

# Campus Improvement Plan

## 2024 - 2025



**Cooper Academy @ Navarro**

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**Board of Trustees**



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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: May 14, 2024</b>	CNA Teams were create to look at the Four Domains(Demographics, Student Learning, Processes and Programs and Perceptions) The Problem Statements associated with the Domains, determine which should be updated and which should be discontinued. Team will meet one week later to approve the CNA.
<b>Meeting #2: May 20, 2024</b>	CNA Teams presented their updated the four domains (Demographics, Student Learning, Processes and Programs and Perceptions). The CNA Problem Statements were evaluated, Problem states were then updated,and a two were created and 2 were removed. The CNA team approved the campus's new Comprehensive Needs Assessment.

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

The team looked at the summative evaluation and determned which strategies should continue into the new school year. Which strategies would remain and adapted to the upcoming school year. The team conducted an indepth analysis of the current year CIP and made the dertermination that the majority of the plan and strategies would be kept and adjusted.

**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**

<b>Demographics</b>							
At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate	X	Bilingual Service Records	X	Anecdotal data from programs	
STAAR Domain 3 Data	X	GT Service Records		Classroom Observation Data	X	EOY Assessment Data	X
Special Education Service Records	X	PEIMS Standard Reports	X	CTE Enrollment	X	Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records	X	Other (Indicate to the Right)			
<b>Student Learning</b>							
STAAR/EOC Results	X	Local Benchmark Results	X	State Interim Results		MAP Data	
CIRCLE Data		CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores	X	IB/DC/AP Scores	X
Branching Minds Interventions	X	Student Retention Rates	X	CTE Enrollment	X	Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			
<b>Processes and Programs</b>							
Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	X
Tutoring/Enrichment Opportunities	X	MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle	X	SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices	X	Rhythm Data	X
App usage dashboard		SKEW Data		Out of class routines	x	T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			
<b>Perceptions</b>							
Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers	X	Calendar of Parent Engagement	X	Feedback to Teachers	X	Mission, Values, and Vision	x
Other (Indicate to the Right)				Other (Indicate to the Right)			



**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 Drop Out Rates	PS DE-1	Twenty percent of the students at Cooper Academy at Navarro drop out of school or seek other pathways to earn a High School equivalency certification.
	RC DE-1	Lack of communication of campus resources and services to service students academic, motivational and social & emotional support needs. ESF 3, 4, 5
Student Attendance	PS DE-2	
	RC DE-2	
Teacher Turnover	PS DE-3	Cooper Academy at Navarro had a Teacher retention rate of 95% for the 2023-2024 school year, and two positions (CTE and At-Risk) were never filled.
	RC DE-3	A systematic approach to providing professional pathways for teachers and administrators does not currently exist. ESF 1, 2
Programs Student Outcomes	PS DE-4	One-hundred percent of Cooper Academy students are considered At-Risk, with 90% Economically Disadvantaged, 13% are homeless, and 9% are teen parents.
	RC DE-4	Lack of campus services to assist students with social services. ESF 3
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	Cooper Academy at Navarro, serves students aged 15-25 who have previously dropped out or are at risk of not completing high school, offering pathways to earn industry-recognized certifications through its Phoenix Middle College campus. Collaborations with organizations like Wesley Nurse and Communities in Schools provide additional support services, while enrollment has steadily increased with consistent demographics. The academy boasts a low disciplinary placement rate of 0.4%, thanks to robust support systems like PBIS and Restorative Justice, alongside a Campus Threat Assessment Team ensuring safety. With a focus on staff development, mentorship programs, and professional development opportunities, the academy maintains a highly qualified staff with a majority Hispanic demographic. Collaboration is emphasized through Professional Learning Communities, ensuring a successful learning environment with a remarkable 94% retention rate across all employees. Over two years, there were changes in the population: fewer American Indian and African American people, but more Hispanic/Latino and White individuals. The number of economically disadvantaged people increased by 1.0%. Some special groups saw big changes, like At Risk going up by 12.2%, GT by 3.3%, and CTE by 18.2%. However, Homeless and PEP populations went down. Overall, there's a trend of more economically disadvantaged and special population group representation, especially in CTE and GT.	

**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.

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
CCMR Certifications	PS SL-1	Less than 30% of Cooper Academy students qualify for College Career and Military Readiness. ESF 1, 4, 5
	RC SL-1	Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.
EOY Assessment Outcomes	PS SL-2	Cooper Academy students historically perform 10% to 20% below their district peers at the Meets and Masters level on the STAAR EOC exams ESF 3,5
	RC SL-2	As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.
EOY Assessment Outcomes	PS SL-3	Over the last three years, over 50% of ESL(9-12) students did not meet the standard in all content areas. ESF 1.3.5
	RC SL-3	There are inconsistent differentiation and SIOP instructional strategies being implemented in Tier 1 core instruction and intervention classrooms.
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		

**Comprehensive Needs Assessment - Student Learning**

**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	
Teacher Feedback	<b>PS PP-1</b>	The current parent/family participation rate is less than 15% in activities that support learning/academic performance. ESF 1, 3
	<b>RC PP-1</b>	Inefficient and ineffective school to parent and community communication.
TTESS Skew	<b>PS PP-2</b>	85% of all teachers were rated proficient or higher on T-TESS. Although % students showed growth in STAAR, the overall Domain I score (46).
	<b>RC PP-2</b>	Instructional leaders have been providing misaligned feedback on instructional practices. Feedback should include feedback focuses on teacher actions that would have the greatest positive impact on student learning. (ESF 4.1)
Communication	<b>PS PP-3</b>	After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. ESF 1, 2, 3, 4, 5
	<b>RC PP-3</b>	Campus does not adequately monitor plan implementation and hold task owners accountable for the execution of the work. (ESF 1.2b)
Choose One	<b>PS PP-4</b>	
	<b>RC PP-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	Community Business partners and organizations are invited to share their resources and communicate with our students, parents and families during monthly meetings and events throughout the school year. Mentors and volunteers are welcomed to engage with our students. We have two parent meetings a month where we share information for military and college readiness, financial aid workshops strategies to improve academic skills, city resources, medical and mental health assistance. Job Fairs, Food Drives and Community Health Fairs will also be held for our students, parents, and families. Cooper Academy collaborates with local businesses and organizations to enhance campus culture. Partners like La Trinidad Church, H-E-B, and others support the school with donations and resources, benefiting students and families. Incentives are provided to students for their participation and progress. Additionally, the academy works with the UT Teen Health Clinic to offer vaccinations and supports first-time mothers through the Nurse Family Partnership. Mental health services are available through Texas Child Health Access Through Telemedicine. Educational partnerships with Alamo Community College District offer students opportunities for scholarships, vocational training, and occupational programs, preparing them for future careers. The area of growth for the csampus is to increase attendance at parent engagement meetings by offering meetings on Wednesday evenings and Saturday mornings.	

**Comprehensive Needs Assessment - Processes & Programs**

**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	
Parent Engagement Attendance	<b>PS PE-1</b>	The current parent/family participation rate is less than 15% in activities that support learning/academic performance. ESF 1, 3
	<b>RC PE-1</b>	Inefficient and ineffective school to parent and community communication.
Parent Engagement Attendance	<b>PS PE-2</b>	Over 50% of Cooper Academy at Navarro students graduate with plans to enter the workforce. The campus needs to increase the number and participation of community business partnerships with local businesses and agencies to provide employment opportunities for graduating students. ESF 1,4,5
	<b>RC PE-2</b>	Cooper Academy conducts monthly parent and community meetings; however, there is low participant participation. Cooper Academy must review their communication, coordination and recruitment processes and then develop a systematic plan to improve the notification, coordination and implementation of meetings and campus activities.
Student Survey Results	<b>PS PE-3</b>	Cooper Academy graduation rates for the 4 yr, 5 yr, and 6 yr is below 80%. ESF 1,3,4,5
	<b>RC PE-3</b>	Student perception of their potential to change factors that are central to their school performance, growth mindset, is the lowest self-reported area for their parent and student survey. Campus staff must focus on implementing campus wide activities to build student self-confidence.
Choose One	<b>PS PE-4</b>	
	<b>RC PE-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	Cooper Academy at Navarro caters to students aged 15 to 25, many of whom juggle responsibilities like parenting and employment. To accommodate their schedules, the school offers evening classes from Tuesday to Thursday, running from 4:00 to 8:00 p.m., as well as Saturday sessions for credit recovery, tutoring, and extra study time. The academy utilizes a fully computer-based curriculum, providing students with access to computers and online resources through the Edgenuity program. College advisors support seniors in planning for post-secondary education and career paths. Progress is tracked through a documented spreadsheet system. Areas for Growth: Campus Parent Engagement Activity participation is low. It is a constant struggle to have parents and community members participate in the Campus Advisory Council.	

**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	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3,4	By the end of the year, we will decrease the dropout rate by 5%. DE-1	Admin, Attendance Clerk	164:Via Bus Passes4000
	PS #	Quarterly KPIs	By the end of the first quarter, student dropout rate will be measured by the baseline created during the 2024 school year.	
	DE-2		By the end of the second quarter, student dropout rate will be measured by the baseline created during the 2024 school year.	
			By the end of the third quarter, student dropout rate will be measured by the baseline created during the 2025 school year.	
			By the end of the fourth quarter, student dropout rate will be measured by the baseline created during the 2025 school year.	
DE-2	1,2,3,4	By the end of the year, Increase student attendance and decrease the amount of students leaving early DE-2	Principal, Nurse	164 Supplies- 2000, 211 Supplies
	PS #	Quarterly KPIs	As a campus, we will purchase medical supplies (nurse's clinic) to maintain a well supplied campus clinic.	
	DE-4		By the end of the first quarter, student's leaving school for minor maladies will decrease by 5% from the 2023-24 school year	
			By the end of the second quarter, student's leaving school for minor maladies will decrease by 5% from the 2023-24 school year	
			By the end of the third quarter, student's leaving school for minor maladies will decrease by 5% from the 2023-25 school year	
		By the end of the fourth quarter, student's leaving school for minor maladies will decrease by 5% from the 2023-25 school year		
DE-3	1,2,3,4	By the end of the year, To increase Teacher retention by 5%, teachers will be mentored and attend professional development seminars. DE-1, DE-2	Campus Administration, Dept. Chairs	164-Professional development-5000 210:Teacher Travel-\$5000
	PS #	Quarterly KPIs	Campus faculty will participate in: core content, elective, SEAD professional development opportunities at the district, regional, state and national level.	
	DE-3		By the end of the first quarter, 50% of teachers will have participated in professional development at the district, regional, state and national level.	
			By the end of the second quarter, 70% of teachers will have participated in professional development at the district, regional, state and national level.	
			By the end of the third quarter, 80% of teachers will have participated in professional development at the district, regional, state and national level.	
		By the end of the fourth quarter, 100% of teachers will have participated in professional development at the district, regional, state and national level.		
DE-4	4	By the end of the year, the Cooper Academy social worker will have conduct one intial interviews with 100% of the at-risk students enrolling at Cooper Academy.	Principal, Social worker	164-86000 salary 211-salary 86000
	PS #	Quarterly KPIs	At-risk students will receive comprehensive assistance from the campus social worker, including counseling, food assistance, transportation assistance, clothing and housing assistance. This support will be initiated through initial interviews conducted with enrolling students.	
	DE-1,4		By the end of the first quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.	
			By the end of the second quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.	
			By the end of the third quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.	
		By the end of the fourth quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.		

**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 and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the year, the amount of students that score "Meets" and "Masters" on all State EOC exams by 5 % by the EOY. SL-3	As a Campus we will provide online accessibility, visual tools, online subscriptions for all contents, classroom supplies, PD trainings and printed materials, etc. T1 2.4, 2.5, 2.6	Campus Administration Department Chairs	211-Technology-\$10,000 211-Supplies and Materials-\$2,000
	PS #	Quarterly KPIs	By the end of the first quarter, Students will demonstrate a 5% increase from the previous years benchmarks.		
			By the end of the second quarter, students will demonstrate a 10% increase from the previous years EOC exams.		
			By the end of the third quarter, students will demonstrate a 5% increase from the previous years benchmarks.		
			By the end of the fourth quarter, students will demonstrate a 10% increase from the previous years EOC exams		
SL-2					
SL-2	1,2,3,4	By the end of the year, Increase the amount of students that graduate from the satellite campuses by 5 % by the EOY. SL-2	As a campus we will provide students with accessible campus locations throughout SAISD where students will receive academic instruction, assessment remediation, attain and recover course credits. Satellite campuses will be located in Highlands High School, and Jefferson High School. An evening program, Summer School and Saturday Schools will be offered. T1 2.4, 2.5, 2	Campus Administration	164- Extra Duty Pay-10,000 211-Extra Duty Pay-10,000
	PS #	Quarterly KPIs	By the end of the first quarter, the number of credits will increase by 5%.		
			By the end of the second quarter, the amount of credits will increase 5% compared to the previous Quarter.		
			By the end of the third quarter, the amount of credits will increase 5% compared to the previous Quarter.		
			By the end of the fourth quarter, the amount of credits will increase 5% compared to the previous Quarter.		
SL-3					
SL-3	1,2,3,4	By the end of the year, Increase the amount of students that score "Meets" and "Masters" on all State EOC exams by 5 % by the EOY. SL-3	Students will be provided with refreshments, snacks and part time tutors in the core content areas at all campuses, as well as tutoring after school, during evening school. T1 2.4, 2.5, 2.6	Campus Administration Core Content Department Chairs	164-Extra Duty and Certified Retired Teachers-\$20,000 211-Extra Duty and
	PS #	Quarterly KPIs	By the end of the first quarter, Students will demonstrate a 5% increase from the previous years benchmarks.		
			By the end of the second quarter, students will demonstrate a 10% increase from the previous years EOC exams.		
			By the end of the third quarter, students will demonstrate a 5% increase from the previous years benchmarks.		
			By the end of the fourth quarter, students will demonstrate a 10% increase from the previous years EOC exams		
SL-2					
SL-4	1,2,3,4	By the end of the year, we plan to increase CCMR by 5%.	The campus will hire staff to assist campus counselor in identifying students that need to acheive CCMR.. T1 2.4, 2.5, 2.6	Campus Administration	164-Extra Duty Supplemental-\$2,000 211-Extra Duty
	PS #	Quarterly KPIs	By the end of the first quarter, the number of graduates with CCMR will increase by 5%		
			By the end of the second quarter, the number of graduates with CCMR will increase by 5%		
			By the end of the third quarter, the number of graduates with CCMR will increase by 5%		
			By the end of the fourth quarter, the number of graduates with CCMR will increase by 5%		
SL-1					
SL-5	1,2,3,4	By the end of the year, as a campus we will increase the amount of students that score "Meets" and "Masters" on all State EOC exams by 5 % by the EOY. SL-3	Cooper Academy at Navarro has been designated a special campus, The campus will order supplies using federal funds. As a campus we will order copy paper, classroom supplies ex: pens, pencils paper. Phoenix Middle College does not have the ability to print remotely, the campus requires toner for printers. . T1 2.4, 2.5, 2.6	Campus Administration	164-Supplies and Materials-\$3,000
	PS #	Quarterly KPIs	By the end of the first quarter, Students will demonstrate a 5% increase from the previous years benchmarks.		
			By the end of the second quarter, students will demonstrate a 10% increase from the previous years EOC exams.		

	SL-3	<b>Quarterly KPIs</b>	By the end of the third quarter, students will demonstrate a 5% increase from the previous years benchmarks.		
			By the end of the fourth quarter, students will demonstrate a 10% increase from the previous years EOC exams		
SL-6	1,2,3,4	By the end of the year, As a campus, we will provide quality instruction for all students through rigorous academic standards that will lead to 10% increase of student attendance	As a campus we will provide students the opportunity to be engaged in higher order thinking skills through the implementation of hands-on activities, field trips that expose students to multi-cultural events, team building experiences and campus sponsored club events.	Campus Administration	211- Buses for Field Trips- \$2000 164- Buses for Field Trips \$1500
	<b>PS #</b>	<b>Quarterly KPIs</b>	By the end of the first quarter, Student attendance will be measured by the baseline created during the 2023-24 school year.		
			By the end of the second quarter, Student attendance will be measured by the baseline created during the 2023-24 school year.		
	SL-2		By the end of the third quarter, Student attendance will be measured by the baseline created during the 2023-24 school year.		
			By the end of the fourth quarter, Student attendance will be measured by the baseline created during the 2023-24 school year.		
SL-7	1,2,3,4	By the end of the year, As a campus we will increase the amount of students that graduate on time within the 4th, 5th and 6th year . SL-2	As a campus we will purchase E-hallpass to mitigate students' time and frequency outside of the classroom. T1 2.4, 2.5, 2.6	Campus Administration	164-Supplies and Materials-\$3,000
	<b>PS #</b>	<b>Quarterly KPIs</b>	By the end of the first quarter, have a 5% increase in the amount of students graduating as compared to previous year data.		
			By the end of the second quarter, have a 5% increase in the amount of students graduating as compared to previous year data.		
	SL-2		By the end of the third quarter, have a 5% increase in the amount of students graduating as compared to previous year data.		
			By the end of the fourth quarter, have a 5% increase in the amount of students graduating as compared to previous year data.		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes &amp; Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3,4	By the end of the year, 100% of all T-TESS evaluations will be correctly rated with alignment to student outcomes. PS- Processes & Programs -4	Collaborate with the District's department of Continuous Improvement, Region 20 and the campus's supervising Assistant Superintendent to conduct calibration walks and observation and feedback professional development with the campus administrative team. T1 4.1, 4.2	Campus Leadership Team	164-Materials and Supplies - \$2000 211- Materials and Supplies \$2000
	PS #	Quarterly KPIs	By the end of the first quarter, the administrative team will have conducted calibration walkthroughs for 70% of the core teachers.		
			By the end of the second quarter, the administrative team will have conducted calibration walkthroughs for 100% of the core teachers.		
	PP-2		By the end of the third quarter, the administrative team will have conducted two calibration walkthroughs for 70% of the core teachers.		
			By the end of the fourth quarter, the administrative team will have conducted two calibration walkthroughs for 100% of the core teachers.		
PP-2	4	By the end of the year, the Cooper Academy social worker will have conducted initial interviews with 100% of the at-risk students enrolling at Cooper Academy.	At-risk students will receive comprehensive assistance from the campus social worker, including counseling, food assistance, transportation assistance, and housing assistance. This support will be initiated through initial interviews conducted with enrolling students.	Principal, Social worker	164-86000 salary 211-salary 86000
	PS #	Quarterly KPIs	By the end of the first quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.		
			By the end of the second quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.		
	PP3		By the end of the third quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.		
			By the end of the fourth quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.		
PP-3	1,2,3,4	By the end of the year, the Cooper Academy FACE Specialist will have planned monthly parent engagement sessions and collected all Title 1 artifacts and submit them to Federal Programs.	The FACE Specialist will develop and implement effective programs and strategies that actively engage parents and the community as partners in enhancing the academic performance of students.	Principal Face Specialist	164-66000-salary, 211-66000 salary
	PS #	Quarterly KPIs	By the end of the first quarter, the Face Specialist will have conducted four parent engagements and collected all quarter 1 Title 1 documents.		
			By the end of the second quarter, the Face Specialist will have conducted eight parent engagements and collected all quarter 2 Title 1 documents.		
	PP1		By the end of the third quarter, the Face Specialist will have conducted twelve parent engagements and collected all quarter 3 Title 1 documents.		
			By the end of the fourth quarter, the Face Specialist will have conducted sixteen parent engagements and collected all quarter 4 Title 1 documents.		
PP-4	1,2,3,4				
	PS #	Quarterly KPIs			



Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1,2,3,4	By the end of the year, we will increase parent participation rate in campus events by 10% PS-PE-1	Family and Community Engagement Specialist will be utilized to increase the percentage of parents represented at district and campus activities.. Family and Community Engagement Specialist will organize and facilitate parent information meetings before, during and after school, and during, and during Saturday school sessions to help support their child's education. T1, 4.1, 4.2	Administration, FACE specialist.	164-Materials and Supplies - \$2000 211- Materials and Supplies \$2000 210- Materials and Supplies \$2000
	PS #	Quarterly KPIs	By the end of the first quarter,the campus will have identify family engagement needs and establish a system of communication to promote PD sessions,		
			By the end of the second quarter, there will be an increase of 5% in attendance at parent engagements		
			By the end of the third quarter, there will be an increase of 10% in attendance at parent engagements		
			By the end of the fourth quarter, there will be an increase of 15% in attendance at parent engagements		
PE-1 & 2					
PE-2	1,2,3,4	By the end of the year, we plan to increase 4 year, 5 year or 6 year student graduation rate to 70%. PS-PE-3	The campus part-time retention specialist will conduct routine home visits to communicate with parents and students. The retention specialist will utilize printed materials (Fliers, Door hangers for students/parents that are not at home, etc.), and be paid for his mileage. T1 2.4 2.6, 4.1	Administration	210 payroll 20000 210 Printed materials 1500 210 mileage 2000 211 Printed materials 1500
	PS #	Quarterly KPIs	By the end of the first quarter, 5% increase in direct parent and student communication home visit.		
			By the end of the second quarter, 10% increase in direct parent and student communication home visit		
			By the end of the third quarter, 15% increase in direct parent and student communication home visit		
			By the end of the fourth quarter, 20% increase in direct parent and student communication home visit		
PE-3					
PE-3	1,2,3,4	By the end of the year, increase the graduation rate and the CCMR rate by 10% by the EOY. PS-PE-2	Campus part-time clerks will assist counselors, office staff and teachers with facilitating student activities and programs. Counselor's secretary will assist the counselor with creating meetings, contacting students preparing documents with the counselor to assist students with creating and maintaining FAFSA, Apply Texas and completing CCMR. T1 4.2	Administration Campus Counselor	164-Supplemental Pay-\$20,000 211- Supplemental Pay-\$20,000 164- Materials and Supplies \$2000
	PS #	Quarterly KPIs	By the end of the first quarter, he campus part-time clerks will have identified the needs and establish a system of communication to promote CCMR sessions,		
			By the end of the second quarter, attendance at campus events will increase to 5%.		
			By the end of the third quarter, attendance at campus events will increase to 10%.		
			By the end of the fourth quarter, attendance at campus events will increase to 15%.		
PE-3					
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, student dropout rate will be measured by the baseline created during the 2024 school year.	Choose One	
DE-2	By the end of the first quarter, student's leaving school for minor maladies will decrease by 5% from the 2023-24 school year	Choose One	
DE-3	By the end of the first quarter, 50% of teachers will have participated in professional development at the district, regional, state and national level.	Choose One	
DE-4	By the end of the first quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.	Choose One	

**STUDENT LEARNING**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, Students will demonstrate a 5% increase from the previous years benchmarks	Choose One	
SL-2	By the end of the first quarter, the number of credits will increase by 5%,	Choose One	
SL-3	By the end of the first quarter, Students will demonstrate a 5% increase from the previous years benchmarks	Choose One	
SL-4	By the end of the first quarter, the number of graduates with CCMR will increase by 5%	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, the administrative team will have conducted calibration walkthroughs for 70% of the core teachers	Choose One	
PP-2	By the end of the first quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students	Choose One	
PP-3	By the end of the first quarter, the Face Specialist will have conducted four parent engagements and collected all quarter 1 Title 1 documents	Choose One	
PP-4		Choose One	

**PERCEPTIONS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, the campus will have identify family engagement needs and establish a system of communication to promote PD sessions	Choose One	
PE-2	By the end of the first quarter, 5% increase in direct parent and student communication home visit	Choose One	
PE-3	By the end of the first quarter, the campus part-time clerks will have identified the needs and establish a system of communication to promote CCMR sessions	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**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
DE-1	By the end of the second quarter, student dropout rate will be measured by the baseline created during the 2024 school year.	Choose One	
DE-2	By the end of the second quarter, student's leaving school for minor maladies will decrease by 5% from the 2023-24 school year.	Choose One	
DE-3	By the end of the second quarter, 70% of teachers will have participated in professional development at the district, regional, state and national level.	Choose One	
DE-4	By the end of the second quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.	Choose One	

**STUDENT LEARNING**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
SL-1	By the end of the second quarter, students will demonstrate a 10% increase from the previous years EOC exams.	Choose One	
SL-2	By the end of the second quarter, the amount of credits will increase 5% compared to the previous Quarter.	Choose One	
SL-3	By the end of the second quarter, students will demonstrate a 10% increase from the previous years EOC exams.	Choose One	
SL-4	By the end of the second quarter, the number of graduates with CCMR will increase by 5%.	Choose One	

**PROCESSES & PROGRAMS**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
PP-1	By the end of the second quarter, the administrative team will have conducted calibration walkthroughs for 100% of the core teachers.	Choose One	
PP-2	By the end of the second quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.	Choose One	
PP-3	By the end of the second quarter, the Face Specialist will have conducted eight parent engagements and collected all quarter 2 Title 1 documents.	Choose One	
PP-4		Choose One	

**PERCEPTIONS**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
PE-1	By the end of the second quarter, there will be an increase of 5% in attendance at parent engagements.	Choose One	
PE-2	By the end of the second quarter, 10% increase in direct parent and student communication home visit.	Choose One	
PE-3	By the end of the second quarter, attendance at campus events will increase to 5%.	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.

**Third Quarterly Review**

**DEMOGRAPHICS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, student dropout rate will be measured by the <del>baseline created during the 2025 school year</del>	Choose One	
DE-2	By the end of the third quarter, student's leaving school for minor maladies will <del>decrease by 5% from the 2023-25 school year</del>	Choose One	
DE-3	By the end of the third quarter, 80% of teachers will have participated in <del>professional development at the district, regional, state and national level</del>	Choose One	
DE-4	By the end of the third quarter, The campus social worker will have conducted <del>initial interviews with 100% of the enrolling At-Risk students</del>	Choose One	

**STUDENT LEARNING**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, students will demonstrate a 5% increase from the <del>previous years benchmarks</del>	Choose One	
SL-2	By the end of the third quarter, the amount of credits will increase 5% compared to <del>the previous Quarter</del>	Choose One	
SL-3	By the end of the third quarter, students will demonstrate a 5% increase from the <del>previous years benchmarks</del>	Choose One	
SL-4	By the end of the third quarter, the number of graduates with CCMR will increase <del>by 5%</del>	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, the administrative team will have conducted two <del>calibration walkthroughs for 70% of the core teachers</del>	Choose One	
PP-2	By the end of the third quarter, The campus social worker will have conducted <del>initial interviews with 100% of the enrolling At-Risk students</del>	Choose One	
PP-3	By the end of the third quarter, the Face Specialist will have conducted twelve <del>parent engagements and collected all quarter 3 Title 1 documents</del>	Choose One	
PP-4		Choose One	

**PERCEPTIONS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, there will be an increase of 10% in attendance at <del>parent engagements</del>	Choose One	
PE-2	By the end of the third quarter, 15% increase in direct parent and student <del>communication home visit</del>	Choose One	
PE-3	By the end of the third quarter, attendance at campus events will increase to 10%.	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.

**Fourth Quarterly Review**

**DEMOGRAPHICS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, student dropout rate will be measured by the baseline created during the 2025 school year.	Choose One	
DE-2	By the end of the fourth quarter, student's leaving school for minor maladies will decrease by 5% from the 2023-25 school year.	Choose One	
DE-3	By the end of the fourth quarter, 100% of teachers will have participated in professional development at the district, regional, state and national level.	Choose One	
DE-4	By the end of the fourth quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.	Choose One	

**STUDENT LEARNING**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, students will demonstrate a 10% increase from the previous years EOC exams.	Choose One	
SL-2	By the end of the fourth quarter, the amount of credits will increase 5% compared to the previous Quarter.	Choose One	
SL-3	By the end of the fourth quarter, students will demonstrate a 10% increase from the previous years EOC exams.	Choose One	
SL-4	By the end of the fourth quarter, the number of graduates with CCMR will increase by 5%.	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, the administrative team will have conducted two calibration walkthroughs for 100% of the core teachers.	Choose One	
PP-2	By the end of the fourth quarter, The campus social worker will have conducted initial interviews with 100% of the enrolling At-Risk students.	Choose One	
PP-3	By the end of the fourth quarter, the Face Specialist will have conducted sixteen parent engagements and collected all quarter 4 Title 1 documents.	Choose One	
PP-4		Choose One	

**PERCEPTIONS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, there will be an increase of 15% in attendance at parent engagements.	Choose One	
PE-2	By the end of the fourth quarter, 20% increase in direct parent and student communication home visit.	Choose One	
PE-3	By the end of the fourth quarter, attendance at campus events will increase to 15%.	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.

DEMOGRAPHICS			
GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, we will decrease the dropout rate by 5%. DE-1	Choose One	
DE-2	By the end of the year, Increase student attendance and decrease the amount of students leaving early the campus clinic will be supplied with resources DE-3	Choose One	
DE-3	By the end of the year, To increase Teacher retention by 5%, teachers will be mentored and attend professional development seminars DE-1 DE-2	Choose One	
DE-4	By the end of the year, the Cooper Academy social worker will have conduct one initial interviews with 100% of the at-risk students enrolling at Cooper Academy.	Choose One	
STUDENT LEARNING			
GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, the amount of students that score "Meets" and "Masters" on all State EOC exams hv 5 % hv the EOY SL-3	Choose One	
SL-2	By the end of the year, Increase the amount of students that graduate from the satellite campuses hv 5 % hv the EOY SL-2	Choose One	
SL-3	By the end of the year, Increase the amount of students that score "Meets" and "Masters" on all State EOC exams hv 5 % hv the EOY SL-3	Choose One	
SL-4	By the end of the year, we plan to increase CCMR by 5%.	Choose One	
PROCESSES & PROGRAMS			
GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	Performance Objective and Problem Statement	Choose One	
PP-2	By the end of the year, the Cooper Academy social worker will have conducted initial interviews with 100% of the at-risk students enrolling at Cooper Academy.	Choose One	
PP-3	By the end of the year, the Cooper Academy FACE Specialist will have planned monthly parent engagement sessions and collected all Title 1 artifacts and submit	Choose One	
PP-4		Choose One	
PERCEPTIONS			
GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, we will increase parent participation rate in campus events hv 10% PS-PE-1	Choose One	
PE-2	By the end of the year, we plan to increase 4 year, 5 year or 6 year student graduation rate to 70% PS-PE-3	Choose One	
PE-3	By the end of the year, increase the graduation rate and the CCMR rate by 10% by the EOY PS-PE-2	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
Timothy Sumner	Non Classroom Professional		
James Juarez	Classroom Teacher		
Marium Khan	Classroom Teacher		
Eduardo Flores	Classroom Teacher		
Patrick Lopez	Classroom Teacher		
Jennifer O'Grady	Non Classroom Professional		
Jean Carlo Hernandez	Classroom Teacher		
Brenda Aguilar	Non Classroom Professional		
Ruperto Becerra Jr.	Campus Administrator		
Luis Garcia	Community Memeber		
John Geagin	Community Memeber		
Alana Myers	District Representative		
Jeanelle Johnson	ParaProfessional Employee		



## 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
Cooper Academy at Navarro	15907- 024
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Mr. Ruperto Becerra Jr.	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Assurances and Plan Approval Information

**Data Tables**

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 type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input 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	X
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	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		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
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		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
<b>Documentation</b>	<b>Description</b>	<b>CIP Location / Upload Location</b>	<b>Done</b>
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	
<b>School-Parent-Compact (ESSA Sec. 1116(d))</b>			
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		
<b>Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))</b>			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

**Documentation and Submissions**

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		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		