of Quarter 3 75% of classrooms will have been walked to conduct monthly calibration walks By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.			
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	Attendance at monthly principal coffees will increase by 10% from the 22-23 school year to the 23-24 school year. **PE-1**	Principal Coffee's will alternate with morning and afternoon meetings to accommodate parent schedules and determine which time has higher parent participation. This will help determine time frames of future parent events.	Principal Instructional Coach Data Clerk Face Specialist	211-Supplies $563 211-Refreshments $563
		Quarterly KPIs	By the end of Quarter 1 the campus will have identify family engagement needs and establish a system of communication to promote school events. By the end of Quarter 2 attendance at campus events will increase by 5%. By the end of Quarter 3 attendance at campus events will increase by 8%. By the end of the year there will be an increase of 10% in attendance at Principal Coffee's.		
PE-2	1	All teachers will be provided the opportunity to participate in campus educational learning walks. **PE-2**	The campus will develop a timeline and process for scheduling designated times for each teacher to have the opportunity to conduct Learning Walks and debrief with the admin team. The campus leadership team will develop the observation and debriefing tools for all campus learning walks.	Principal Instructional Coach	
		Quarterly KPIs	By the end of Quarter 1 the campus will develop a timeline and process with schedules to allow for teacher collaboration. By the end of Quarter 2 30% of the teachers will have the opportunity to practice teaching techniques outside of their classroom. By the end of Quarter 3 60% of the teachers will have the opportunity to practice teaching techniques outside of their classroom. By the end of Quarter 410 0% of the teachers will have the opportunity to practice teaching techniques outside of their classroom.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

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

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter 1, All the of required members of the CAC will be selected/elected.		
DE-2	By the end of Quarter 1, attendance expectations will be shared with teachers and parents to include attendance information during the monthly Principal coffees, phone calls from teachers, attendance flyers and district app requirement.		
SL-1	By the end of Quarter 1 CLT will meet and form an assessment calendar.		
SL-2	By the end of Quarter 1 teachers will identify resources needed in reading and math. 100% of teachers will be trained in teaching practices that promote critical thinking through open-ended questions and differentiation. Teachers will receive quarterly feedback from walkthroughs focused on critical thinking and differentiation implementation.		
SL-3	By the end of Quarter 1 teachers will identify resources needed in reading alliteration. 100% of teachers will be trained in teaching practices that promote critical thinking, differentiation, and formative/summative assessment,		
PP-1	By the end of Quarter 1 all teachers will meet with IC/Head Start Specialist to develop PLC guidelines.		
PP-2	By the end of Quarter 1 the campus will meet with the Office of Continuous Improvement to identify campus initiatives and dates of calibration walks.		
PE-1	By the end of Quarter 1 the campus will have identify family engagement needs and establish a system of communication to promote school events		
PE-2	By the end of Quarter 1 the campus will develop a timeline and process with schedules to allow for teacher collaboration.		

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

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

Quarter 2 Formative Review

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of Quarter 2, The CAC members will participate in monthly scheduled meetings and will be involved in campus decision making.		
DE-2	By the end of Quarter 2, the campus will provide monthly attendance incentives for all students that meet the district attendance goal. Attendance committee members will meet to discuss strategies and have outreach for students not meeting the goal.		
SL-1	By the end of Quarter 2 All students will have a student portfolio that will include BOY student summary report to guide teachers on targeted instruction.		
SL-2	By the end of Quarter 2 teacher will implement resources and will collect data.		
SL-3	By the end of Quarter 2 teacher will implement resources and will collect data.		
PP-1	By the end of Quarter 2 a schedule will be created to allow all teachers to present a focus area of direct instruction.		
PP-2	By the end of Quarter 2 50% of classrooms will have been walked to conduct monthly calibration walks		
PE-1	By the end of Quarter 2 attendance at campus events will increase by 5%.		
PE-2	By the end of Quarter 2 30% of the teachers will have the opportunity to practice teaching techniques outside of their classroom.		

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

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

Quarter 3 Formative Review

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of Quarter 3, the CAC will review multiple sources of data to identify campus strengths and weaknesses.		
DE-2	By the end of Quarter 3 the campus will offer weekly classroom attendance incentives.		
SL-1	By the end of Quarter 3 All students will have BOY and MOY summary reports that will guide teachers for targeted instruction.		
SL-2	By the end of Quarter 3 teacher teams will review data and modify instructional resources per individualized student need		
SL-3	By the end of Quarter 3 teacher teams will review data and modify instructional resources per individualized student need.		
PP-1	By the end of Quarter 3 50% of teachers will have presented to their own group on targeted instruction for their classroom.		
PP-2	By the end of Quarter 3 75% of classrooms will have been walked to conduct monthly calibration walks		
PE-1	By the end of Quarter 3 attendance at campus events will increase by 8%.		
PE-2	By the end of Quarter 3 60% of the teachers will have the opportunity to practice teaching techniques outside of their classroom.		

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 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	By the end of the year, the CAC will engage in the CNA/CIP process for the upcoming school year.		
DE-2	By the end of the year, the campus would have met 90% attendance goal.		
SL-1	By the end of the year students should have met the goal or shown growth.		
SL-2	By the end of the year our students will meet district goal or show some growth.		
SL-3	By the end of the year our students will meet district goal or show some growth.		
PP-1	By the end of the year 100% of all teachers will have presented to their own group on targeted instruction for their classroom.		
PP-2	By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.		
PE-1	By the end of the year there will be an increase of 10% in attendance at Principal Coffee's.		
PE-2	By the end of Quarter 410 0% of the teachers will have the opportunity to practice teaching techniques outside of their classroom.		

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives
The CAC will use artifacts and data to evaluate all Performance Objectives.

Quarter 4 Summative Review

Performance Objective	Q4 Rating	Findings / Next Steps
By the end of the 2023-2024 school year, all of the required Campus Advisory Council (CAC) members will be involved in the campus decision making process. **DE-1**		
By the end of the year, the campus will meet the district attendance goal for 2023-2024 of 90%. **DE-2.**		

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.

Always Learning GPS	Problem Statement & Root Cause	

#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

District Purchases

Quality Checklists

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

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

Improvement Plan – Performance Objectives

All are in SMART format		All are tied to at least one problem statement.	

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			

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, and 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

Documentation and Submissions *(vertical sidebar text)*

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		

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
Tynan Early Childhood Education Campus	244
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Angelica Romero
Principal	**SAISD Board Approval Date**
Gregorio Velazquez	
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
Gregorio Velazquez	Principal			
Bobbie Felsing	Teacher			
Elizabeth Leal	Teacher			
Rebecca Rodriguez	Teacher			
Tony Garza	Parent			
Sandra Brown	Campus Ambassador			
Tracy Longoria	Administrative Assistant/FACE Specialist 23-24			
Fabiola Gonzalez	Instructional Coach			

Committee Members