Campus Improvement Plan
2023-2024

SAISD

Gonzales Early Childhood Education Center

Table of Contents

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 Processes

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 2, 2023 at 12:10 PM**	Our campus advisory council (5 teachers, student teacher, 2 parents, 2 paraprofessionals, principal and FACE Specialist) met to use data to determine gaps in the ESSA multiple measures. Our CNA examined student achievement through multiple lenses to assess gaps in learning and what is causing those gaps to occur. We reviewed 2-3 focus areas using data sources for each of the measures (demographics, student learning, perceptions, and processes and programs). This identification process assisted us in determining the problem statements for our campus improvement plan for 2023-2024.For problem statements we reflected on issues that surfaced during data analysis process. When we wrote the data-informed problem statements we used the following guides: narrow in focus, defined by data, based on trend data, and address issues a campus can control. POs written in SMART format. Our CNA process also included defining the ESSA Multiple Measures: Demographics - "Who are we?" Student Learning - "How well are our students doing?" Perceptions - "What do our parents and community members think about our campus?"; "What do we think of ourselves?" Processes and Programs - "What are our procedures, methods, and practices?"
Meeting #2 **May 8, 2023 2:50 PM**	Our campus advisory council (2 parents, 4 teachers, 2 paraprofessionals, FACE Specialist, nurse, and principal) met to use the Effective Schools Framework (ESF) to determine root causes for our prioritized problem statements. We defined root causes as the factors that cause low achievement, for example: missing systems, campus adult behaviors, or adult mindsets. The purpose of the CIP is to eliminate the root causes that create gaps. We reflected and looked at the actions of the adults in the building. As we identified root causes, we used mirror statements (looking inside). We used the ESF to improve campus systems and structures. We ensured the root causes are systems and occurrences under our campus control. The strategies that become part of the CIP will directly address root causes. The root causes reflect adult behaviors, mindsets, underused materials and resources, and campus systems.

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

On May 2, 2023 (4th quarter), the Campus Advisory Council (CAC) met to evaluate the current plan. We looked at all of the strategies we created and determined, through analysis of data and artifacts, whether or not we met the end-of-year KPIs. As a team, for each of the 10 strategies (in Plan4Learning), we met the target on 9 and will build on next year, and one strategy will roll over. We discussed and recorded findings and next steps for each of the strategies.

We also examined each of the 5 performance objectives. We met 4 (MO) of the POs and made progress (MP) on one of them. During this discussion we determined the level of completion for each and what is moving forward, what is being enhanced, and what will be discontinued. We used artifacts and data to evaluate the POs.

Based on these ratings, we conducted data analysis on the POs and root causes for the Campus Improvement Plan for next year 2023-2024. This evaluation assisted us in determining that our campus can have student achievement and growth if we plan and agree to follow. This summative evaluation determined areas of effectiveness and informed our decisions for the 2023-2024 school year.

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
School Enrollment	TEA 2022 School Report Card Student mobility rate Average class size Enrollment trends	PS DE-1	As a campus, 10% of current prekindergarten 3 (PK3) students do not return for the following school year (as a PK4) - this has been a trend for the past 5 years.
		RC DE-1	As a campus, we need to improve our enrollment systems to retain PK3 (going to PK4) students for the following school year.
Student Attendance Data	Current attendance trends compared to previous years Attendance data	PS DE-2	Student attendance rate for the 2022-2023 school year was 90% - this is the second lowest percentage compared to the previous 5 years.
		RC DE-2	As a campus, we need to improve systems for monitoring absences and creating additional strategies to increase student attendance.
Data Determinations	Based on the data, big successes and challenges in this area are: Successes: For the 2022-20223 school year, we exceeded our enrollment projection of 114 (actual was 124). Gonzales ECEC is a choice campus and we enroll students from in and out of district. Attendance rate for 2022-2023 is 90.7% as of April 27, 2023. Our goal for end of year is to be at 90% (up from 88% in the 2021-2022 school year). We have held weekly and monthly attendance incentives that include parent engagement on campus and bike raffles to promote attendance. The monthly activities have contributed to maintaining 90% attendance. Challenges: We are currently registering students for the 2023-2024 school year and our projection is 110. We are at 88% of projection goal as of May 5, 2023. If the 10% of current PK3 students were staying as PK4 for 2023-2024 we would almost be at 100% of projection. For the past 5 years, the trend has shown that we lose 10% of students to their neighborhood schools (closer to their homes). Neighborhood schools typically don't have for PK3 so when they are going to PK4 they can join their older siblings. Attendance during the last month of school (May 2023) will need to remain at 90% or higher in order for us to meet our end-of-year goal for 2022-2023 of 90%.		

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 Trends	CIRCLE assessment for BOY and MOY (EOY will be analyzed end of May 2023)	**PS SL-1**	As a campus, 49% of our students are at Tier 1 (on grade-level) for reading based MOY CIRCLE assessment (EOY data will be analyzed in May 30, 2023).
		RC SL-1	As a campus, we need to improve on using: corrective instruction action planning process based on student data analysis, effective instructional strategies, and adjustments to instructional delivery focus on meeting the needs of both struggling learners and learners needing acceleration.
Grade-Level Readiness Trends	Campus-wide grade-level readiness assessment Student Growth Goals - April 2023 (foundational skill in literacy - letter knowledge and sounds) Prekindergarten self-assessment tool EB data At-risk data	**PS SL-2**	As a campus, 75% of our students are at Tier 1 (on grade-level) for math based MOY CIRCLE assessment (EOY data will be analyzed in May 30, 2023).
		RC SL-2	As a campus, we need to improve on using: corrective instruction action planning process based on student data analysis, effective instructional strategies, and adjustments to instructional delivery focus on meeting the needs of both struggling learners and learners needing acceleration.
Data Determinations	Based on the data, big successes and challenges in this area are: Successes: For the 2022-2023 school year, our middle of year data indicated that 49% of our students were Tier 1 - 21 points higher than the district average (28%) in reading. For math, at MOY our data indicated that 75% of our students were Tier 1 - 32 points higher than the district average (43%) The past two years (2021-2022 and 2020-2021) we met or exceeded the reading and math goals set forth by SAISD 5-year goals 2025 and we anticipate meeting our EOY goals of 72% for reading and 72% for math. Challenges: We have 65 current 3-year old students that have benefited from the literacy and math instruction and 55 students returning (10 students are not returning to our campus as PK-4). We hope not to lose any more current PK-3 students so that they can continue to progress in their foundation skills and be on grade level (Tier 1 for the 2023-2024 EOY school year).		

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

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
PLCs and PLNs	Data from weekly PLNs	PS PP-1	100% of teachers and instructional assistants need professional development on the new 2022 Texas Prekindergarten Guidelines and the new curriculum adoption that will be implemented in the 2023-2024 school year.
		RC PP-1	As a campus, we need to provide training and ongoing support for new standards and new curriculum.
Feedback	Walkthrough data - actionable feedback Feedback from colleagues during PLNs	PS PP-2	As a campus, 100% of actionable feedback is provided only by the campus principal.
		RC PP-2	As a campus, we need to improve how to build teacher capacity through observation and feedback cycles.
Data Determinations	Based on the data, big successes and challenges in this area are: Successes: For the 2022-20223 school year, we held weekly PLN meetings facilitated by principal in collaboration with all teachers. Teachers came prepared to PLNs with required data and ready to engage. Teachers received feedback in the form of glows and grows. This school year teachers implemented feedback regarding student talk (structured conversations) and students demonstrated great progress in communication. Challenges: The new curriculum will require time to ensure alignment to the new 2022 Texas Prekindergarten Guidelines.		

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
Parent Family Engagement	Parent surveys from principal's coffees Parent engagement rate (percentage of attendees for campus events)	PS PE-1	As a campus, we have range of 30% to 50% of our parents and families that attend campus events.
		RC PE-1	As a campus, we need to improve how we advertise and communicate with parents/families about the benefits of attending events that support the school-to-home extension of learning and the alignment of the Texas Prekindergarten Guidelines.
Parent Satisfaction	Family Survey (response rate was 97%)	PS PE-2	35% of parents have indicated that they have been involved with parent groups at the school.
		RC PE-2	As a campus, we need to improve systems for creating parent groups so that families become involved with and interact with their child's school.
		PS PE-3	
		RC PE-3	
Data Determinations	Based on the data, big successes and challenges in this area are: Successes: For the 2022-20223 school year, our parent engagement for campus events ranged between 30% to 50%. Parent response rate to family survey was 97%. Family survey data results received on August 2, 2023 - 98% of parents indicated favorable for family engagement and input. Challenges: We have not received family survey data and staff insight survey data - may be receiving upon return in August 2023. Insight survey for teachers starts on May 16th. and closes on May 25th. We may not receive results until August 2023. Family survey data was received August 2, 2023 - 57% of parents indicated favorable for family involvement. The area for family involvement was the lowest percentage compared to other areas of the family survey.		

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)
The Planning Team 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	4	By the end of May 2024, 90% of PK-3 students will re-enroll for the 24-25 school year. **PS DE-1**	Registration events will be held beginning in November 2023 to ask families for intent to enroll in for the 24-25 school year when the registration window opens in February 2024.	Principal Teachers	
		Quarterly KPIs	Q1 - By October 27, survey will be completed - planning for registration/intent event to be held in November/December 2023 Q2 - By January 19, Registration/intent event held in November/December 2023 Q3 - By April 4, Registration/intent event held in March 2024 Q4 - By May 24, Campus registration events in April and May 2024 and have registered at least 90% of PK-3 students for the 24-25 school year		
DE-2	4	By the end of May 2024, campus attendance rate will increase to 91%. **PS DE-2**	Campus will host monthly attendance celebrations and motivators for students and families.	Principal Teachers	
		Quarterly KPIs	Q1 - By October 27, 91% rate, attendance committee review data, Aug. & Sept. celebrations held Q2 - By January 19, 91% rate, attendance committee review data, Oct./Nov./Dec. celebrations held Q3 - By April 4, 91% rate, attendance committee review data, Jan./Feb./March celebrations held Q4 - By May 24, 91% rate, attendance committee review data, April and May celebrations held		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP) The Planning Team 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 May 2024, 73% of PK-4 students will be "on track" (Tier 1) in reading as measured by CIRCLE assessment. **PS SL-1**	Implement routine PLN process facilitated by principal and teachers for monthly data analysis meetings. Analysis will include a plan of action and ways to collect formative assessment data.	Principal Teachers	
		Quarterly KPIs	Q1 - By October 27, 100% of BOY CIRCLE data analysis and action plan completed Q2 - By January 19, 100% of teachers will use the new adopted curriculum and Heggerty for PA (phonemic awareness) Q3 - By April 4, 100% of MOY CIRCLE data analysis and action plan completed Q4 - By May 24, 73% of students will be Tier 1 on track on EOY CIRCLE reading		
SL-2	2	By the end of May 2024, 73% of PK-4 students will be "on track" (Tier 1) in math as measured by CIRCLE assessment. **PS SL-2**	Support classrooms with access to high-quality reading and math practices with the use of resources, materials and activities.	Principal Teachers	Fund 164 Materials $1168
		Quarterly KPIs	Q1 - By October 27, 100% of teachers will use the new 2022 PK Guidelines, SAISD ECE Framework, Year-At-A-Glance and curriculum guides to align instruction Q2 - By January 19, 100% of teachers will use the new adopted curriculum, and CLI Engage lessons for whole and small group instruction Q3 - By April 4, 100% of teachers will use TEA PK Program self-assessment for identified needs/resources Q4 - By May 24, 73% of students will be Tier 1 on track on EOY CIRCLE math		
SL-3					
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)
The Planning Team 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 2 4	By the end of May 2024, parent attendance at monthly principal's coffees/meriendas will increase to 30%. **PS PE-1**	In collaboration with principal, teachers and parents, the following events will be held on campus: monthly principal's coffees/meriendas. Snacks and materials will be provided to incentivize attendance and participation.	Principal Teachers	211/ PFE Supplies and Refreshments/ $480
		Quarterly KPIs	Q1 - By October 27, 30% of parents will attend August and September principal's coffees/meriendas Q2 - By January 19, 30% of parents will attend October/November/December principal's coffees/meriendas Q3 - By April 4, 30% of parents will attend January/February/March principal's coffees/meriendas Q4 - By May 24, 30% of parents will attend April and May principal's coffees/meriendas		
PE-2	1 2 4	By the end of May 2024, parent attendance at literacy and math events will increase to 50%. **PS PE-1**	In collaboration with principal, teachers and parents, the following events will be held on campus: Literacy Night (Fall semester) and Math Night (Spring semester).	Principal Teachers	
		Quarterly KPIs	Q1 - By October 27, 100% of planning and collaboration with principal, teachers and parents for Literacy Night for Nov. will be completed Q2 - By January 19, 50% of parent participation in Literacy Night held in first semester (Nov. 2023) Q3 - By April 4, 100% of planning and collaboration with principal, teachers and parents for Math Night for March will be completed Q4 - By May 24, 50% of parent participation for Math Night held in second semester (March 2023)		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)
The Planning Team 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 4	By the end of May 2024, 100% of teachers and instructional assistants will be trained and implement the new PK adopted curriculum and new 2022 TX PK Guidelines. **PS PP-1**	Principal and teachers collaborate to attend and provide professional development to teachers and instructional assistants in the new 2022 TX PK Guidelines and new adopted curriculum.	Principal Teachers ECE Department	
		Quarterly KPIs	Q1 - By October 27, 100% of Teachers and principal will attend PD provided by district and ECE dept. Q2 - By January 19, 100% of Teachers and principal will provide mini PD in PLNs Q3 - By April 4, 100% of Teachers and principal will attend one EPIC Saturday and one PD in PJs Q4 - By May 24, 100% of teachers will have completed 30 hours of PD in area of ECE		
PP-2	1 2 4	By the end of May 2024, 100% of teachers and instructional assistants will have provided actionable feedback to one colleague. **PS PP-2**	By May 2024, 100% of teachers will conduct campus instructional rounds to identify and improve instructional practices.	Principal Teachers	
		Quarterly KPIs	Q1 - By October 27, 100% of Teachers and principal identify focus and schedule for instructional rounds Q2 - By January 19, 40% (2 of 5) of teachers completed instructional rounds and shared findings/next steps Q3 - By April 4, 80% (4 of 5) of teachers completed instructional rounds and shared findings/next steps Q4 - By May 24, 100% (5 of 5) of teachers completed instructional rounds and shared findings/next steps		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

Quarter 1 Formative Review

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

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**

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

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

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.

Performance Objective	Q4 Rating	Findings / Next Steps

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	

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.	Y	All are based on the success criteria of the ESF.	Y
All are based on issues that the campus can control and improve on.	Y	All talk to adult systems and behaviors.	Y

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

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

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	In binder titled "Title 1 2023-2024" in main office
Languages Available	English (translated to Spanish at request)
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	In binder titled "Title 1 2023-2024" in main office
Languages Available	English and Spanish
URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	In binder titled "Title 1 2023-2024" in main office	How and When was the PFE Policy Distributed
Languages Available	English and Spanish	PFE Policy explained and provided via paper copy in: Welcome packet in August 2024, Open House packet Sept. 2024, Parent-Teacher Conferences packet Oct. 2024 Online version on campus website
URL to Online Version		

Documentation and Submissions (vertical side text)

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions

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

Assurances and Approval Information

Assistant Superintendent Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Gonzales Early Childhood Education Center	15907- 246
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Joanelda DeLeon
Principal	**SAISD Board Approval Date**
Lisa Frost-Heal	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**