

Campus Improvement Plan

2023-2024



Woodlawn Academy

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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** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the SAISD Standard for Social Emotional

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
<p>Meeting #1 - 29 March, 2023</p>	<p>Campus Needs Assessment-discuss creating a focused plan. As members of the CLT we need to reflect and look at the current needs of the campus. We will create problem statements that we see as needs on our campus, determine the root causes of these problems, and create a plan of action to address these problems. DLG went through the two-step process. Data- The demographics take all factors of students and faculty. We need to change the perceptions (insight surveys) of the students, parents, and teachers. Creating root cause statements-mirror (personal reflection) and window (outside factors). Focus on the problem statements- The CLT will create at least 3 and no more than 5 problem statements for each of the categories (Demographics, Perceptions, Student Learning, School Processes and Procedures). The CLT looked at a list of questions to consider for each category (6 min). A roster was created to pick a category that the individual would like to focus on to create those problem statements.</p> <p><u>Questions/Concerns/Share Out from the CLT</u></p>
<p>Meeting #2 - 18 March, 2023</p>	<p>SUMMATIVE EVALUATION: 2022-23 CNA Review and submission:</p>

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

Assessment of Goals: The CIP summative evaluation from the previous year are used to assess the progress made toward achieving the goals set in the previous year's plan. It helped to identify areas where goals were met or exceeded and areas where there may have been shortcomings. A Summative review was not conducted for the 2021-21 school year.

Data Analysis: The evaluation involves analyzing relevant data, such as performance metrics, feedback from stakeholders, and other indicators of success. This data analysis helps identify trends, patterns, strengths, and weaknesses in the implementation of the plan.

Identifying Success Factors: By examining the CIP evaluation, you can determine the factors that contributed to success in achieving goals. These success factors may include effective strategies, initiatives, resource allocation, collaboration, or any other elements that had a positive impact on outcomes.

Identifying Challenges and Barriers: The evaluation also highlights challenges and barriers that hindered the progress or prevented the achievement of desired outcomes. These challenges can be related to resource constraints, lack of stakeholder engagement, unforeseen circumstances, or other factors that need to be addressed to improve future performance.

Feedback and Reflection: Feedback from stakeholders, including teachers, administrators, students, and parents, is an important component of the evaluation process. The evaluation helps collect this feedback, enabling a comprehensive understanding of the strengths and weaknesses of the previous year's plan. Reflection on this feedback helps identify areas for improvement and potential adjustments for the current year.

Decision-Making and Action Planning: Based on the findings of the CIP summative evaluation, decisions can be made regarding adjustments to the current year's plan. This may involve revising goals, refining strategies, reallocating resources, providing professional development opportunities, or implementing new initiatives. The evaluation provides valuable insights to inform these decisions and ensure that the subsequent plan is more effective.

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	
Special Populations	October Subset STAAR Passing Emerging Bilingual	PS DE-1	Emergent bilingual students in the 7th-8th grade level have scored 36.6% in mathematics and 46.2% passing rate in reading, indicating a significant academic performance gap in these subject areas.
		RC DE-1	There is not a systemic approach to planning, implementing or monitoring/adjusting language rich instruction for all studen
Special Populations	October Subset STAAR Passing Eco Dis.	PS DE-2	Economically Disadvantaged students have scored as follows across various grade levels and subjects: 37% in 5th-6th grade Science 39% in 8th grade Science 46% in 3rd-4th grade Math 48% in 6th-7th grade Reading and Math 48% in 7th-8th grade Math. These scores indicate areas of academic concern for this demographic.
		RC DE-2	Misaligned mathematics instruction, limited intervention, and long-term vacancies contributed to reduced performance.
Attendance	TAPR Report	PS DE-3	18% of students all students and, 54.5% of African American students demonstrated chronic absenteeism
		RC DE-3	The campus has not developed campus wide systems, incorporated systems, approved methodologies and processes to address chronic absenteeism.
Special Populations	October Subset STAAR Passing Special Education	PS DE-4	Special Education students have scored as follows across various grade levels and subjects: 18% in 5th grade Math 22% in 7th grade Reading - 22% in 7th grade Math 14% in 8th grade Reading - 0% in 8th grade Math.
		RC DE-4	There is inconsistency in planning and monitoring for alignment, resources, and scaffolding for individual students needs caused by a lack of a deep understanding of grade level content standards.
Data Determinations	Data from our campus reveals significant academic disparities among various student groups, necessitating a closer examination of the underlying causes and strategizing targeted interventions. The data highlights the need for systemic changes in instructional approaches and resource allocation to address the diverse needs of our student demographics. Implementing language-rich instruction, aligning teaching methodologies, addressing staffing issues, reducing absenteeism, and enhancing understanding and implementation of grade-level standards are critical steps to bridging these academic gaps and fostering an inclusive and effective learning environment.		

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	October Subset STAAR Passing Math MAP Data, Learning Walk Data,	PS SL-1	As a campus, 4% students were achieving at a masters level last school year (22-23) compared to 9% during the 21-22 school year in mathematics.
		RC SL-1	A lack of differentiation and student data monitoring did not foster addressing individual student learning needs with on-time instruction to meet and/or master grade-level standards.
Grade Level readiness	October Subset STAAR Passing English Learning Walk Data,	PS SL-2	As a campus, 64% of students were achieving at an approaches level compared to 68% in the 21-22 school year in reading.
		RC SL-2	Data collection and analysis systems are not present to consistently review student levels of mastery of TEKS. Data-driven targeted lesson plans, professional development, resources, and materials/supplies aligned with state standards are not present for all grade levels and content areas.
Grade Level readiness	October Subset STAAR Passing Science Learning Walk Data,	PS SL-3	As a campus, 40% of students are achieving at approaches in comparison to the 41% the previous 21-22 school year in science.
		RC SL-3	Data collection and analysis systems are not present to consistently review student levels of mastery of TEKS. Data-driven targeted lesson plans, professional development, resources, and materials/supplies aligned with state standards are not present for all grade levels and content areas.
Grade Level Readiness	October Subset STAAR Passing Social Studies Learning Walk Data,	PS SL-4	As a campus, 38% of students are achieving at a meets in comparison to 45% in the (EOC U.S History Assessment) during the 21-22 school year.
		RC SL-4	Data collection and analysis systems are not present to consistently review student levels of mastery of TEKS. Data-driven targeted lesson plans, professional development, resources, and materials/supplies aligned with state standards are not present for all grade levels and content areas.
Data Determinations	Woodlawn Academy faces significant challenges in addressing the individual learning needs of students across multiple subjects. The data indicates a critical need for enhanced data collection and analysis systems, alongside the implementation of data-driven instructional strategies and resources tailored to meet the diverse needs of our student population. Addressing these root causes is imperative to improve our educational outcomes and ensure that all students have the opportunity to achieve academic success.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
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Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
IB Results	IB campus walkthrough data, performance on IB summative assessments, IB evaluation data and Feedback/Matters to be addressed.	PS PP-1	IB implementation Concern: Consistent and regular Collaboration time between Specialists, Gen Ed., and content areas did not occur in person and only during scheduled professional development time.
		RC PP-1	Scheduling does not allow for school day collaborations with specials availability necessitating before/after school and weekend planning sessions.
IB Results	IB campus walkthrough data, performance on IB summative assessments, IB evaluation data and Feedback/Matters to be addressed.	PS PP-2	Unit Planners and Assessments in the IB unit were not consistent, aligned, or complete across subject and grade levels.
		RC PP-2	Teacher Capacity and training were limited requiring additional professional development and planning sessions, lack of a coherent and unified system to codify and track IB Unit planners.
IB Results	IB campus walkthrough data, performance on IB summative assessments, IB evaluation data and Feedback/Matters to be addressed.	PS PP-3	Specialized content teachers lack refinement in practice and instructional delivery.
		RC PP-3	The lack of the professional development opportunities for specialized content to include fine arts staff are not widely available locally.
Data Determinations	The evaluation of our processes and programs reveals significant areas of concern in the implementation of the International Baccalaureate (IB) program and specialized content instruction. These issues primarily stem from inadequate scheduling, inconsistent unit planning, and limited professional development opportunities. The data underscores the need for a strategic overhaul in several key areas. This includes restructuring the school schedule to facilitate more effective collaboration, enhancing teacher training and professional development opportunities, and establishing a more coherent system for IB unit planning and assessment. Addressing these root causes is essential to improve the overall effectiveness of our instructional programs and processes, thereby enhancing the academic outcomes for our students.		

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	Family Night Sign-in sheets, Parent Academy PD Agendas & Sign-ins, Parent Surveys	PS PE-1	There is a gap between the number of families participating in IB Nights and Curriculum nights meetings and the number of families enrolled on campus. On average, ~4% of families participate in monthly Principal Coffees, and <45% of families participate in monthly IB/Curriculum/Academic Nights/Events.
		RC PE-1	There is not a systematic approach for ALL staff to involve families, and the community in school-wide events.
Student Engagement	Yearly, Weekly, Daily Attendance Rate by Grade Level, Historic attendance, Classroom Attendance Rates, Family Meeting Agendas	PS PE-2	There is a gap between the number of enrolled students and the number of students who attend school daily. The average daily attendance was 12% in the 21-22 school year and 9% in 22-23 below the daily enrollment Despite growth there is still a 5 point gap to return to pre-pandemic attendance rates.
		RC PE-2	There is not a systematic approach in place for all staff members to coordinate efforts ensuring 100% of students attend & engage in school daily.
		PS PE-3	
		RC PE-3	
Data Determinations	The perception data from our campus reveals critical gaps in family and community engagement, as well as student attendance, highlighting systemic issues in our approaches to these key areas. The data underscores the urgent need for a strategic overhaul in our approaches to family and community engagement and student attendance. Implementing comprehensive, school-wide systems to actively involve families in school events and to ensure consistent student attendance is imperative. By addressing these root causes, we can foster a more inclusive, engaging, and supportive educational environment for our students and their families, which is essential for their academic success and overall well-being.		

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	<p>PO 1. By the end of the year, Emergent bilingual students in the 7th-8th grade will score 40% in mathematics and 50% approaches in reading, indicating a significant academic performance gap in these subject areas.</p> <p>RC DE-1 There is not a systemic approach to planning, implementing or monitoring/adjusting language rich instruction for all students</p>	<p>Strategy 1: DE-1 Bilingual Students: The Bilingual team will meet vertically once per month to discuss and plan school-wide strategies. The 7th-8th grade bilingual students will be monitored by the admin team using Campus snapshot and comprehensive walkthrough data.</p>	Administrators, Counselor, Instructional Coaches, IB Coordinators	
		<p>Quarterly KPIs</p>	By the end of the 1st quarter, EB students will be at 20% approaches in math and 30% in reading.		
DE-2	1	<p>PO 2. By the end of the year, Economically Disadvantaged students will score as follows across grade levels and subjects:</p> <p>41% in 5th-6th grade Science 43% in 8th grade Science 50% in 3rd-4th grade Math 52% in 6th-7th grade Reading and Math 52% in 7th-8th grade Math.</p> <p>RC DE-2 Misaligned mathematics instruction, limited intervention, and long-term vacancies contributed to reduced performance.</p>	<p>Strategy 1: DE-2 Eco Dis: A system for interventions will be put in place school-wide. Each student will receive 45 minutes of uninterrupted Math and Reading Interventions per week. Kinder through 5th grade will use digital and conventional interventions in Reading and Math. 6th grade through 8th grade will use digital and conventional interventions in Reading and in Math.</p>	Administrators, Counselor, Instructional Coaches, IB Coordinators	Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$20,000
		<p>Quarterly KPIs</p>	By the end of the 1st quarter, Economically Disadvantaged students will score as follows across grade levels and subjects: 21% in 5th-6th grade Science, 23% in 8th grade Science, 30% in 3rd-4th grade Math, 32% in 6th-7th grade Reading and Math 32% in 7th-8th grade Math.		

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-3		<p>PO 3. By the end of the year the campus will show a reduction of 9% of students All students and, 26% of African American students demonstrating chronic absenteeism</p> <p>RC DE-3 The campus has not developed campus wide systems, incorporated systems, approved methodologies and processes to address chronic absenteeism.</p>	<p>Strategy 1: DE-3 Attendance: Students with Chronic Absenteeism will be identified by the Data Clerk. A card with student information will be developed. The Attendance card will be sent to the office by 8:30. The office staff will call students who are chronically absent each time he/she is absent. The card will be used to document the phone calls and conversations with parent/guardian regarding absences.</p>		
		<p>Quarterly KPIs</p>	<p>By the end of the 1st quarter, the campus will show a reduction of 4% of students All students and, 12% of African American students demonstrating chronic absenteeism</p>		
DE-4		<p>PO 4. By the end of the year, Special Education students will have scored as follows across various grade levels and subjects: 18% in 5th grade Math 22% in 7th grade Reading 22% in 7th grade Math 14% in 8th grade Reading 0% in 8th grade Math.</p> <p>RC DE-4 There is inconsistency in planning and monitoring for alignment, resources, and scaffolding for individual students needs caused by a lack of a deep understanding of grade level content standards.</p>	<p>Strategy 1: DE-4 Special Education- Identify all Sp Ed students who are taking STAAR and STAAR-ALT. The students will be closely monitored by Gen Ed and Special Education monitoring teachers, and the instructional leadership team using student data trackers and campus data reports.</p>		
		<p>Quarterly KPIs</p>	<p>By the end of the 1st quarter, Special Education students have scored as follows across various grade levels and subjects: 9% in 5th grade Math, 11% in 7th grade Reading, 11% in 7th grade Math, 7% in 8th grade Reading, 5% in 8th grade Math.</p>		

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		<p>PO 1: Increase the Masters level mathematics performance from 4% to 12% by May 2024</p> <p>RC SL-1 A lack of differentiation and student data monitoring did not foster addressing individual student learning needs with on-time instruction to meet and/or master grade-level standards.</p>	<p>Strategy 1: Purchase approved SAISD researched based reading and math programs TEKS based learning & teacher planning, Professional Development</p> <p>Strategy 2: Teachers will have opportunities to provide tutorials and/or Saturday school to meet or increase student MAP(Tx Kea) RIT levels in math and reading.</p> <p>Strategy 3: The campus will purchase district approved resources in the area of mathematics. Classroom supplies and materials will be purchased as appropriate. After school and weekend tutoring will be offered before/after school and on Saturdays to all students. Teacher professional development will be delivered to teachers with an IB instructional focus. Instructional field trips across the grade levels will be offered to support the instruction in the classroom.</p>	H.O.S, APs, ICs, IB Coordinator, Kindergarten Teachers	ESSER 282-INSTRUCTIONAL RESOURCES \$12008.30
		Quarterly KPIs	<p>Assessments Formative and Summative, Student Data Analysis, Unit Reflection and PLC Planning Formal & Informal assessment (MAP-BOY Math & Reading data), Teacher Data Analysis, IB Planning and Reflections, PLC planning At 4% 1st Quarter, 6% 2nd Quarter, 10% 3rd Quarter, 12% 4th Quarter</p>		
SL-2		<p>PO 2: To maintain the Algebra EOC STAAR passing rate at 96% by May 2024.</p> <p>RC SL-1 A lack of differentiation and student data monitoring did not foster addressing individual student learning needs with on-time instruction to meet and/or master grade-level standards.</p>	<p>Strategy 1: Incorporate print and digital resources to support student knowledge and understanding of Algebra I.</p> <p>Strategy : The campus will purchase district approved resources in the area of mathematics. Classroom supplies and materials will be purchased as appropriate. After school and weekend tutoring will be offered before/after school and on Saturdays to all students. Teacher professional development will be delivered to teachers with an IB instructional focus. Instructional field trips across the grade levels will be offered to support the instruction in the classroom.</p>	H.O.S, APs, ICs, IB Coordinators, Math Department Chair and 8th grade Algebra teacher	211/ supplies and materials/ 1500.00 211/ supplemental pay/ 3,000.00
		Quarterly KPIs	<p>At 50% 1st Quarter, 70% 2nd Quarter, 85% 3rd Quarter, 96% 4th Quarter</p>		

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
S-L 2		<p>PO 3: By May 2024 Increase the percent of students at approaches to 68% in Math and Reading.</p> <p>RC SL-2 Data collection and analysis systems are not present to consistently review student levels of mastery of TEKS. Data-driven targeted lesson plans, professional development, resources, and materials/supplies aligned with state standards are not present for all grade levels and content areas.</p>	<p>Strategy 1: Purchase approved SAISD researched based reading and math programs TEKS based learning & teacher planning, Professional Development</p> <p>Strategy 2: Teachers will have opportunities to provide tutorials and/or Saturday school to meet or increase student MAP(Tx Kea) RIT levels in reading.</p> <p>Strategy 3: The campus will purchase district approved resources in the area of Reading. Classroom supplies and materials will be purchased as appropriate. After school and weekend tutoring will be offered before/after school and on Saturdays to all students. Teacher professional development will be delivered to teachers with an IB instructional focus. Instructional field trips across the grade levels will be offered to support the instruction in the classroom.</p>	H.O.S, APs, ICs, IB Coordinators, Grade level ACTs, grade level teachers	Field trips, technology applications, reading and math programs - 164 - State Compensatory Education (SCE) - \$13,000 Title-1 (211) (\$1,000.00)
		Quarterly KPIs	By the end of the first quarter students will be at 50% approaches in Math and Reading		
SL-3		<p>PO 4: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard) in Science by 20% by May of 2024</p> <p>RC SL-4 Data collection and analysis systems are not present to consistently review student levels of mastery of TEKS. Data-driven targeted lesson plans, professional development, resources, and materials/supplies aligned with state standards are not present for all grade levels and content areas.</p>	<p>Strategy 1: Deliver high quality Science instruction using curriculum, digital and physical materials, and by funding experiential exercises such as field trips and guest speakers that support hands on experiential learning through lab exploration.</p> <p>Strategy 2: The campus will purchase district approved resources in the area of Science. Classroom supplies and materials will be purchased as appropriate. Science tutoring will be offered before/after school and on Saturdays to all students. Teacher professional development will be delivered to teachers with an IB instructional focus. Instructional field trips across the grade levels will be offered to support the instruction in the classroom.</p>	H.O.S, APs, ICs, IB Coordinators, Grade level ACTs, grade level teachers	Field trips, technology applications, reading and math programs - 164 - State Compensatory Education (SCE) - \$13,000 Title-1 (211) (\$1,000.00)
		Quarterly KPIs	By the end of the first quarter students will be at 10% meets in science		

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-4	6	<p>PO 5: To increase the U.S. History EOC STAAR passing rate to 89% by May 2024.</p> <p>RC SL-3 Data collection and analysis systems are not present to consistently review student levels of mastery of TEKS. Data-driven targeted lesson plans, professional development, resources, and materials/supplies aligned with state standards are not present for all grade levels and content areas.</p>	<p>Strategy 1: Incorporate print and digital resources to support student knowledge and understanding of U.S. History.</p> <p>Strategy : The campus will purchase district approved resources in the area of Social Studies. Classroom supplies and materials will be purchased as appropriate. Social Studies tutoring will be offered before/after school and on Saturdays to all students. Teacher professional development will be delivered to teachers with an IB instructional focus. Instructional field trips across the grade levels will be offered to support the instruction in the classroom.</p>	H.O.S, APs, ICs, IB Coordinators, Social Studies Department Chair and 8th grade US History teacher	
		<p>Quarterly KPIs</p>	By the end of quarter 1, US History students will score at 44% at grade level.		

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		PO 1: To increase the number of MYP teachers trained from 80% to 100% of individual subject groups by August 2024 RC PP-1 Scheduling does not allow for school day collaborations with specials availability necessitating before/after school and weekend planning sessions.	Strategy 1: The campus will follow the schedule of planning time for gen ed teachers and special ed teachers. MYP teachers will attend IB Category 2 training and align rigorous learning engagements to the IB framework.	H.O.S, APs, ICs, IB Coordinators, Grade level Teachers and MYP Teachers and Department Chairs	
		Quarterly KPIs	By the end of quarter 1, 85% of MYP teachers will integrate IB strategies.		
PP-2		PO 2: To increase the number of teachers trained in PYP from [80%] to [100%] of staff by August 2024 RC PP-2 Teacher Capacity and training were limited requiring additional professional development and planning sessions, lack of a coherent and unified system to codify and track IB Unit planners.	Strategy 1: Attend in-person, virtual, and/or IB PYP training to support teacher implementation of researched-based teaching practices in the IB programme Strategy 2: Support campus teachers with IB program driven staff.	: H.O.S, APs, ICs, IB Coordinators, Grade level Teachers and PYP ACTs	
		Quarterly KPIs	By the end of quarter 1, 85% of MYP teachers will integrate IB strategies.		
PP-3		PO3: IB teachers will demonstrate higher levels of IB knowledge and integration of IB principals as evidenced by 20% in IB snapshot results. RC PP-3 The lack of the professional development opportunities for specialized content to include fine arts staff are not widely available locally.	Strategy 1: MYP teachers will attend district offered sessions within their content area. The new MYP teachers will attend IB training offered in their content area and in compliance with IB.	H.O.S, APs, ICs, IB Coordinators, Grade level Teachers and MYP Teachers and Department Chairs	
		Quarterly KPIs	By the end of quarter 1, 85% of MYP teachers will integrate IB strategies.		

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		<p>PO 1: Increase participation in monthly Principal Coffees to >10%, and >45% of families participating in IB/Curriculum/Academic Nights/Events by May 2024 RC PE-1 There is not a systematic approach for ALL staff to involve families, and the community in school-wide events.</p>	<p>Strategy 1: Staff will utilize campus created communication protocols to increase family engagement and communication.</p>	H.O.S, APs, ICs, IB Coordinators, Grade level Teachers and MYP Teachers and Department Chairs	
		<p>Quarterly KPIs</p>	By the end of the first quarter, participation in Principal’s Coffee will be at 7% and IB Night 30%.		
PE-2		<p>PO 2: Decrease the gap between the number of enrolled students and the number of students who attend school daily from 9% to 6% RC PE-2 There is not a systematic approach in place for all staff members to coordinate efforts ensuring 100% of students attend & engage in school daily.</p>	<p>Strategy 1: Staff members will work collaboratively using the school-wide protocol with families to increase student engagement through student daily attendance by calling/texting families daily, hosting family meetings, utilizing Toddle as a family communicator, and participating in events to re-engage specific families back into the school community.</p>	H.O.S, APs, ICs, IB Coordinators, Grade level Teachers and MYP Teachers and Department Chairs	
		<p>Quarterly KPIs</p>	By the end of the first quarter, the attendance gap will show a 2% reduction.		

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
SL-1	Performance Objective 2: To increase the number of students approaching in 3rd grade math from 73% to 78% & reading from 75% to 80% by May 2024	NP	We will increase the amount of coaching in classes, and initiate outside tutoring with University partners for mathematics.
SL-4	Performance Objective 3: To increase the U.S. History EOC STAAR passing rate to 93% by May 2024.	GP	We will continue to monitor to MOY CBAs.
SL-1	Performance Objective 4: To maintain the Algebra EOC STAAR passing rate at 96% by May 2024.	SP	Ms. Martinez will continue her pull-out extension tutoring for high masters potential students.
SL-3	Performance Objective 5: To maintain the passing rate of 100% in Spanish 1, Spanish 2, Spanish 3 and Spanish 4 by May 2024.	DI	Goal discontinued. Passing rate will continue to be monitored now that vacancy has been filled.
SL-3	Performance Objective 6: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard) in Science by 20% by May of 2024	GP	We will continue to monitor to MOY CBAs.
PP-1	Performance Objective 1: To increase the number of MYP teachers trained from 80% to 100% of individual subject groups by August 2024	NP	Training will occur during the summer months. Enrollment will begin once dates and locations for the trainings have been announced and finalized.
PP_2	Performance Objective 2: To increase the number of teachers trained in PYP from [80%] to [100%] of staff by August 2024	NP	Training will occur during the summer months. Enrollment will begin once dates and locations for the trainings have been announced and finalized.

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	PO 1. By the end of the year, Emergent bilingual students in the 7th-8th grade will score 40% in mathematics and 50% approaches in reading, indicating a significant academic performance gap in these subject areas.	NP	No additional information present. We will continue to monitor performance in classes, grades and results form the STAAR Interim.
DE-2	PO 2. By the end of the year, Economically Disadvantaged students will score as follows across grade levels and subjects: 41% in 5th-6th grade Science 43% in 8th grade Science 50% in 3rd-4th grade Math 52% in 6th-7th grade Reading and Math 52% in 7th-8th grade Math.	NP	No additional information present. We will continue to monitor performance in classes, grades and results form the STAAR Interim.
DE-3	PO 3. By the end of the year the campus will show a reduction of 9% of students All students and, 26% of African American students demonstrating chronic absenteeism	GP	The African American chronic attendance percentage has decreased overall 26% to 5%.
SL-1	PO 1: Increase the Masters level mathematics performance from 4% to 12% by May 2024	NP	No additional information present. We will continue to monitor performance in classes, grades and results form the STAAR Interim.
SL-2	PO 3: By May 2024 Increase the percent of students at approaches to 68% in Math and Reading.	NP	No additional information present. We will continue to monitor performance in classes, grades and results form the STAAR Interim.
PP-3	PO3: IB teachers will demonstrate higher levels of IB knowledge and integration of IB principals as evidenced by 20% in IB snapshot results.	NP	IB snapshots are not available for review. We will invite the district coordinator to conduct a walk with our ILT to gather data.
PE-2	PO 2: Decrease the gap between the number of enrolled students and the number of students who attend school daily from 9% to 6%	NP	Prior Year attendance is 91% current YTD is 93%

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

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the 1st quarter, EB students will be at 20% approaches in math and 30% in reading.	NP	
DE-2	By the end of the 1st quarter, Economically Disadvantaged students will score as follows across grade levels and subjects: 21% in 5th-6th grade Science, 23% in 8th grade Science, 30% in 3rd-4th grade Math, 32% in 6th-7th grade Reading and Math 32% in 7th-8th grade Math.	NP	
DE-3	By the end of the 1st quarter, the campus will show a reduction of 4% of students All students and, 12% of African American students demonstrating chronic absenteeism	GP	
DE-4	By the end of the 1st quarter, Special Education students have scored as follows across various grade levels and subjects: 9% in 5th grade Math, 11% in 7th grade Reading, 11% in 7th grade Math, 7% in 8th grade Reading, 5% in 8th grade Math.	NP	
SL-1	PO 1: Increase the Masters level mathematics performance from 4% to 12% by May 2024 Assessments Formative and Summative, Student Data Analysis, Unit Reflection and PLC Planning Formal & Informal assessment (MAP-BOY Math & Reading data), Teacher Data Analysis, IB Planning and Reflections, PLC planning At 4% 1st Quarter, 6% 2nd Quarter, 10% 3rd Quarter, 12% 4th Quarter	SP	
SL-2	By the end of the first quarter students will be at 50% approaches in Math and Reading. At 50% 1st Quarter, 70% 2nd Quarter, 85% 3rd Quarter, 96% 4th Quarter	NP	
SL-3	By the end of the first quarter students will be at 10% meets in science	NP	
SL-4	By the end of quarter 1, US History students will score at 44% at grade level.	NP	
PP-1	By the end of quarter 1, 85% of MYP teachers will integrate IB strategies.	SP	Based on Observations 65% of Teachers are integrating full complement of IB strategies.
PP-2	By the end of quarter 1, 85% of MYP teachers will integrate IB strategies.	SP	Based on Observations 65% of Teachers are integrating full complement of IB strategies.
PP-3	By the end of quarter 1, 85% of MYP teachers will integrate IB strategies.	SP	Based on Observations 65% of Teachers are integrating full complement of IB strategies.
PE-1	By the end of the first quarter, participation in Principal's Coffee will be at 7% and IB Night 30%.	GP	Principal's Coffee has maintained a 7% attendance rate and IB night increased to 40% attendance.
PE-2	By the end of the first quarter, the attendance gap will show a 2% reduction.	GP	Attendance Rate has increased form 91% 2023 to 93% current YTD

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 1st quarter, EB students will be at 20% approaches in math and 30% in reading.	NP	<ul style="list-style-type: none"> ● Ongoing data is needed to make better decisions ● Multiple data points: two week data, MAP, CBAs, Interim Assessments ● Meetings to discuss data and make adjustments
DE-2	By the end of the 1st quarter, Economically Disadvantaged students will score as follows across grade levels and subjects: 21% in 5th-6th grade Science, 23% in 8th grade Science, 30% in 3rd-4th grade Math, 32% in 6th-7th grade Reading and Math 32% in 7th-8th grade Math.	NP	<ul style="list-style-type: none"> ● Ongoing data is needed to make better decisions ● Multiple data points: two week data, MAP, CBAs, Interim Assessments ● Meetings to discuss data and make adjustments ● Vertical alignment meetings to discuss data
DE-3	By the end of the 1st quarter, the campus will show a reduction of 4% of students All students and, 12% of African American students demonstrating chronic absenteeism	SP	<ul style="list-style-type: none"> ● The cards were not utilized 2023-2024 school year. ● Calls and home visits were made to discuss chronic absenteeism with parents. ● Discuss the success of the cards used 2022-2023.
DE-4	By the end of the 1st quarter, Special Education students have scored as follows across various grade levels and subjects: 9% in 5th grade Math, 11% in 7th grade Reading, 11% in 7th grade Math, 7% in 8th grade Reading, 5% in 8th grade Math.	NP	<ul style="list-style-type: none"> ● Twice a month meetings with SPED to discuss student progress. ● PD on Branching Minds. ● Team Teaching with small groups.
SL-1	PO 1: Increase the Masters level mathematics performance from 4% to 12% by May 2024 Assessments Formative and Summative, Student Data Analysis, Unit Reflection and PLC Planning Formal & Informal assessment (MAP-BOY Math & Reading data), Teacher Data Analysis, IB Planning and Reflections, PLC planning At 4% 1st Quarter, 6% 2nd Quarter, 10% 3rd Quarter, 12% 4th Quarter	SP	According to the interim middle of the year data shows campus mathematics improvement to 11% on Mastery.
SL-2	By the end of the first quarter students will be at 50% approaches in Math and Reading. At 50% 1st Quarter, 70% 2nd Quarter, 85% 3rd Quarter, 96% 4th Quarter	NP	Students did not reach goals for all quarters, according to Spring Interim data.
SL-3	By the end of the first quarter students will be at 10% meets in science	NP	According to Spring Interim students were 8% meets in science; not meeting the goal of 10% in the first quarter.
SL-4	By the end of quarter 1, US History students will score at 44% at grade level.	NP	According to STAAR May 2024 Early Grade Reporting, 40% meets U.S. History Grade level
PP-1	By the end of quarter 1, 85% of MYP teachers will integrate IB strategies.		

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
PO 1. By the end of the year, Emergent bilingual students in the 7th-8th grade will score 40% in mathematics and 50% approaches in reading, indicating a significant academic performance gap in these subject areas.	NP	<ul style="list-style-type: none"> ● Ongoing data is needed to make better decisions ● Multiple data points: two week data, MAP, CBAs, Interim Assessments ● Meetings to discuss data and make adjustments
PO 2. By the end of the year, Economically Disadvantaged students will score as follows across grade levels and subjects: 41% in 5th-6th grade Science 43% in 8th grade Science 50% in 3rd-4th grade Math 52% in 6th-7th grade Reading and Math 52% in 7th-8th grade Math.	NP	<ul style="list-style-type: none"> ● Ongoing data is needed to make better decisions ● Multiple data points: two week data, MAP, CBAs, Interim Assessments ● Meetings to discuss data and make adjustments ● Vertical alignment meetings to discuss data
PO 3. By the end of the year the campus will show a reduction of 9% of students All students and, 26% of African American students demonstrating chronic absenteeism	SP	<ul style="list-style-type: none"> ● The cards were not utilized 2023-2024 school year. ● Calls and home visits were made to discuss chronic absenteeism with parents. ● Discuss the success of the cards used 2022-2023.
PO 4. By the end of the year, Special Education students will have scored as follows across various grade levels and subjects: 18% in 5th grade Math 22% in 7th grade Reading 22% in 7th grade Math 14% in 8th grade Reading 0% in 8th grade Math.	NP	<ul style="list-style-type: none"> ● Twice a month meetings with SPED to discuss student progress. ● PD on Branching Minds. ● Team Teaching with small groups.
PO 1: Increase the Masters level mathematics performance from 4% to 12% by May 2024	SP	According to the interim middle of the year data shows campus mathematics improvement to 11% on Mastery.
PO 2: To maintain the Algebra EOC STAAR passing rate at 96% by May 2024.	NP	According to the Early STAAR reporting for May 2024, we're currently at 85% and didn't show the growth.

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
PO 3: By May 2024 Increase the percent of students at approaches to 68% in Math and Reading.	NP	According to Spring Interim Data, less than 68% in Math and reading are at approaches.
PO 4: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard) in Science by 20% by May of 2024	NP	According to Spring Interim students were 8% meets in science; not meeting the goal of 20% in May
PO 5: To increase the U.S. History EOC STAAR passing rate to 89% by May 2024.	SP	According to the early STAAR reporting , passing rate was 86%.
PO 1: To increase the number of MYP teachers trained from 80% to 100% of individual subject groups by August 2024	MO	100% of MYP teachers/1 teacher per subject group.
PO 2: To increase the number of teachers trained in PYP from [80%] to [100%] of staff by August 2024	MP	96% of PYP teachers (22 out of 23) One teacher was hired mid year.
PO3: IB teachers will demonstrate higher levels of IB knowledge and integration of IB principals as evidenced by 20% in IB snapshot results.	LP	According to Woodlawn Academy "learning walk tool" , the data shows 35.3% of absolutely no evidence of integration of IB principles. Evidence shows 5-29% of IB principles of integration within 5 categories.
PO 1: Increase participation in monthly Principal Coffees to >10%, and >45% of families participating in IB/Curriculum/Academic Nights/Events by May 2024	NCT	Data % NOT CURRENTLY TRACKED (sign-in sheets available)
PO 2: Decrease the gap between the number of enrolled students and the number of students who attend school daily from 9% to 6%	SU	555 Currently Enrolled / 525 Attend Daily = 95% Overall **(30 students - Tiers 3 & 4 = 5%)**

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role		Name	Role
Kindergarten	Ms. Colorado		PYP IB Coordinator	Mrs. Femath
1st	Ms. DeDominicis		Instructional Coach	Ms. Uriegas
2nd	Ms. Contreras		Assistant Principal	Mrs. Salazar
3rd	Ms. Esparza		Assistant Principal	Mrs. Avila
4th	Ms. Miranda		Parent	Ms. Reyes
5th	Ms. Proscelle		Community Member	Ms Meyer
6th	Ms. Yzaguirre		Business Member	Vacant
7th	Ms. Silva		Student PYP	Trae Vela
8th	Ms. Martinez		Student MYP	Arrow Terwilliger
Special Education	Mr. Elliot		Head of School	Mr. De la Garza
Electives	Ms. Geer		Counselor	Ms. Grant
Fine Arts	Ms. Rogers			
Instructional Assistant	Ms. Diaz			

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
Woodlawn Academy	15907- 175
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Matt Weber
Principal	SAISD Board Approval Date
Luis De La Garza	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
9-21-2023	9-28-2023

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

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

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

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

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

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

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

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

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

