

SY24 Campus Improvement Plan

REG - School

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Vision, Mission, and Core Values

KIPP Texas Vision, Mission, and Core Values	
<p>At KIPP Texas Public Schools, we believe:</p> <p>We believe in the creation of inspired lives produced by desire, discipline and dedication. We are not frightened by the challenges of reality but believe that we can change our world and our place within it. We work, plan, create and dream. Our talent, character, and integrity will be the tools we need to build a better tomorrow. We believe that we can take this place, this time and the people here to empower our communities, create a more equitable world and insist on a more just society.</p> <p>As a Team and a Family, we will either find a way or make one.</p>	<p>Mission Statement:</p> <p>Together with our families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose — college, career, and beyond — so they can lead fulfilling lives and build a more just world.</p> <p>Core Values:</p> <ul style="list-style-type: none"> ● Champion Equity ● Chase Excellence ● Persist with Purpose ● Bring Joy ● Rise Together

3D Academy Mission and Core Values
<p>Mission Statement:</p> <p>At KIPP 3D Academy, we strive to provide a positive, safe, healthy, nurturing and respectful environment in which all students have the opportunity to be educated to the highest levels of academic achievement, to enable students to reach and expand their potential, and to prepare students to become productive, responsible, ethical, creative and compassionate members of society.</p> <p>Furthermore, our school empowers all students to embrace learning (achieve), achieve their personal best (believe and lead), and build their emotional, social and physical well-being (care).</p> <p>Core Values:</p> <ul style="list-style-type: none"> ● DESIRE- The belief that every student is empowered by their community with the tools, strategies, opportunities, and resources they need to be successful. This Pillar aligns to the KIPP Texas Value of Rise Together. ● DISCIPLINE- The belief that, when given the opportunity, a goal can be achieved through self-advocacy, perseverance, and determination. This Pillar aligns to the KIPP Texas Value of Persist with Purpose. ● DEDICATION- The belief that as a team and family committed to equity, all students will have the opportunities to pursue and reach their full potential. This Pillar aligns to the KIPP Texas Value of Champion Equity.

23.24 Organizational Goals

	Goal	Target
Academic Success: Are our students positioned to achieve academically?	Accountability Rating	__% of KIPP Texas Schools Achieve an A or B Rating <i>SY22: 75%</i>
	Reading	__% of K-2 Reading Grade Level as measured on DIBELS
		__% Students Achieving Meets or Masters on ELA STAAR <i>SY22: 45% SY21: 30%</i>
	Math	__% Students Achieving Meets or Masters on Math STAAR <i>SY22: 29% SY21: 20%</i>
	AP	__% of total scores 3+* <i>SY23 Target: 26%, SY22: 9%</i>
ACT	__% of Students scoring 21+	
Enrollment and Attendance: Are our students staying with us?	ADA	94% Average Daily Attendance <i>SY23: 93.73%</i>
	Enrollment	100% BOY Enrollment by Day 10
Employee Engagement: Are we building a sustainable people model?	Retention	80% of Staff Retained

23.24 KTX Priorities

Priority	Target
<p>College Readiness</p>	<ul style="list-style-type: none"> ● PS: XX% of kindergarteners will obtain a composite reading score of <i>At or Above Grade Level</i> on the End of Year DIBELS assessment ● MS: XX% of 8th grade students will obtain a performance level of <i>Meets Grade Level or Masters Grade Level</i> on the STAAR Algebra I EOC ● HS: XX% of 11th grade students will obtain a score of 22 or above on the Math ACT to demonstrate college readiness in Math
<p>Keeping our KIPPsters</p>	<ul style="list-style-type: none"> ● Annual attrition is less than 10% ● SY24 attrition decreases by at least 4%
<p>Growing Talent</p>	<ul style="list-style-type: none"> ● 80% of targeted employee groups agree to key Q12 questions ● Increased % in staff retained from targeted employee groups ● Increased % of school and departmental goals met

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Priority 1: College Readiness						
Annual Goal	<ul style="list-style-type: none"> 50% of 8th grade students will obtain a performance level of <i>Meets Grade Level or Masters Grade Level</i> on the STAAR Algebra I EOC XX % of ALL students will obtain a performance level of <i>Meets Grade Level or Masters Grade Level</i> on the ELA STAAR XX % of 5th and 8th grade students will obtain a performance level of <i>Approaches Level</i> on the Science STAAR XX% of 8th grade students will obtain a performance level of <i>Approaches Level</i> on the Social Studies STAAR 					
Goals by Arc	Strong Start 8/14-9/12	On Par 9/13-10/27	Rigor in Response 10/30-12/21	Focused Feedback 1/9-3/8	Fine Tuning 3/18-4/30	Finish Well 5/1-5/24
	Student Outcomes	Student Outcomes	Student Outcomes	Student Outcomes	Student Outcomes	Student Outcomes
	<ul style="list-style-type: none"> 95% completion of BOY MAP 90% completion of ETs 75% achieve typical growth on Fall MAP 	<ul style="list-style-type: none"> 90% completion of ETs 90% completion of weekly STAAR aligned ET 85/30/15 on EC1 	<ul style="list-style-type: none"> 92% completion of ETs 92% completion of weekly STAAR aligned ET 75/30/15 on 1A#1 90/35/20 on EC2 82% achieve typical growth on MAP 	<ul style="list-style-type: none"> 94% completion of ETs 94% completion of weekly STAAR aligned ET 90% mastery of reteach lesson 90/45/25 on 1A#2 95/45/25 on EC3 	<ul style="list-style-type: none"> 96% completion of ETs 96% completion of weekly STAAR aligned ET 90% mastery of reteach lesson 	<ul style="list-style-type: none"> 98% completion of ETs 98% completion of weekly STAAR aligned ET 90% mastery of reteach lesson 100/50/26 on Algebra 1 STAAR X%/X%/X% on 5th Science STAAR X%/X%/X% on 8th Science STAAR X%/X%/X% on SS STAAR 90% achieve typical growth on MAP
Teacher Octomes	Teacher Octomes	Teacher Octomes	Teacher Octomes	Teacher Octomes	Teacher Octomes	Teacher Octomes
<ul style="list-style-type: none"> 40% score at 	<ul style="list-style-type: none"> 100% Engage in 	<ul style="list-style-type: none"> 100% average a 	<ul style="list-style-type: none"> Launch Post 	<ul style="list-style-type: none"> Launch Post 	<ul style="list-style-type: none"> Plan and 	

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	<p>least 3 with exemplar in hand at the end of week 1</p> <ul style="list-style-type: none"> • 10% average a 2.5 A+ FD REE Indicators at end of week 1 • 60% score at least 3 with exemplar in hand at the end of week 2 • 25% average a 2.5 A+ FD REE Indicators at end of week 2 • 80% score at least 3 with exemplar in hand at the end of week 3 • 50% average a 2.5 A+ FD REE Indicators at end of week 3 • 100% score at least 3 with exemplar in hand at the end of week 4 • 75% average a 2.5 A+ FD REE Indicators at end of week 4 • 100% Unit Internalization • 100% Lesson Internalization including Exemplar 	<p>BOY Conversations</p> <ul style="list-style-type: none"> • 100% average a 2.5 Arc 1 REE Indicators • 80% score at least a 3 on ARC 1 Indicator: 2.1 - Lesson Alignment • Implement Weekly STAAR Aligned Assessment • EC1 Analysis • EC1 Reteach Plan • Engage in Parent Conferences • Engage in Weekly Parent Contact via call/text/email • Implement Small Group Instruction 	<p>2.5 Arc 2 REE Indicators</p> <ul style="list-style-type: none"> • 75% score at least a 3 on ARC 2 Indicator: 3.1 Questioning <ul style="list-style-type: none"> ○ Increases student voice • 80% score at least a 3 on ARC 2 Indicator: 4.2 Data Gathering • EC2 and IA#1 Analysis • Plan Post IA#1 Targeted Reteach Plan (Spiral Skills) • Engage in Weekly Parent Contact via call/text/email • Adjust Small Groups based on Weekly STAAR Aligned Assessment Data 	<p>IA#1 Targeted Reteach Plan</p> <ul style="list-style-type: none"> • 100% average a 2.5 Arc 3 REE Indicators • 80% score at least a 3 on ARC 3 Indicator: 2.4 Differentiation and Personalization • 75% score at least a 3 on ARC 3 Indicator: 3.5 Conceptual Understanding • Continue to Engage in Weekly Parent Contact via call/text/email • Adjust small groups based on IA#1 Data • EC3 and IA#2 Analysis 	<p>IA#2 Targeted Reteach Plan</p> <ul style="list-style-type: none"> • 100% average a 2.5 Arc 4 REE Indicators • 80% score at least a 3 on ARC 4 Indicator: 4.4 Intentional Feedback • Adjust small groups based on IA#2 Data 	<p>implement post STAAR plan (bridging to next grade level content)</p> <ul style="list-style-type: none"> • Engage in EOY Conversations
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	<ul style="list-style-type: none"> • 100% Daily ET • 100% D3 Protocol • 100% Created and Utilizes Data Trackers 					
	<p>LT Outcomes</p> <ul style="list-style-type: none"> • Daily Melody Checks • Facilitate Practice Clinics at least twice a week • Facilitate weekly O3s (WDM/LIP/OF) • Calendar out week (LT Playbook) • Obs A/I • Progress Monitor student data (APM and A/I Data Review) • Vision and Goal Setting with Team <ul style="list-style-type: none"> ○ SL - Whole School , LT ○ LT - GL, CTT, and FOS 	<p>LT Outcomes</p> <ul style="list-style-type: none"> • Engage in BOY Conversations • Melody Checks at least twice a week • Facilitate Practice Clinics at least once a week • Observe A/I Instruction • Continue to Progress Monitor student data (APM and A/I Data Review) • Observe Teachers at least once weekly. • Complete CCC every 2 weeks for each teacher that you coach • Engage in weekly PDs 	<ul style="list-style-type: none"> • EC2 and IA#1 Analysis • Observe Priority Teachers twice weekly. • Continue to Engage in weekly PDs • Continue to Observe A/I Instruction 	<ul style="list-style-type: none"> • EC3 and IA#2 Analysis • Continue to Progress Monitor student data (APM and A/I Data Review) • Prepare and Engage in MOY Conversations • Observe Priority Teachers twice weekly. • Observe Reteach Lessons based on IA#1 Data • Continue to Engage in weekly PDs • Continue to Observe A/I Instruction 	<ul style="list-style-type: none"> • Continue to Progress Monitor student data (APM and A/I Data Review) • Observe Priority Teachers twice weekly. 	<ul style="list-style-type: none"> • Prepare and Engage in EOY Conversations • Co-plan/map Post STAAR lessons
<p>Current State</p>	<p>SY 22-23</p> <ul style="list-style-type: none"> • Algebra 1: 89/32/11 • 5-7 Math: TBD • RLA: TBD 					

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	<ul style="list-style-type: none"> ● 5th and 8th Sci: TBD ● 8th SS: TBD 		
Root Causes	<ul style="list-style-type: none"> ● Lack of internalization/lesson planning ● Inconsistent assessments that were TEKS and STAAR aligned ● Lack of data driven instructional practices and differentiation ● Late start in true STAAR prep ● Inconsistent data tracking ● Inconsistent observation feedback and debriefs ● Staff Attendance (FMLA/ PTO/ETC) ● No additional tutorials 		
Key Strategies	<ol style="list-style-type: none"> 1. Teachers will be given pre-work for LI and WDMs to ensure proper planning and data analysis, which also ensure that we get to the practice. <ol style="list-style-type: none"> a. Practicing the highest leverage parts during WDMs to ensure the next instructional day bridges the gap in data. b. Backwards planning; ensuring teachers know what the overview of the unit is so that they are intentional about delivering instruction that aligns to what students should know at the end of each unit. 2. Exit tickets will be a daily requirement for all courses. Tracking of data will be mandatory. <ol style="list-style-type: none"> a. Incorporating STAAR aligned ETs and assessments along with strong academic habits from Day 1. 3. ILT will consistently observe, RTC, and deliver feedback to teachers. 4. Alg 1 and 7th math courses will incorporate the CFS for the mathematical process standards into daily instructional and learning practices. 		
Budgetary Support	<table border="1" style="width: 100%; background-color: #4a7ebb; color: white;"> <tr> <td colspan="2" style="text-align: center;">Budgetary Reflection</td> </tr> </table> <ol style="list-style-type: none"> 1. K12 Summit STAAR Practice for ELA and Science (~\$15,000) 2. Saturday Tutorials (~\$5,000) 3. Interventionist (ESSER Funds) 4. Parent Engagement Nights (~\$1,200) 	Budgetary Reflection	
Budgetary Reflection			

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Priority 1: College Readiness - Strategic Plan					
Key Actions	Description (criteria for success)	Owner	Relevant Metrics	Funding Allocation	Timeline/Cadence
Stakeholder group: Families					
Parent and Family Engagement Nights	Each core subject will host a parent and family engagement night where teachers and leaders can provide relevant information about each subject in regards to online programs, learning strategies, important test dates, test prep, data (when appropriate), and etc., so that families can have a more active involvement in their student's success.	ILT and content teachers	October Parent Night: 40% of parents attend January Parent Night: 60% of parents attend March Parent Night: 75% of parents attend	~\$400 for light refreshments and paper to print any necessary resources	At least once a semester. 1st semester: Before IA1 2nd semester: Before STAAR
Parent Learning Lab	This lab will teach parents how to access student grades in skyward, the school wide announcement system (Remind), school social media, and any other things that parents would be interested in.	DOC & FEC	Monthly	N/A	Once a month
Progress Reports & Parent Conferences	Families will receive 2 progress reports per quarter so that they are aware of their student's progress and which teacher (if any) to contact about grades or additional instructional resources. Quarterly Parent Conferences	APO	Quarter 1: 40% of Progress reports are returned signed by parent Quarter 2: 60% of Progress reports are returned signed by parent Quarter 3: 80% of Progress reports are returned signed by parent Quarter 4: 100% of Progress reports are returned signed by parent	\$300 - Paper for Printing	2x per quarter

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Stakeholder group: Little KIPPsters (Consider NTK students, ULP students, EB students, SwIEPs, Racial/Ethnic demographic groups, Chronically Absent etc.)					
Positive Reinforcement	Based on IA performance, indicated ETs, and TAG, students will have the opportunity to use their kickboard paychecks to purchase items from the school store.	DOC	<p>Quarter 1: 40% of students are rewarded for their performance</p> <p>Quarter 2: 50% of students are rewarded for their performance</p> <p>Quarter 3: 60% of students are rewarded for their performance</p> <p>Quarter 4: 75% of students are rewarded for their performance</p>	~ \$500 to purchase rewards	Varies depending on assessments
Understanding their data/progress	Teachers will hold regular 5 minute conferences with students to communicate the progress made and what steps should be taken to reach their goal.	Teachers	<p>Each quarter: 100% of students have met with their teacher to discuss their academic standing and are able to articulate their data</p> <p>100% of teachers have met with their students and have logged their student conferences into the tracker</p>	None	3x per quarter; coinciding with the progress reports and report cards
Tutorials	Students would come in for targeted tutorials for additional help	Teachers	90% of student selected for tutorials will attend tutorials	\$5,000	Saturdays: Monthly During the Week: Bi-Weekly
Stakeholder group: Big KIPPsters (leaders, teachers, etc.)					
LI and WDM	Teachers will be given pre-work (questions/things to	ILT and teachers	Quarter 1:	None	Weekly/as often as LI

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<p>Pre-Work</p>	<p>consider) for all LI and WDMs so that they are properly planning and analyzing data.</p>		<p>60% of teachers are properly planning and analyzing data</p> <p>100% of coaches are sending pre-work for LI and WDMs</p> <p>Quarter 2: 100% of teachers are properly planning and analyzing data</p> <p>100% of coaches are sending pre-work for LI and WDMs</p>		<p>and WDMs occur</p>
<p>Data Driven Instructional Practices</p>	<p>Teachers will review data daily to make adjustments or pivots to upcoming instructional days so that students are receiving the instruction needed.</p>	<p>Teachers</p>	<p>Quarter 1: 60% of teachers are using data to drive instructional practices</p> <p>Quarter 2: 100% of teachers are using data to drive instructional practices</p>	<p>None</p>	<p>Daily</p>
<p>Data Driven Instructional Practices</p>	<p>Coaches will review and provide feedback to teachers on their reteach plans.</p>	<p>ILT</p>	<p>Quarter 1: 100% of coaches are providing feedback to teachers on their reteach/spiral plans and providing extra assistance to teachers who have not mastered the skill</p>	<p>None</p>	<p>Weekly</p>

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<p>Observations</p>	<p>ILT will consistently observe every teacher on their coaching load. During each observation, at least 2 coaching strategies will be used.</p>	<p>ILT</p>	<p>A+FD: 100% of teachers have been observed at least 2x a week and have been RTC during those observations</p> <ul style="list-style-type: none"> ● Week 1: 40% of teachers are exemplary level 3 for having an exemplar in hand during instruction ● Week 2: 60% of teachers ● Week 3: 80% of teachers ● End of A+FD: 100% of teachers <p><i>During A+FD, 100% of teachers will have been assigned to a practice clinic to master the indicated skill</i></p> <p>Quarter 1: 100% of teachers are observed at least 1x per week</p> <ul style="list-style-type: none"> ● 100% average a 2.5 Arc 1 REE Indicators ● 100% score at least a 3 on ARC 1 Indicator: 2.1 - Lesson Alignment <p>Quarter 2: 100% of teachers are</p>	<p>None</p>	<p>At least one observation per week At least one full class period observation per month</p>
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			<p>observed at least 1x per week</p> <ul style="list-style-type: none"> ● 100% average a 2.5 Arc 2 REE Indicators ● 75% score at least a 3 on ARC 2 Indicator: 3.1 Questioning <ul style="list-style-type: none"> ○ Increases student voice ● 100% score at least a 3 on ARC 2 Indicator: 4.2 Data Gathering <p>Quarter 3: 100% of teachers are observed at least 1x per week</p> <ul style="list-style-type: none"> ● 100% average a 2.5 Arc 3 REE Indicators ● 75% score at least a 3 on ARC 3 Indicator: 2.4 Differentiation and Personalization ● 75% score at least a 3 on ARC 3 Indicator: 3.5 Conceptual Understanding <p>Quarter 4: 100% of teachers are observed at least 1x per week</p>		
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			<ul style="list-style-type: none"> ● 100% average a 2.5 Arc 4 REE Indicators ● 100% score at least a 3 on ARC 4 Indicator: 4.4 Intentional Feedback 		
Feedback	Feedback will be immediate, either written and left on the teacher’s desk or via email. Feedback will be grounded in the REE.	ILT	<p>A+FD: 100% of teachers have been provided with immediate feedback on the strong start observations and have been assigned at least 1 practice clinic based on that feedback</p> <p>Quarter 1: 100% of teachers have received immediate feedback based on their weekly observation</p>	None	As often as a teacher is observed
Debrief	Debrief will be in person, within 48 hours of the observation. After debrief, all feedback will be finalized in SMG, along with ratings.	ILT	<p>A+FD: 100% of teachers have met with their coach regarding their feedback</p> <p>100% of coaches will capture the data in SMG</p> <p>Quarter 1: 100% of coaches will meet with their teachers to discuss the feedback and finalize ratings in SMG</p>	None	As often as feedback is given
STAAR aligned ETs	STAAR tested courses will use previously released STAAR items to prepare students for the rigor of the STAAR by	Teachers	Quarter 1: 75% of teachers are	\$18,000 - Summit 12K STAAR resources &	Weekly

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	incorporating these items into the ETs.		giving weekly STAAR aligned ETs Quarter 2: 100% of teachers are giving weekly STAAR aligned ETs	STAAR Prep Workbooks	
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Priority 2: Keeping our KIPPsters

<p>Annual Goal</p>	<ul style="list-style-type: none"> ● Average Daily Attendance Goal of 97% ● 90% of students remain at 3D or go to a KTX HS ● 80% of students will respond favorably to the following panorama survey questions: <ul style="list-style-type: none"> ○ Teachers in my class make me feel that they really care about me. ○ My teacher lets me know when I'm doing well. ○ My teacher makes learning interesting. ● 75% of students will respond favorably to the panorama survey questions: <ul style="list-style-type: none"> ○ I feel safe to make mistakes in this class. 					
<p>Goals by Arc</p>	<p>Strong Start 8/14-9/12</p>	<p>On Par 9/13-10/27</p>	<p>Rigor in Response 10/30-12/21</p>	<p>Focused Feedback 1/9-3/8</p>	<p>Fine Tuning 3/18-4/30</p>	<p>Finish Well 5/1-5/24</p>
	<p>Student Outcome-</p> <ul style="list-style-type: none"> ● ADA 95% ● 88% of students feel a sense of belonging. They want to stay in 3D. ● 70% of students will feel cared for through positive relationships and affirmations as well as engaging lessons. ● 70% of students will feel safe to make a mistake in class. 	<p>Student Outcome-</p> <ul style="list-style-type: none"> ● ADA 95% ● 90% completion of BOY Needs Assessment ● 50% PA Recognition ● CA <10% ● At least 50% of students celebrated at the quarterly awards ceremony. ● 89% of students feel a sense of belonging. They want to stay in 3D. ● 72% of students will feel cared for through positive relationships and 	<p>Student Outcome-</p> <ul style="list-style-type: none"> ● ADA 96% ● 50% PA Recognition ● CA <10% ● At least 50% of students celebrated at the quarterly awards ceremony. ● 75% of students will respond favorably to panorama survey questions. ● 75% of students will feel cared for through positive relationships and affirmations as well as engaging 	<p>Student Outcome-</p> <ul style="list-style-type: none"> ● ADA 96% ● 90% completion of Spring Needs Assessment ● 50% PA Recognition ● CA <10% ● At least 50% of students celebrated at the quarterly awards ceremony. ● 90% of students feel a sense of belonging. They want to stay in 3D. ● At least 50% of students celebrated at the quarterly awards ceremony. 	<p>Student Outcome-</p> <ul style="list-style-type: none"> ● ADA 97% ● 80% of students will respond favorably to panorama survey questions. ● 95% of students feel a sense of belonging. They want to stay in 3D. ● At least 50% of students celebrated at the quarterly awards ceremony. ● 79% of students will feel cared for through positive relationships and affirmations as 	<p>Student Outcome-</p> <ul style="list-style-type: none"> ● ADA 97% ● 50% PA Recognition ● CA <10% ● 95% of students feel a sense of belonging. They want to stay in 3D. ● At least 100% of students celebrated at the quarterly awards ceremony. ● 80% of students will feel cared for through positive relationships and affirmations as well as engaging lessons.

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		<p>affirmations as well as engaging lessons.</p> <ul style="list-style-type: none"> 71% of students will feel safe to make a mistake in class. 	<p>lessons.</p> <ul style="list-style-type: none"> 72% of students will feel safe to make a mistake in class. 	<ul style="list-style-type: none"> 77% of students will feel cared for through positive relationships and affirmations as well as engaging lessons. 73% of students will feel safe to make a mistake in class. 	<p>well as engaging lessons.</p> <ul style="list-style-type: none"> 74% of students will feel safe to make a mistake in class. 	<ul style="list-style-type: none"> 75% of students will feel safe to make a mistake in class.
	<p>Teacher Outcome-</p> <ul style="list-style-type: none"> 100% takes pre-attendance during the first five. (no later than 7:30) 100% take ADA attendance on-time at 10:00 am Provide a safe, nurturing, fun learning environment for students to be their authentic selves. Build positive relationships with students, affirm positive behaviors and develop lessons that are engaging and connect with students. Develop relationships with students and their families. Provide a mistake-friendly classroom where errors are viewed as opportunities for further engagement. 					
	<p style="text-align: center;">Leadership and Support Staff Outcome-</p> <ul style="list-style-type: none"> FOS makes attendance calls home to encourage attendance. FEC and APO assists parents with chronic absenteeism. LT conducts parent conferences as needed regarding attendance Provide PD opportunities and additional support to create an atmosphere in the classroom that is safe, nurturing and fun. Develop relationships with students and their families. Supporting and monitoring teachers to provide a warm and safe learning environment through lessons that engage students Develop teachers to provide a mistake-friendly classroom through PD and O3s. 					
<p>Current State</p>	<ul style="list-style-type: none"> Average Daily Attendance Goal was 94.85%. 98 % of students returned to 3D for the 23-24 school year. Approximately half of students do not feel safe to make mistakes in class. (60% spring panorama survey) Students don't feel that teachers really care for them. (64% spring panorama survey) Teachers did not make learning interesting. (64% spring panorama survey) Students did not know when they were doing well in class. (67% spring panorama survey) Student suspension increased from SY22 to SY23 					
<p>Root Causes</p>	<ul style="list-style-type: none"> Chronic absenteeism increased by 4%. 					

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	<ul style="list-style-type: none"> ● Follow-up to chronic absenteeism not consistent. ● Teachers over emphasizing challenging behaviors. ● Inconsistent implementation of the culture playbook expectations. ● Teachers not consistently narrating positive behavior. ● Change in personnel leading to a decline in classroom management. ● Opportunities to celebrate student success were often overlooked by whole group punishments. ● Family engagement was minimal. 								
Key Strategies	<ol style="list-style-type: none"> 1. Intentional focus on relationship building and communication between adults and students in order for students to feel safe and cared for by their teachers. <ol style="list-style-type: none"> a. Teachers infuse academic joy in their lessons. b. Celebrating and recognizing student positive behavior in and out of classes. 2. Increase Family Engagement with the new position Family Engagement Coordinator <ol style="list-style-type: none"> a. Keeping Monthly Coffee with the Principal b. Quarterly Engagement Nights c. Parent Learning Labs d. Back to School Bash 3. Increase Student voice and input in school culture <ol style="list-style-type: none"> a. Creation of School Store run by DOC and student leaders. b. Quarterly earned/incentive (PBIS) field trips or choice sessions during HR time. c. Establishing Student Council d. Maintaining TigerFamily Meetings (Songfest) 4. Strengthen Restorative Practices. <ol style="list-style-type: none"> a. Implement the Second Step curriculum to meet our students' demands and needs. 								
Budgetary Support	<table border="1" style="width: 100%; background-color: #4a86e8; color: white;"> <tr> <th colspan="2" style="text-align: center;">Budgetary Reflection</th> </tr> <tr> <td style="width: 10%;">1.</td> <td>Family Engagement Coordinator & Dean of Culture (~\$125,000)</td> </tr> <tr> <td>2.</td> <td>School store (~\$4,000)</td> </tr> <tr> <td>3.</td> <td>Student incentives (KPA funded)</td> </tr> </table>	Budgetary Reflection		1.	Family Engagement Coordinator & Dean of Culture (~\$125,000)	2.	School store (~\$4,000)	3.	Student incentives (KPA funded)
Budgetary Reflection									
1.	Family Engagement Coordinator & Dean of Culture (~\$125,000)								
2.	School store (~\$4,000)								
3.	Student incentives (KPA funded)								

Priority 2: Keeping Our KIPPsters - Strategic Plan

Key Actions	Description (criteria for success)	Owner	Relevant Metrics	Funding Allocation	Timeline/Cadence
Stakeholder group: Families					

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Communication	Students will receive weekly paychecks, for parent signature through Unified Classroom Behavior Support.	Teachers DOC SL/APO	90% of paychecks will be signed and returned the next school day.	N/A	Weekly
Newsletters	Parents will receive quarterly grade level specific newsletters.	APs	80% of parents have read receipt from newsletter	N/A	Quarterly
Ongoing communication	Parents currently receive communication through Facebook, Instagram and Remind.	SL APO DOC FEC	___% of usage every month	N/A	Multiple opportunities including daily, weekly /monthly.
Coffee with the Principals	Parents come to campus and engage with the leadership team. They learn about upcoming events and voice any concerns.	SL & FEC	Q1 - 25% attendance Q2 - 35% Attendance Q3 - 45% Attendance Q4 - 50% attendance	~\$600	Monthly
Parent Learning Lab	Parents will learn how to access important websites that support their child and their family.	DOC PIR	By the end of the year at least 70% of parents utilize the lab.	N/A	Monthly
Parent and Family Engagement Nights	Each core subject will host a parent and family engagement night where teachers and leaders can provide relevant information about each subject in regards to online programs, learning strategies, important test dates, test prep, data (when appropriate), and etc., so that families can have a more active involvement in their student's success.	FEC DOC	October Parent Night: 40% of parents attend January Parent Night: 60% of parents attend March Parent Night: 75% of parents attend	~\$400 for light refreshments and paper to print any necessary resources	At least once a semester. 1st semester: Before IA1 2nd semester: Before STAAR
Stakeholder group: Little KIPPsters (Consider NTK students, ULP students, EB students, SwIEPs, Racial/Ethnic demographic groups, Chronically Absent etc.)					
Student government	Each grade level will have elected officers. Student council will consist of the grade level president and another representative from each homeroom.	PIR GLCs	100% of grade levels will elect officers. Student council launched no later than September 8.	~\$100	Twice a month

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Student surveys	Students will complete interest surveys.	DOC	80% of students will complete interest surveys.	N/A	Beginning of the year and then when needed.
ABCL recognitions	Students of the week who exhibit strong values of Achieve, Believe, Care, Lead will receive a shirt and recognition school wide.	GLCs Teachers	100% of grade levels will nominate a student of the week.	N/A	Weekly
Special Recognitions	<ul style="list-style-type: none"> Students will receive free dress day for their birthday. Tiger Buck party for the top 20 students of the grade level. Based on PBIS system, student will earn choice sessions 	DOC APs GLCs	100% of monthly recognitions will take place.	~\$300 per year	Monthly
Special Recognitions 2	<ul style="list-style-type: none"> Students have the opportunity to earn the Eye of the Tiger award for exhibiting all four core values. Honor Roll Breakfast Perfect Attendance recognition with a week free dress pass and a PA award. Based on PBIS system, student will earn field trips. 	DOC APs	100% of quarterly recognitions will take place.	~\$300 per year	Quarterly
Special Celebrations	Students will have the opportunity to participate in various celebrations such as Hispanic Heritage month, Black History Month, Asian Pacific Islander Month, Chinese New Year Celebration, the Houston Rodeo, Red Ribbon week.	DOC FEC APs GLCs Class Officers	100% of special celebrations will take place.	~\$4,000	During special celebration months/weeks.
Stakeholder group: Big KIPPsters (leaders, teachers, etc.)					
Implement Second Step (SEL program) with fidelity.	Teachers will learn and implement, with fidelity, the Second Step SEL program.	SEL Coordinator School Leader APs	80% of teachers in August will implement Second Step with fidelity. 90% of teachers by the end of September will implement Second Step with fidelity.	N?a	Daily

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			100% of teachers by the end of October will implement Second Step with fidelity.		
Use warm and demanding tone when redirecting negative behaviors.	Teachers will participate during PD and practice clinics on how to respond to students using a warm and demanding tone.	APs Teachers	80% of teachers by the end of August will use a warm and demanding tone to redirect students. 90% of teachers by the end of September will use a warm and demanding tone to redirect students. 100% of teachers by the end of October will use a warm and demanding tone to redirect students.	N/A	As the situation occurs.
Infuse academic joy during lessons.	Teachers will internalize lessons to ensure they own the lesson and create joyful moments during the delivery of the lessons.	APIs Teachers	90% of teachers by the end of August will create a joyful learning environment for all students. 100% of teachers by mid September will create a joyful learning environment for all students.	N/A	Daily
Recognize and celebrate positive behavior.	Teachers will recognize positive behaviors during classes. Teachers will input positive behaviors into Unified Classroom Behavior Support for at least 5 students a day..	Teachers DOC	90% of teachers by the end of August will create a joyful learning environment for all students.	N/A	Daily

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			100% of teachers by mid September will create a joyful learning environment for all students.		
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Priority 3: Growing Talent

<p>Annual Goal</p>	<ul style="list-style-type: none"> At least 80% of staff retained 80% of targeted employee groups agree to key Q12 questions 80% of staff will respond favorably to the TNTP Survey questions: <ul style="list-style-type: none"> Teachers at my school share a common vision for effective teaching The expectations of effective teaching are clearly defined at my school My school is committed to improving my instructional practice 100% of staff will score a 3 or higher on REE Indicator 2.1 Lesson Alignment 80% of staff will score a 3 or higher on the following REE Indicators <ul style="list-style-type: none"> 2.4 Differentiation and Personalization 3.1 Questioning 3.5 Conceptual Understanding 4.2 Data Gathering 4.4 Intentional Feedback 					
<p>Goals by Arc</p>	<p>Strong Start 8/14-9/12</p>	<p>On Par 9/13-10/27</p>	<p>Rigor in Response 10/30-12/21</p>	<p>Focused Feedback 1/9-3/8</p>	<p>Fine Tuning 3/18-4/30</p>	<p>Finish Well 5/1-5/24</p>
	<p>Teacher Octomes</p> <ul style="list-style-type: none"> 40% score at least 3 with exemplar in hand at the end of week 1 10% average a 2.5 A+ FD REE Indicators at end of week 1 60% score at least 3 with exemplar in hand at the end of week 2 25% average a 2.5 A+ FD REE Indicators at end of week 2 80% score at least 3 with exemplar in 	<p>Teacher Octomes</p> <ul style="list-style-type: none"> 100% Engage in BOY Conversations Establish a development goal for the year 100% average a 2.5 Arc 1 REE Indicators 80% score at least a 3 on ARC 1 Indicator: 2.1 - Lesson Alignment Engage in O3s Engage in practice clinics as needed Engage in PD 	<p>Teacher Octomes</p> <ul style="list-style-type: none"> 100% average a 2.5 Arc 2 REE Indicators 75% score at least a 3 on ARC 2 Indicator: 3.1 Questioning <ul style="list-style-type: none"> Increase student voice 80% score at least a 3 on ARC 2 Indicator: 4.2 Data Gathering Engage in O3s Engage in practice clinics as needed Engage in PD 80% of staff will 	<p>Teacher Octomes</p> <ul style="list-style-type: none"> 100% Engage in MOY Conversations Review a development goal for the year and/or establish a new one if needed 100% average a 2.5 Arc 3 REE Indicators 75% score at least a 3 on ARC 3 Indicator: 2.4 Differentiation and Personalization 80% score at least a 3 on ARC 3 Indicator: 3.5 	<p>Teacher Octomes</p> <ul style="list-style-type: none"> 100% average a 2.5 Arc 4 REE Indicators 80% score at least a 3 on ARC 4 Indicator: 4.4 Intentional Feedback Engage in O3s Engage in practice clinics as needed Engage in PD 	<p>Teacher Octomes</p> <ul style="list-style-type: none"> 100% Engage in EOY Conversations Review a development goal for the year. 80% of staff will score a 3 or higher on the following REE Indicators listed above Engage in O3s Engage in practice clinics as needed Engage in PD 80% of staff will respond favorably to the

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	<ul style="list-style-type: none"> hand at the end of week 3 50% average a 2.5 A+ FD REE Indicators at end of week 3 100% score at least 3 with exemplar in hand at the end of week 4 75% average a 2.5 A+ FD REE Indicators at end of week 4 Engage in O3s Engage in practice clinics as needed Engage in PD 		<ul style="list-style-type: none"> respond favorably to the TNTP Survey questions listed above 	<p>Conceptual Understanding</p> <ul style="list-style-type: none"> Engage in O3s Engage in practice clinics as needed Engage in PD 		<p>TNTP Survey questions listed above</p> <ul style="list-style-type: none"> 80% of staff retained 80% of targeted employee groups agree to key Q12 questions
<p>LT Outcomes</p> <ul style="list-style-type: none"> 100% of Leaders Grow in their leadership practices quarterly by <ul style="list-style-type: none"> Engage in Melody Checks Facilitate Practice Clinics at least twice a week Facilitate weekly O3s (WDM/LIP/OF) Hold O3s sacred Calendar out week (LT Playbook) Engage in Bi-weekly Check-ins with New Teachers Engage in Bi-weekly check-ins with new to 3D but not new to teaching teachers. Obs A/I RTC Progress Monitor student data (APM and A/I Data Review) By the end of BOY PD, 100% of staff can name the vision and priorities for 3D. <ul style="list-style-type: none"> Quarterly, at least 80% of staff can name the vision and priorities for 3D. 25% of staff is acknowledged for their accomplishments daily via groupme/text/note and weekly via staff notes weekly. 100% of LT Plan and Engage in BOY, MOY, and EOY Conversations 100% of APIs advance 1 space on the AP Roadmap 						
<p>Current State</p>	<ul style="list-style-type: none"> Current average on REE indicators is between 2 and 2.5 for the school. LT is composed of 2 Novice Leaders, 3 new to 3D members, and 1 new to LT. TNTP data decreased from fall 22 to spring 23. 					

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Root Causes	<ol style="list-style-type: none"> 1. We lost several staff members throughout the school year, including (1) AP. 2. Lack of support and training for foundational teacher skills (including but not limited to classroom management, professionalism). 3. Some teachers are not certified and did not have the certification training that would have supported them in that strong first teacher. 4. Regional Professional Learning not differentiated based on skill level and often not effective in the virtual meetings 5. Workload can be challenging for some teachers and staff. 6. Budget shifts resulted in position elimination for several staff members, which resulted in job security fears with staff members. 7. There wasn't new staff on-boarding outside of the BOY PD. 8. LT members were often pulled away to handle discipline issues, which resulted in some O3s being cut short or not happening at all. 9. The majority of PD opportunities were compliance or KTX required PD. We did not have time to focus on campus priorities outside of CTT.
Key Strategies	<ol style="list-style-type: none"> 1. All New teachers and New to 3D teachers will take part of the 3D new teacher cohort. <ol style="list-style-type: none"> a. Campus based PDs and practice clinics will be differentiated based on the staff strengths/needs. b. New staff members will engage in bi-weekly check-ins with the coach and the DOC and/or SL. 2. Every staff member will create a target professional development goal. 3. APs will focus on instruction and talent development. DOC will focus on student behavior. <ol style="list-style-type: none"> a. LT will plan and execute weekly practice clinics throughout the year to address growth opportunities for teammates. b. Quarterly, the LT will map out the campus wide PD Plan that is aligned to our campus needs and priorities. c. Teacher O3s will be protected. d. Engage in the 5 dysfunctions of a team PD. 4. Maintain Semesterly staff outings to continue to build the team relationships.
Budgetary Support	Budgetary Reflection
	<ul style="list-style-type: none"> ● PD Snacks ● Food for staff PDs (~\$4,000) ● Semesterly Staff Outings (~\$4,000) ● DOC Position (~\$70,000) ● Budget for PD outside of KTX (~\$3,000)

Priority 3: Growing Talent - Strategic Plan					
Key Actions	Description (criteria for success)	Owner	Relevant Metrics	Funding Allocation	Timeline/Cadence
Stakeholder group: Big KIPPsters (leaders)					
Leadership Retreat	Off campus gatherings/meetings that combine work and build connections while setting the vision for the school among the leadership team.	SL		~\$4,000	July 2023
Clear Roles & Responsibilities	Includes roles, responsibilities, meeting times, and deliverables for every member of the team.	SL	Roles and responsibilities spreadsheet, Weekly	N/A	BOY stamping expectations

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			meeting agenda with deliverables, 100% of leaders share calendars with blocked times for WDMs, Obs, APM, and work time.		Yearly checkpoints (BOY, MOY, EOY)
Melody Checks A+ First Days	ILT will observe classes to provide real time coaching and identify gaps/trends across campus.	ILT	10/25/50/75 average a 2.5 A+ FD REE Indicators at end of week 1/2/3/4 40/60/80/100 score at least 3 with exemplar in hand at the end of week 1/2/3/4	N/A	Twice A Day
Melody Checks After A+ First Days	ILT will observe classes to provide real time coaching and identify gaps/trends across campus.	ILT	MC Tracker Completion Teachers average a 2.5 on each of the Arc REE Indicators 80% of Teachers score a 3 on our priority arc indicators	N/A	Twice A Week
SLT Culture	LT will engage in the 5 Dysfunctions of a Team PD	SL	LTM will Be comfortable being vulnerable or truthful with each other Work together to create team norms Engage in healthy debate Can disagree, then commit to a collective resolution Operates with a collective sense of	N/A	Trust - July 2023 Conflict - July 2023 Commitment - Sept 2023 Accountability - Oct 2023 Results - Nov 2023

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			<p>buy-in, because they're on board with the stated/created team goals and broader mission</p> <p>Hold each other accountable for a task/goal,</p> <p>Constantly measuring, comparing, and re-evaluating the ways results compare with goals.</p>		
Staff Recognition and Incentives	<p>Recognize teachers wins daily in groupme/via text, weekly staff notes, and monthly families newsletter.</p> <p>Incentive programs for teacher attendance and performance including but not limited to teacher of the month and planning days</p>	LT	Performance report in SMG, Staff survey	\$2500	<p>Daily in GroupMe/Text</p> <p>Weekly in staff notes</p> <p>Monthly staff incentives</p>
Data Analysis	APM is used to review student mastery, student work, and effectiveness of interventions. Data is used to determine the need for practice clinics and additional interventions.	ILT	APM Agenda/Tracker IE Tracker Data Tracker A/I Data	N/A	Weekly
COM	COM is used to review the culture of the school and any operational/logistical items that are occurring.	DOC & APO	COM Agenda		Weekly
70/20/10 Plans	Creation and Upkeep of LT Development Plans	LT	Varies by leader	N/A	Created in August but updated weekly during O3s
LT Playbooks	LT will create weekly Playbooks to align and focus their weeks on the most important things that align to school priorities	LT	100% of leaders share calendars with blocked times for WDMs, Obs, APM, and work time.	N/A	<p>BOY stamping expectations</p> <p>Weekly progress monitoring</p>

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Supporting Exceptional learners	All special education teachers and paras are developed and supported with content accommodations and compliance measures.	SPED DC, APIs	IEPs, Student work analysis, D3 protocol documentation	N/A	Weekly data meetings Weekly SPED meetings/O3s Annual ARDs
Stakeholder group: Big KIPPsters (staff, teachers, tutors, etc.)					
Clear Expectations for Staff	Teachers know what their performance goals are and the professional expectations for 3D.	SL, APsI	3D Staff Handbook BOY meetings	N/A	Weekly O3 Yearly checkpoints (BOY, MOY, EOY)
Professional Development	LT will provide teachers with differentiated PD based on their needs. Teachers can also attend PD that is not provided by KTX that is aligned to their needs.	Teachers, APIs	PD agenda Sign in sheets PD materials	~\$3,000	Varies based on PD schedules and teacher needs
Clear Track to Leader Development	Allowing teachers and shared leaders (GLCs) to lead campus wide PDs either during CTT, Campus PD, or EDD. Providing teachers with the opportunity to co-observe each other and provide instructional coaching feedback to each other Allowing teachers to lead grade level culture by being GLCs	Teachers, APIs	PD agenda and materials Sign in sheets	N/A	Varies based on PD schedules
Written Minute Plans	All staff has clear protocols for transitions, meetings, events, etc.	APO	Minute by minutes protocols	N/A	BOY PD
Lesson Plan Feedback + RTC	APIs review lesson plans and provide feedback aligned to campus instructional priorities and the STAAR bar of rigor. During observation, coaches provide real time coaching.	Teachers, APIs, SL	90% on time LP submission SMG ratings based on REE (particular 2.1, 2.4, 3.1, 3.5)	N/A	LP feedback Weekly on Fridays RTC Weekly during Obs
Content Team Time	Teachers use CTT to plan for daily instruction, analyze data, and conduct gradebook audits.	APIs, Teachers	Evidence of LP internalization CTT agendas	N/A	Twice weekly.
New Teacher Cohort	New teachers attend bi-weekly PD focusing on	Winters, Teachers	Meeting agenda,	N/A	Twice a Month

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	classroom culture, organization, and learning partnerships.		Documentation of monthly SL check in SMG ratings		
Staff Notes Notes	Staff Notes are sent every Thursday evening outlining upcoming events, spotlighting data, and recognizing teacher progress	SL	Notes sent weekly 75% of staff read notes by EOD Friday 100% of staff read notes by EOD Monday	N/A	Weekly
Staff Culture Planning	Increase staff engagement and satisfaction through grade level competitions. Competitions centered on attendance, student retention, updated grades, and student attendance . Staff off campus outings to build team relationships outside of the work place.	SL, APs	Staff engagement survey	\$2500	Monthly Outings - Quarterly

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Title I Components

SY24 Campus Improvement Plan Information	
SY23 Accountability Rating	<i>Fill this in once Final Accountability Ratings are released in September</i>
CIP and Title I Program Availability	CIP was available to staff on campus and housed on our district Google Drive. The CIP will be posted on the KIPP Texas website and a printed copy will be made available in the front office. All staff members will have a printed copy in their everything binder.
CIP Committee Meeting	Date/Time: Location: KIPP 3D Cafeteria
Meeting to Share CIP w/ Parents/Families	Date/Time: Location: North Campus Gym
Comprehensive Needs Assessment	The Needs Assessment is contained in each school's SY23 EOY Reflection on annual goals
Instruction by HQ Teachers	KIPP Texas, through its recruiting and HR department, continues to push toward 100% of teachers being highly qualified
High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> • Campus-based professional development • Periodic staff development days provide targeted learning for teachers and leaders across the region • Equity and data days and regional professional development days allow for development of teachers' skills in using data to drive instruction
Attracting HQ Teachers to High-Needs Schools	<ul style="list-style-type: none"> • All KIPP Texas campus are considered high-needs • All recruitment is targeted at attracting highly qualified teachers
Parent Involvement	<ul style="list-style-type: none"> • Schools hold multiple events for parents; see Parent Family Engagement Plan
Transitions from PK, Primary, Middle, and High School to Next Level	<ul style="list-style-type: none"> • Schools have students visit with their feeder campuses and work to support smooth transitions • KIPP Forward works with students throughout high school and during freshman year of college to support stronger outcomes
Including Teachers in Decisions about Academic Assessments	<ul style="list-style-type: none"> • Academic Progress Monitoring, Weekly Data Meetings, Equity and Data Days, O3 Meetings, and Content Team Meetings each provide a forum for teacher collaboration on academic assessments
Effective and Timely Assistance	<ul style="list-style-type: none"> • All schools have organized, scheduled interventions for students who experience academic difficulties, and several data systems to assist with early identification of struggling students
Coordination and Integration of Federal, State, Local Services	<ul style="list-style-type: none"> • Services and programs used are referred to in the Needs Assessment above

SY24 Campus Improvement Committee Roster	
Role	Name
Campus Based Non-Teaching Professional	Shelia McDaniels
Campus Based Auxiliary/Para	Balexous Lathom
District Personnel (SLM)	Crystal Batiste
Teacher 1	Taryn Baker
Teacher 2	Darian Johnson
Teacher 3	Kenya Sykes
Teacher 4	Teddy Bloodsaw
Parent 1	Deanna Robinson
Parent 2	Leida Espinoza
Parent 3	Elvira Marquez
Parent 4	Ana Pond

Title I Digital Binder Submission Schedule

SY24 Title I Digital Binder Information		
Component	Documentation Requirements	Submission Timeline
SY24 Title I Digital Binder	Google Drive Link SY24 Title I Documentation Guidance	Upload by May 31, 2024
SY23 Title I Digital Binder	Google Drive Link	(for reference)
Parent-Family Engagement	SY24 Parent Family Engagement Policy (template)	Upload by October 31, 2023
	SY24 Commitment to Excellence Form or SY24 Parent-School Compact (template)	
Comprehensive Needs Assessment	SY23 EOY Reflection	Upload by June 30, 2023
Campus Improvement Plan	SY24 Campus Improvement Plan (this document)	Upload by September 30, 2023 (including Title I Components)
Professional Development	SY24 Campus Professional Development Schedule or 3x PD agendas, with corresponding sign-in sheets	Upload by December 22, 2023
Facilitate Effective Transitions for Students	Evidence of helping students transition to/from your campus. Examples: PS: PD for Pre-K and/or Kinder teachers, Open House or Meet the Teacher event MS: Visits for NTK students and 5th graders, or 8th grade visits to high schools HS: AB/IB course schedule K-12: Any of the above examples will satisfy this requirement	Upload by May 31, 2024

Appendices

Appendix A: Key Links

- [SY24 Strategic / Campus Improvement Plan Guidance](#)
- **KTX Reference Links**
 - [SY24 Arc of the Year](#)
 - [SY24 Assessment Strategy](#)
 - [SY23 Strategic Plans](#)
 - SY23 EOY Reflections
 - [AUS](#)
 - [DFW](#)
 - [HOU](#)
 - [SAN](#)
- [KAT Dashboards](#)
- **Title I Documentation Links**
 - [SY24 Title I Guidance](#)
 - [SY24 Title I Digital Binders](#)
 - [SY23 Title I Guidance](#)
 - [SY23 Title I Digital Binders](#)