

# Campus Improvement Plan

## 2024 - 2025



## Sidney Lanier High School

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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**

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.

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.

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.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2024-2025 Board Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2024-2025 Campus Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_ in 2024, to \_\_\_ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.



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

**The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the**

**Comprehensive Needs Assessment Process**

CNA Meeting Dates	Meeting Topics and Actions
<b>Meeting #1</b>	<p><b>Structure:</b> The CAC was divided into four teams. Each team reviewed the 2023-2024 EOY Summative CIP Review to create problem statements for each multiple measure.</p> <p><b>Examined:</b>                      Demographics: Discipline Records                      Student Learning: STAAR/EOC Results, Industry Certification Data, and TSI Scores                      Process and Programs: Student Attendance Records                      Perceptions: Parental Involvement Data)</p> <p><b>Created:</b> Problem statements and root causes</p>
<b>Meeting #2</b>	<p><b>Structure:</b> Met with CAC and other stakeholders in small groups to create problem statements using different data sources and root causes for each multiple measure.</p> <p><b>Examined:</b>                      Demographics: Discipline Records and CCMR Data                      Student Learning: STAAR/EOC Results, CCMR Data, and TSI Scores                      Process and Programs: Student Attendance Records                      Perceptions: Teacher/Staff Surveys and Parental Involvement Data</p> <p><b>Created:</b> Problem statements and root causes</p>

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

Based on the summative evaluation of the 2023 - 2024 CIP -

English II achieved a 10% increase in grade-level performance and a 12-point overall rise. Although other subjects did not reach 10%, they still showed growth: Algebra I increased by 7%, Biology by 4%, English I by 2%, and U.S. History by 3%. We will build on these gains to further improve our scores.

Less than 2% of our students are passing both the ELAR and Math TSI assessments. We will evaluate current strategies and make necessary adjustments.

The average attendance rate for Quarters 1-4 was 82%. We will review feedback on our current system and make adjustments.

We have 141 industry certifications. While this is an increase from earlier in the year, it is still below last year's total of 190 certifications. We will evaluate current strategies and make necessary adjustments.

Family meeting attendance has averaged 83 this year, up from last year's 26—a growth of over 200%. We will work to maintain and further boost attendance.

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources**

**For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.**

**Comprehensive Needs Assessment Process**

**Demographics**

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	x	Teacher Attendance Records		CCMR Data	x		

**Student Learning**

STAAR/EOC Results	x	Local Benchmark Results		State Interim Results		MAP Data	
CIRCLE Data		CBA and Local Formative Results	x	PSAT/SAT/ACT/TCSI scores	x	IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
TELPAS Scores		Quarterly Averages		CCMR Data	x		

**Processes and Programs**

Observational Data		Sign-Ins / Minutes	x	Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	x	MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness	x	Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

**Perceptions**

Teacher/Staff Surveys	x	Parent/Student Surveys		Classroom Observations		Parental Involvement Data	x
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers		Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Comprehensive Needs Assessment - Demographics

**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	Problem Statements and Root Causes	
Student Attendance	<b>PS DE-1</b>	Last year, attendance declined 4% to 81%.
	<b>RC DE-1</b>	As a campus, we are inconsistent with the implementation of campus-wide program incorporating communication systems, approved methodologies, and processes that promote student attendance. (ESF 3.2)
Programs Student Outcomes	<b>PS DE-2</b>	In the first comprehensive year of tracking, Special Education students achieved a 75% CCMR rate, revealing barriers to address.
	<b>RC DE-2</b>	Campus lacks effective tracking system for CCMR among Special Education students, hindering targeted interventions and barrier identification.(ESF 1.3)
Choose One	<b>PS DE-3</b>	
	<b>RC DE-3</b>	
Choose One	<b>PS DE-4</b>	
	<b>RC DE-4</b>	

<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<p><b>Strengths</b></p> <p>We met our goal of a 10% decrease in disciplinary offenses. Disciplinary data showed a significant 19% decrease in offenses among 9th-grade students. This achievement reflects the effectiveness of our implemented behavioral interventions and support systems.</p> <p><b>Areas for Improvement</b></p> <p>We will not reach the 90% attendance goal. The average attendance rate for Quarters 1-4 was 81%. This indicates a need for additional strategies and interventions to improve student attendance and ensure higher engagement and participation across all grade levels.</p>
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**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	Problem Statements and Root Causes	
CCMR Certifications	<b>PS SL-1</b>	Currently, the school has achieved 141 certifications, a figure that falls short of last year's total of 190 certifications.
	<b>RC SL-1</b>	Staffing challenges with limited instructor availability and expertise, along with curriculum misalignment, are impacting the effectiveness and readiness for certification programs. (ESF 1.3)
CCMR Assessments	<b>PS SL-2</b>	The passing rates for the ELAR and Math TSI assessments remain critically low, with only 2.0% of students passing both in 2023, down from 2.2% in 2022, and continuing to show low performance this year.
	<b>RC SL-2</b>	The campus faces challenges with inadequate curriculum alignment, student support, teacher TSI preparation, and campus-wide teacher-level research-based interventions. (ESF 4.1)
Grade Level Readiness	<b>PS SL-3</b>	Despite English II achieving its 10% performance increase goal with a 12-point gain, other subjects—though not meeting the 10% target—demonstrated growth with Algebra I increasing by 7%, Biology by 4%, English I by 2%, and U.S. History by 3%, indicating a need to build on these gains for further improvement.
	<b>RC SL-3</b>	Inconsistencies in curriculum alignment with state standards and the level of rigor across subjects may result in uneven academic growth. (ESF 1.3)
Choose One	<b>PS SL-4</b>	
	<b>RC SL-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<p><b>Strengths</b></p> <p>English II saw a 10% increase in grade-level performance and a 12-point overall rise, indicating effective teaching and student engagement. Other subjects also improved, though not as significantly, showing a positive trend across the curriculum.</p> <p><b>Areas for Improvement</b></p> <p>Currently, we have 141 certifications, an increase from earlier in the year but still below last year's total of 190. This suggests a need to address the factors limiting certifications. Final TSI numbers are pending, but we will not reach our 4% goal; less than 2% of students are passing both ELAR and Math TSI assessments, highlighting the need for better support.</p>	

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

**Processes & Programs (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Implementation of PD	<b>PS PP-1</b>	To improve professional growth and collaboration, the EOY survey highlights a need to enhance PLC structure (37.6%) and build a collaborative culture (43.6%) within PLCs, identifying gaps in data use for instructional planning and cross-curricular opportunities.
	<b>RC PP-1</b>	Inconsistent professional development and limited collaborative culture and data analysis hinder effective PLCs and a collaborative culture. (ESF 5.1)
Behavioral / SEAD Needs	<b>PS PP-2</b>	Last year, incomplete data were collected to monitor the implementation of the Social Emotional curriculum by teachers and to track positive relationships between students and teachers in the school.
	<b>RC PP-2</b>	Lack of data on Social Emotional curriculum implementation and student-teacher relationships due to inadequate data collection and accountability. (ESF 3.1)
	<b>PS PP-3</b>	
	<b>RC PP-3</b>	
	<b>PS PP-4</b>	
	<b>RC PP-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<p><b>Strengths</b></p> <p>37.6% of teachers prioritize improving the structure and effectiveness of Professional Learning Communities (PLCs), indicating a strong commitment to professional growth and collaboration. Additionally, 43.6% of teachers emphasize building a collaborative culture, highlighting the importance of teamwork and collective responsibility.</p> <p><b>Areas for Improvement</b></p> <p>The student survey had an insufficient sample size for reliable conclusions. Next year, we need to increase participation by improving communication, incorporating the survey into mandatory activities, and offering incentives.</p>	

**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	Problem Statements and Root Causes	
Staff Survey Results	<b>PS PE-1</b>	Approximately 33.68% of EOY survey responses indicate that inconsistent enforcement and communication of school policies disrupt the learning environment and impact student achievement.
	<b>RC PE-1</b>	Inadequate communication channels and strategies for disseminating policy updates and expectations to teachers and staff. (ESF 3.1)
Parent Engagement Attendance	<b>PS PE-2</b>	Family meeting attendance has averaged 83 this year, up from 26 last year. Our goal is to sustain and further increase attendance.
	<b>RC PE-2</b>	Inadequate promotion and communication strategies to consistently engage families and increase attendance at family meetings. (ESF 3.3)
Choose One	<b>PS PE-3</b>	
	<b>RC PE-3</b>	
Choose One	<b>PS PE-4</b>	
	<b>RC PE-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<b>Strengths</b>	
	<p>Family meeting attendance has averaged 83 this year, up from last year’s 26—a growth of over 200%. This increase indicates a stronger connection between the school and families, enhancing the supportive learning environment and positively impacting student outcomes.</p> <p><b>Areas for Improvement</b></p> <p>Approximately 33.68% of EOY survey responses indicate that inconsistent enforcement and communication of school policies disrupt the learning environment and impact student achievement. Addressing this issue requires clearer communication channels, uniform policy enforcement, and improved feedback mechanisms.</p>	

**2.1 - Campus Improvement Plan (CIP)**

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	By the end of the year, attendance will be 90%.	Proactively conduct family outreach to ensure students are in school every day, and develop processes for monitoring attendance and providing timely interventions to promote consistent attendance.	Administration Attendance Clerk Attendance Team	
	PS # 1	Quarterly KPIs	By the end of the first quarter, attendance will be at 85%		
			By the end of the second quarter, attendance will be at 87%		
			By the end of the third quarter, attendance will be at 89%		
			By the end of the fourth quarter, attendance will be at 90%		
DE-2	3	By the end of the year, increase the College, Career, and Military Readiness (CCMR) among Special Education 12th graders to improve their success rate by 10%.	Develop and implement a comprehensive tracking system for College, Career, and Military Readiness (CCMR) among Special Education students to enhance targeted interventions.	SPED Department Chair Coordinator for Special Programs	
	PS # 2	Quarterly KPIs	By the end of the first quarter, increase CCMR among Special Education 12th graders by 2%.		
			By the end of the first quarter, increase CCMR among Special Education 12th graders by 2%.		
			By the end of the first quarter, increase CCMR among Special Education 12th graders by 2%.		
			By the end of the first quarter, increase CCMR among Special Education 12th graders by 4%.		
DE-3					
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4					
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	3	By the end of the year, we will increase industry certifications by 10%.	Implement targeted professional development and curriculum adjustments to increase instructor availability and expertise, addressing staffing challenges and curriculum misalignment to enhance student readiness and certification program effectiveness.	CCMR Coordinator	
	PS # 1	Quarterly KPIs	By the end of the first quarter, implement and evaluate curriculum adjustments, focusing on aligning course content with certification requirements.		
			By the end of the second quarter, increase industry certifications by 2%.		
			By the end of the third quarter, increase industry certifications by 4%.		
			By the end of the fourth quarter, increase industry certifications by 6%.		
SL-2	3	By the end of the year, increase ELAR and Math TSI pass rates by 4%.	Enhance teacher preparation and student support through targeted professional development, curriculum alignment, and research-based interventions, and provide contracted services with consultants for tutorial camps.	Testing Coordinator Deans	
	PS # 2	Quarterly KPIs	By the end of the first quarter, increase the number of students passing in both ELAR and Math TSI by 1%.		
			By the end of the second quarter, increase the number of students passing in both ELAR and Math TSI by 1%.		
			By the end of the third quarter, increase the number of students passing in both ELAR and Math TSI by 1%.		
			By the end of the fourth quarter, increase the number of students passing in both ELAR and Math TSI by 1%.		
SL-3	1	By the end of the year, students will increase the percentage of those meeting grade level performance on STAAR End-of-Course (EOC) exams as follows: ELAR from 25% to 32%, Biology from 23% to 30%, Algebra I from 21% to 28%, and Social Studies from 45% to 52%.	Teachers will implement high-impact teaching strategies, and students will use supplemental resources and practices such as close reading, RACE writing, Kagan student discourse strategies, focused note-taking, graphic organizers, and manipulatives. These strategies and resources will enhance Tier 1, 2, and 3 instruction and assess progress in the rigorously tested TEKS.  Supplemental resources include general supplies, experiment supplies, contracted printing services, reading materials (books and workbooks), technology, hands-on activity trips, software programs, online subscriptions, and technology accessories.	Deans Department Chairs	211 Supplies \$10,000 164 Supplies \$10,000
	PS # 3	Quarterly KPIs	By the end of the first quarter, students will achieve a 2% increase in Meets level for English I and Biology, a 1% increase in Meets level for English II, Algebra I, and Social Studies in CBA.		
			By the end of the second quarter, students will achieve a 2% increase in CBA for English I and English II, a 2% increase in Biology Meets level, maintain 28% Meets level in Algebra I, and a 1% increase in Social Studies Meets level.		
			By the end of the third quarter, students will achieve a 3% increase in CBA for English I and Biology Meets level, a 2% increase in English II, maintain 28% Meets level in Algebra I, and maintain 50% Meets level in Social Studies.		
			By the end of the year, students will achieve a 3% increase in EOC for English I and Biology Meets level, a 2% increase in English II, maintain 28% Meets level in Algebra I, and maintain 50% Meets level in Social Studies.		
SL-4	1	By the end of the year, students will increase the percentage of those meeting grade level performance on STAAR End-of-Course (EOC) exams as follows: English I from 22% to 32%, English II from 33% to 40%, Biology from 24% to 30%, Algebra I from 27% to 28%, and Social Studies from 48% to 50%.	Enhance academic success by offering before, after school, and Saturday tutoring, providing supplemental funds to incentivize teacher participation, offering snacks and supplies to students, and streamlining print requests for tutoring materials. Implement a robust system to track the effectiveness of these efforts in relation to failure rates and grade level readiness.	Deans Department Chairs	164 Supplemental Payroll: \$10,000  211 Supplemental Payroll: \$10,000  164 Snacks & Supplies: \$5,000,  211 Snacks & Supplies: \$6,500
	PS # 3	Quarterly KPIs	By the end of the first quarter, students will achieve a 2% increase in Meets level for English I and Biology, a 1% increase in Meets level for English II, Algebra I, and Social Studies in CBA.		
			By the end of the second quarter, students will achieve a 2% increase in CBA for English I and English II, a 2% increase in Biology Meets level, maintain 28% Meets level in Algebra I, and a 1% increase in Social Studies Meets level.		
			By the end of the third quarter, students will achieve a 3% increase in CBA for English I and Biology Meets level, a 2% increase in English II, maintain 28% Meets level in Algebra I, and maintain 50% Meets level in Social Studies.		
			By the end of the year, students will achieve a 3% increase in EOC for English I and Biology Meets level, a 2% increase in English II, maintain 28% Meets level in Algebra I, and maintain 50% Meets level in Social Studies.		
SL-5	1	By the end of the year, students will increase the percentage of those meeting grade level performance on STAAR End-of-Course (EOC) exams as follows: English I from 22% to 32%, English II from 33% to 40%, Biology from 24% to 30%, Algebra I from 27% to 28%, and Social Studies from 48% to 50%.	The Instructional Coach will support curriculum alignment with state standards, increase instructional rigor, and ensure consistent academic growth across all subjects.	Administration	
	PS # 3	Quarterly KPIs	By the end of the first quarter, students will achieve a 2% increase in Meets level for English I and Biology, a 1% increase in Meets level for English II, Algebra I, and Social Studies in CBA.		
			By the end of the second quarter, students will achieve a 2% increase in CBA for English I and English II, a 2% increase in Biology Meets level, maintain 28% Meets level in Algebra I, and a 1% increase in Social Studies Meets level.		
			By the end of the third quarter, students will achieve a 3% increase in CBA for English I and Biology Meets level, a 2% increase in English II, maintain 28% Meets level in Algebra I, and maintain 50% Meets level in Social Studies.		
			By the end of the year, students will achieve a 3% increase in EOC for English I and Biology Meets level, a 2% increase in English II, maintain 28% Meets level in Algebra I, and maintain 50% Meets level in Social Studies.		
SL-6	1	By the end of the year, students will increase the percentage of those meeting grade level performance on STAAR End-of-Course (EOC) exams as follows: English I from 22% to 32%, English II from 33% to 40%, Biology from 24% to 30%, Algebra I from 27% to 28%, and Social Studies from 48% to 50%.	Implement comprehensive professional development (PD) for teachers, including Solution Tree's PLC strategies and other targeted PD programs, to enhance instructional practices and improve student outcomes. By focusing on unwrapping essential standards and utilizing evidence-based instructional strategies, we aim to increase the percentage of students meeting grade-level performance on STAAR End-of-Course (EOC).	Administration	164 Supplemental Payroll: \$10,000  211 Supplemental Payroll: \$10,000  211 & 164 Travel: \$5,000  164 & 211 PD: \$5,000
	PS # 3	Quarterly KPIs	By the end of the first quarter, students will achieve a 2% increase in Meets level for English I and Biology, a 1% increase in Meets level for English II, Algebra I, and Social Studies in CBA.		
			By the end of the second quarter, students will achieve a 2% increase in CBA for English I and English II, a 2% increase in Biology Meets level, maintain 28% Meets level in Algebra I, and a 1% increase in Social Studies Meets level.		
			By the end of the third quarter, students will achieve a 3% increase in CBA for English I and Biology Meets level, a 2% increase in English II, maintain 28% Meets level in Algebra I, and maintain 50% Meets level in Social Studies.		
			By the end of the year, students will achieve a 3% increase in EOC for English I and Biology Meets level, a 2% increase in English II, maintain 28% Meets level in Algebra I, and maintain 50% Meets level in Social Studies.		

**2.1 - Campus Improvement Plan (CIP)**

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1	By the end of the year, increase teacher satisfaction by 20% as measured by EOY surveys by enhancing PLC structure and collaboration.	Implement Solution Tree PD sessions during the summer and track PLC minutes to ensure alignment with the Solution Tree model, focusing on structured agendas, data-driven discussions, and collaborative planning to enhance PLC effectiveness.	Deans Department Chairs	
	PS # 1	Quarterly KPIs	By the end of first quarter, 70% of PLC meetings will document agendas and minutes aligned with the Solution Tree model.		
			By the end of second quarter, PLCs will document 75% engagement in data-driven discussions and cross-curricular planning, with a 10% increase in teacher satisfaction.		
			By the end of third quarter, PLCs will demonstrate 80% improved instructional planning effectiveness.		
			By the end of fourth quarter, PLCs will consistently implement 90% structured agendas and collaborative planning, with a 20% increase in teacher satisfaction.		
PP-2	4	By the end of the year, increase positive relationships between students and teachers by 20% using the SEL Student Survey.	Implement a data collection plan, provide SEL training for teachers, and enhance the SEL Student Survey to improve and track teacher-student relationships.	Counselors Deans	
	PS # 2	Quarterly KPIs	By the end of the first quarter, conduct the initial SEL Student Survey to establish baseline data.		
			By the end of the second quarter, ensure all teachers receive SEL training and implement standardized data collection tools.		
			By the end of the third quarter, conduct a mid-year SEL Student Survey and provide follow-up training based on results.		
			By the end of the fourth quarter, By the end of the fourth quarter, conduct the final SEL Student Survey to measure a 20% increase in positive teacher-student relationships.		
PP-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		



Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, achieve a 20% decrease in survey responses citing disruptions to learning and student achievement due to inconsistent policy communication and enforcement.	Develop and implement a comprehensive communication plan to ensure consistent dissemination and enforcement of school policies. This includes regular policy update meetings, utilizing multiple communication channels, providing professional development on policy enforcement, and establishing a feedback loop to monitor and evaluate the effectiveness of these communications.	Administration Deans	
	PS # 1	Quarterly KPIs	By the end of the first quarter, create flow charts with contact points, document all school policies for accessibility, and hold first policy update meeting with all staff.		
			By the end of the second quarter, conduct MOY survey to reduce staff reporting disruptions from inconsistent policy communication and enforcement by 10%.		
			By the end of the third quarter, use MOY survey to adjust policy communication and enforcement based on teacher feedback.		
			By the end of the fourth quarter, conduct EOY survey aiming for a 20% decrease in staff reporting disruptions from inconsistent policy communication and enforcement.		
PE-2	4	By the end of the year, increase parent and family engagement by 10% as indicated by sign-ins at family meetings through improved promotion and communication strategies.	The campus, through the collaborative efforts of the Operations Coordinator, CIS, and counselors, will provide various educational resources and opportunities to engage parents in activities that support their child's academic success. The Operations Coordinator will attend professional development sessions and implement the learned strategies with parents to enhance their involvement in their child's learning. To ensure all parents receive critical information and resources, the campus will utilize contracted print services, including mailouts and the necessary postage, as a reliable means of communication. These mailouts will include academic updates, event invitations, educational tips, and resources, thereby strengthening the home-school connection and fostering a collaborative educational environment.	Operations Coordinator	211: \$2000 Contracted Printing, Mailouts, Postage
	PS # 2	Quarterly KPIs	By the end of the 1st quarter, increase parent engagement by 3%.		
			By the end of the 2nd quarter, increase parent engagement by 3%.		
			By the end of the third quarter, increase parent engagement by 2%.		
			By the end of the fourth quarter, increase parent engagement by 2%, achieving a 10% annual increase.		
PE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

**DEMOGRAPHICS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, attendance will be at 85%	Choose One	
DE-2	By the end of the first quarter, increase CCMR among Special Education 12th graders by 2%.	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, implement and evaluate curriculum adjustments, focusing on aligning course content with certification requirements	Choose One	
SL-2	By the end of the first quarter, increase the number of students passing in both ELAR and Math TSI by 1%.	Choose One	
SL-3	By the end of the first quarter, students will achieve a 2% increase in Meets level for English I and Biology, a 1% increase in Meets level for English II, Algebra I, and	Choose One	
SL-4	By the end of the first quarter, students will achieve a 2% increase in Meets level for English I and Biology, a 1% increase in Meets level for English II, Algebra I, and	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of first quarter, 70% of PLC meetings will document agendas and minutes aligned with the Solution Tree model.	Choose One	
PP-2	By the end of the first quarter, conduct the initial SEL Student Survey to establish baseline data.	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, create flow charts with contact points, document all school policies for accessibility, and hold first policy update meeting with all staff	Choose One	
PE-2	By the end of the 1st quarter, increase parent engagement by 3%.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

**Second Quarterly Review**

**DEMOGRAPHICS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, attendance will be at 87%	Choose One	
DE-2	By the end of the first quarter, increase CCMR among Special Education 12th graders by 2%.	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, increase industry certifications by 2%.	Choose One	
SL-2	By the end of the second quarter, increase the number of students passing in both ELAR and Math TSI by 1%.	Choose One	
SL-3	By the end of the second quarter, students will achieve a 2% increase in CBA for English I and English II, a 2% increase in Biology Meets level, maintain 28% Meets level in Algebra I, and a 1% increase in Social Studies Meets level.	Choose One	
SL-4	By the end of the second quarter, students will achieve a 2% increase in CBA for English I and English II, a 2% increase in Biology Meets level, maintain 28% Meets level in Algebra I, and a 1% increase in Social Studies Meets level.	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of second quarter, PLCs will document 75% engagement in data-driven discussions and cross-curricular planning, with a 10% increase in teacher satisfaction.	Choose One	
PP-2	By the end of the second quarter, ensure all teachers receive SEL training and implement standardized data collection tools.	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, conduct MOY survey to reduce staff reporting disruptions from inconsistent policy communication and enforcement by 10%.	Choose One	
PE-2	By the end of the 2nd quarter, increase parent engagement by 3%.	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

**DEMOGRAPHICS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, attendance will be at 89%	Choose One	
DE-2	By the end of the first quarter, increase CCMR among Special Education 12th graders by 2%.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, increase industry certifications by 4%.	Choose One	
SL-2	By the end of the third quarter, increase the number of students passing in both ELAR and Math TSI by 1%.	Choose One	
SL-3	By the end of the third quarter, students will achieve a 3% increase in CBA for English I and Biology. Meets level a 2% increase in English II. maintain 28% Meets	Choose One	
SL-4	By the end of the third quarter, students will achieve a 3% increase in CBA for English I and Biology. Meets level a 2% increase in English II. maintain 28% Meets	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of third quarter, PLCs will demonstrate 80% improved instructional planning effectiveness.	Choose One	
PP-2	By the end of the third quarter, conduct a mid-year SEL Student Survey and provide follow-up training based on results.	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, use MOY survey to adjust policy communication and enforcement based on teacher feedback.	Choose One	
PE-2	By the end of the third quarter, increase parent engagement by 2%.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

**DEMOGRAPHICS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, attendance will be at 90%	Choose One	
DE-2	By the end of the first quarter, increase CCMR among Special Education 12th graders by 4%	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, increase industry certifications by 6%.	Choose One	
SL-2	By the end of the fourth quarter, increase the number of students passing in both ELAR and Math TSI by 1%	Choose One	
SL-3	By the end of the year, students will achieve a 3% increase in EOC for English I and Biology Meets level a 2% increase in English II maintain 28% Meets level in	Choose One	
SL-4	By the end of the year, students will achieve a 3% increase in EOC for English I and Biology Meets level a 2% increase in English II maintain 28% Meets level in	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of fourth quarter, PLCs will consistently implement 90% structured agendas and collaborative planning with a 20% increase in teacher satisfaction	Choose One	
PP-2	By the end of the fourth quarter, By the end of the fourth quarter, conduct the final SEL Student Survey to measure a 20% increase in positive teacher-student	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, conduct EOY survey aiming for a 20% decrease in staff reporting disruptions from inconsistent policy communication and	Choose One	
PE-2	By the end of the fourth quarter, increase parent engagement by 2%, achieving a 10% annual increase	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

**Annual Summative Review**

**DEMOGRAPHICS**

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, attendance will be 90%.	Choose One	
DE-2	By the end of the year, increase the College, Career, and Military Readiness (CCMR) among Special Education 12th graders to improve their success rate by	Choose One	
DE-3		Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, we will increase industry certifications by 10%.	Choose One	
SL-2	By the end of the year, increase ELAR and Math TSI pass rates by 4%.	Choose One	
SL-3	By the end of the year, students will increase the percentage of those meeting grade level performance on STAAR End-of-Course (EOC) exams as follows: ELAR from	Choose One	
SL-4	By the end of the year, students will increase the percentage of those meeting grade level performance on STAAR End-of-Course (EOC) exams as follows: English I	Choose One	

**PROCESSES & PROGRAMS**

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, increase teacher satisfaction by 20% as measured by EOY surveys by enhancing PLC structure and collaboration.	Choose One	
PP-2	By the end of the year, increase positive relationships between students and teachers by 20% using the SEL Student Survey.	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

**PERCEPTIONS**

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, achieve a 20% decrease in survey responses citing disruptions to learning and student achievement due to inconsistent policy.	Choose One	
PE-2	By the end of the year, increase parent and family engagement by 10% as indicated by sign-ins at family meetings through improved promotion and communication.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	



## Committee Members

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

# Committee Members

Name	Role	Name	Role
Dr. Rick Flores	Principal	Amanda Gould	Special Education Coordinator
Herman Fayad	Assistant Principal	Todd Owens	Work Based Learning Specialist
Michael Flores	Science Dean	Mary Bethel	English Academic Dean
Anjelica Zapata	English Teacher	JoAnn Perez	Math Department Chair
Michael Ogradowski	Social Studies Teacher	Devin Hogan	Science Department Chair
Matthew Heine	Advanced Placement Teacher	Catarina Cabrera	Fine Arts Department Chair
Kelly O'Connor	Science Teacher	Jenny Placette	CTE Department Chair
Stacey Y. Embry	Math Teacher	Denise Trevino	Paraprofessional
Sharon Shuler	CTE Teacher	Cynthia Speed	Operation Coordinator
Michael O. O'Neill	Fine Arts Teacher		
Tammy Mendez	Elective Teacher		
Agatha Navarro	ESOL Teacher		
Gina Guerrero	Special Education Teacher		
Denise Trevino	Paraprofessional		
Ashley Chavez	Parent		
Pete Oviedo	Community Member		
Dr. Irene Cruz	Assistant Principal		
Jennifer Sanchez	Assistant Principal		
Margarita Sifuentes	Assistant Principal		
Angelica Lozano	Head Counselor		
Ralph Serrano	Dean Of Students		

## Assurances and Approval Information

### Principal Supervisor Assurance

As Principal Supervisor 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 Principal Supervisor 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
Lanier High School	15907- 008
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Roberto Hernandez
Principal	SAISD Board Approval Date
Dr. Rick Flores	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
May 29, 2024	June 6, 2024



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.

## Title I Campus Program Requirements

# Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input checked="" type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Front Office - Principal's Secretary & Front Office - Vice Principal's Secretary		
<input checked="" type="checkbox"/>	CCMR - Secondary	Languages Available	Any language upon request		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	<b>Equitable Availability of Parent-Family Engagement Policy to Parents</b>			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Hard copies located at Front Office Lobby		
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English and Spanish		
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input checked="" type="checkbox"/>	Professional Development	<b>Equitable Availability of the School-Parent Compact to Parents</b>			
<input checked="" type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Hard copies located at Front Office Lobby		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English and Spanish		
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input checked="" type="checkbox"/>	Student Attendance	<b>How and When was the PFE Policy &amp; School-Parent Compact Distributed</b>			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input checked="" type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input checked="" type="checkbox"/>	Violence Prevention/Intervention				

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		
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	Google Shared Folder	
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		