

Campus Improvement Plan

2023-2024



Hot Wells Middle School, 044

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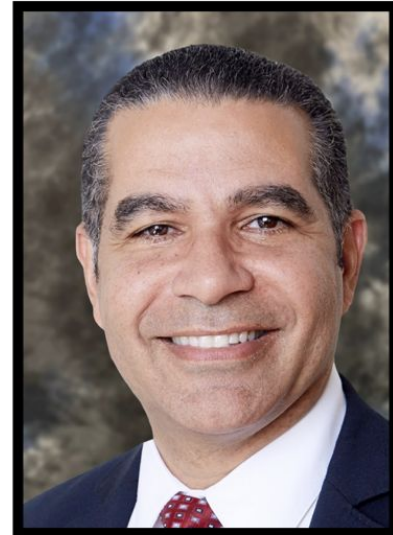
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Dr. Jaime Aquino**

VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Development Dates	Meetings Topics and Actions
Meeting #1 May 15th	Student Learning - Math and Reading CBAs and MAP results and created problem statements/root cause statements Demographics - Teacher Experience/Retention - Examined teacher rosters from 2021-22 to 22-23 and created created problem statements/root cause statements
Meeting #2 May 15th	Perceptions - Parental Engagement - Examined parent surveys, PFE event sign-ins, and all engagement opportunities for 2022-2023, SEL, the number of students referred to alternative school placements increased Processes and Programs - personnel Professional development , teacher survey

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process	
How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?	
<p>Student Learning - MOY MAP growth was as follows: Math - 6th grade - 35%, 7th grade- 41% and 8th grade 44% EOY MAP growth- Math- 6th grade 57% 7th grade 64%, and 8th grade 55% Cumulative MAP growth from BOY to EOY was 42% MOY MAP growth was as follows: Reading - 6th grade- 32% 7th grade 37% and 8th grade 54% EOY MAP growth was as follows: Reading - 6th grade - 57% 7th grade 51% and 8th grade 63%</p> <p>Cumulative MAP growth from BOY to EOY was 42% for math and 50 for Reading</p> <p>CBA Math performance were below district average</p> <p>Attendance- 6th and 7th grade students have maintained high attendance all year, 8th grade had the lowest averaging in the high 70's to low 80%</p> <p>PD focus in 2022-23- Aggressive monitoring and gap analysis: Of the teachers that responded to this survey, 100% responded knowing how to implement aggressive monitoring and gap analysis, 91% could explain the process to some else, and 83% reported that aggressive monitoring increased student academic performance. Teacher reports needing support in: Planning, scaffolding and differentiation , classroom management, Effective use of aggressive monitoring and gap analysis to increase student learning.</p> <p>Teacher retention- Goal was 10% attrition rate, we ended the year with 19%.</p> <p>Discipline - the number of students referred to alternative school placement increased by 37%</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.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Attendance	Attendance rosters	PS 2	Students attendance has increased from 82% to 87% this school year, but has not reached the goal of 96%.
		RC 2	Attendance goals were not met due to inconsistent implementation of incentives. ESF 3.1
Teacher retention	Teacher rosters in 2022-23 school year	PS 3	9% of teachers left the campus by December 2022. One was 0-1 year while the other had over 10 years of teaching experience.
		RC 3	Systems created for onboarding new teachers were not effective (ESF 2.1).
		PS 4	
		RC 4	
Data Determinations	Attendance- 82% for 21-22 to 86.8% for 22-23. The goal for both teacher was 96% There were 31 teacher at BOY, two left in the course of the school year. 9.6% of our teachers left the campus by December 2022. The campus gained a special education allocation that remained unfilled all year, EOY staff attrition was 19%, the goal was a reduction of teacher attrition from 20% to 10% Overall campus maintained staff at 85% throughout the school year, which was an increase from the previous year.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Grade level readiness	CBAs / Interims	PS 1	Student performance in math was below district average in grade 6-7 and above average in 8th grade math (interim)
		RC 1	Students have gaps in foundational skills and need intervention ESF 5.3
Grade Level readiness	MAP MOY	PS 2	Reading : MAP growth at MOY was below district average for grades 6-7 and above average at 53% for 8th grade.
		RC 2	Increase teacher planning time, stronger lesson plans and rigorous instruction in order to increase MAP & CBA scores.- ESF- 5.3
Grade Level Readiness	STAAR	PS 3	Students performed below average for all middle schools in reading and social studies
		RC 3	Based on PD survey, teachers needed professional development on scaffolding and differentiating instructions ESF- 4.1
		PS 4	
		RC 4	
	<p><u>MAP MOY to EOY growth:</u></p> <p>8th grade Reading - 63%,and Math- 55%</p> <p>7th grade Math 66% and Reading - 48%</p> <p>6th grade-Math 57% and Reading</p> <p><u>Campus MAP MOY-EOY growth</u> Math - 59.7% and Reading-55.5</p> <p>Reading : CBAs documented at or above district average performances, in 6th and 7th grades. 8th grade performed lower than district averages on CBAs and Interim assessments .</p> <p>Math- Students performance for 7th and 8th grades has declined during the school year from: BOY- 61% approach, 20% meets and 7% mastersMOY- 42% approach, 12% meets and 0% masters. The scores increased slightly at interim to 43% approach, 12% meets and 2% Masters</p>		

<div>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</div> <div>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.</div>	
Student Learning (Minimum 2 Areas)	
<div>Data Determinations</div>	<div> <div>MAP MOY to EOY growth:</div> <div>8th grade</div> <div>Reading - 63%,and Math- 55%</div> <div>7th grade</div> <div>Math 66% and Reading - 48%</div> <div>6th grade-Math 57% and Reading</div> <div>Campus MAP MOY-EOY growth Math - 59.7% and Reading-55.5</div> <div>Reading : CBAs documented at or above district average performances, in 6th and 7th grades. 8th grade performed lower than district averages on CBAs and Interim assessments .</div> <div>Math- Students performance for 7th and 8th grades has declined during the school year from: BOY- 61% approach, 20% meets and 7% mastersMOY- 42% approach, 12% meets and 0% masters. The scores increased slightly at interim to 43% approach, 12% meets and 2% ,Masters.</div> <div>8th grades: MOY- 25% approach, 3% meets and 0% masters, Interim assessments .</div> <div>STAAR Scores</div> <div>Math</div> <div>8th grade- 17% highest for all traditional middle schools-17%</div> <div>7th grade- 32% Highest for all traditional middle schools- 32%</div> <div>6th grade - 19% The highest score for traditional middle schools- 29%</div> <div>RLA</div> <div>8th grade- 52% highest for all traditional middle schools-69%</div> <div>7th grade- 55% Highest for all traditional middle schools- 59%</div> <div>6th grade - 34% The highest score for traditional middle school- 41%</div> <div>Science</div> <div>8th grade- 31% highest for all traditional middle schools-39%</div> <div>Social studies</div> <div>8th grade- 7% Highest for all traditional middle schools- 15%</div> </div>

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Professional learning networks and teacher PD	PD survey	PS PP-1	40% of the teachers surveyed expressed the need for PD aligned to their specific need
		RC PP-1	All teachers were trained on aggressive monitoring, Professional development on scaffolding and differentiating instructions were not consistently provided ESF- 4.1
Professional Development	PD Survey	PS PP-2	59% of staff surveyed identified differentiation and scaffolding instruction for students as needed Professional development for students.
		RC PP-2	Campus focus on aggressive monitoring did not include training on what to do when the students do not understand the content
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	PD focus in 2022-23- Aggressive monitoring and gap analysis: Of the teachers that responded to this survey, 100% responded knowing how to implement aggressive monitoring and gap analysis, 91% could explain the process to some else, and 83% reported that aggressive monitoring increased student academic performance. Teacher reports needing support in: Planning, scaffolding and differentiation , classroom management, Effective use of aggressive monitoring and gap analysis to increase 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.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Discipline	YTD PEIMS Reportable Only Discipline Report by Campus	PS PE-1	The number of students referred to alternative school placements increased from 14 to 21.
		RC PE-1	Systems implemented to promote student discipline such as SEL through the counseling department, and restorative practices in the classrooms were ineffective. (ESF 3.1 and 3.2)
Parent Engagement	Attendance logs, parent surveys	PS PE-2	50% of the parents who responded to the survey highlighted the lack of consistent teacher parent communications
		RC PE-2	Systems created for effective parent communication were not utilized consistently
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	<p>Restorative practices: The number of students referred for behavior decreased from 158 to 92, 41% reduction from last year. The number of students with controlled substance offenses increased from 13 to 22 an increase of 69 %. Incidents of students fighting decreased from 49 to 18 63% reduction from last year. Students assigned out of school suspension decreased from 113 to 60. % 88% reduction from last year. The number of students assigned DAEP increased from 16 to 26, 4 of those students came from out of district with continuing DAEP placements. As such, a total of 22 students were assigned DAEP, an increase of 37%</p> <p>Check in and check out with the counselor daily for tier 2 students and advisory SEL lessons (circles) with the counselor weekly.</p> <p>Class dojo parent contact logs- Teacher parent contact increased for teachers who used class dojo consistently, The campus will continue working to improve weekly teacher parent communication.</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	PCR RC Demographic 1 Increase attendance rates from 87% to 96% by June 2024.	Incentives will be used to increase student attendance. Funds will be used to purchase incentives for students with perfect attendance.	All staff	
		Quarterly KPIs	By the end of Quarter 1 Hot Wells attendance committee will convene to review assessment data and communicate with 100% of the parents about the status of campus attendance to date By the end of Quarter 2, Attendance will increase by 5% By the end of Quarter 3, Attendance will increase by 10% By the end of the 2023-2024 school year, attendance will increase to 96%		
DE-2	1	PCR RC Demographic 2. Increase the number of teachers choosing to stay at Hot Wells by 50% by June 2024	Create a system for checking in with mentors and mentees weekly to ensure ongoing support for new teachers.	Instructional coach	164- 89,000 Funds will be used to pay the instructional coach 199- 500 Funds will be used to purchase instructional supplies for new teacher
		Quarterly KPIs	By the end of Quarter 1, 100% retention By the end of Quarter 2, 100% retention By the end of Quarter 3, 100% retention By the end of the 2023-2024 95% of all staff will choose to stay at Hot Wells		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	PCR RC1 Student learning Increase the number of students performing at grade level from 15% to 30%,by June 2024	Teachers will be provided professional development in math through PLNs weekly	All Staff	211- 2000 Funds will be used to purchase reading instructional supplies for students in grades 6th - 8th Funds will be used to purchase writing instructional materials for students in grades 6th - 8th
		Quarterly KPIs	By the end of Quarter 1, 15% of our students will be performing at grade level By the end of Quarter 2, 20% of our students will be performing at grade level By the end of Quarter 3, 25% of our students will be performing at grade level By the end of the 2023-2024,30% of our students will be performing at grade level		
SL-2	1	PCR RC1 Student learning Increase the number of students performing at grade level from 15% to 30%,by June 2024	Students will engage in writing for learning in all Co- subjects daily.	All staff	211- 3,000 Funds will be used to purchase composition notebooks for all students.-
		Quarterly KPIs	By the end of Quarter 1, 15% of our students will be performing at grade level By the end of Quarter 2, 20% of our students will be performing at grade level By the end of Quarter 3, 25% of our students will be performing at grade level By the end of the 2023-2024,30% of our students will be performing at grade level		
SL-3					
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		PRC RC PP-1 Processes and Programs Increase aligned professional development as identified by teacher survey by 100% by June 2024	Align all professional development to identified teacher needs	Campus Admin\ District C&I department	
			By the end of Quarter 1, 100% of our teachers will stay at Hot Wells By the end of Quarter 2, 100% of our teachers will stay at Hot Wells By the end of Quarter 3, 100% of our teachers will stay at Hot Wells By the end of the 2023-2024, 100% of our teachers will stay at Hot Wells		
PP-2		PRC RC PP-2 Processes and Programs. Provide professional development on differentiation and scaffolding by August 16th 2023	Provide professional development on scaffolding and differentiated instructions to meet the needs of our teachers.	Campus Admin\ District C&I department	
		Quarterly KPIs	By the end of Quarter 1, 100% of our teachers will participate in Professional development on Differentiation and scaffolding By the end of Quarter 2, 100% of our teachers will participate in Professional development on Differentiation and scaffolding By the end of Quarter 3, 100% of our teachers will participate in Professional development on Differentiation and scaffolding By the end of the 2023-2024-100% of our teachers will participate in Professional development on Differentiation and scaffolding		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		PS PE-1 Decrease the number of students assigned alternative school placement by 50% by June 2024	Provide SEL support for students identified as tier 2 based on Restorative Practices system.	All staff Counselor	211- 2,000 Funds will be used to purchase incentives for students reaching their target behaviors.
		Quarterly KPIs	By the end of Quarter 1, 2% reductions in the number of students assigned alternative school placement from the previous school year. By the end of Quarter 2, 4%reductions in the number of students assigned alternative school placement from the previous school year. By the end of Quarter 3, 5%reductions in the number of students assigned alternative school placement from the previous school year. By the end of the 2023-2024,10% overall reductions in the number of students assigned alternative school placement from the previous school year.		
PE-2		PS PE-2 Increase the number of parents participating in school based activities by 50% by June 2024	Increase parent engagement by communicating with parents weekly.	FACE Specialist	211- 4,500 dollars to purchase resources and refreshments for and to support parent meetings.
		Quarterly KPIs	By the end of Quarter 1, 10% Increase in the number of parents participating in school activities from the previous year By the end of Quarter 2, 15%Increase in the number of parents participating in school activities from the previous year By the end of Quarter 3, 20%Increase in the number of parents participating in school activities from the previous year By the end of the 2023-2024,25%Increase in the number of parents participating in school activities from the previous year		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

2.2 – Third Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

<div>2.2 – Fourth Quarterly Review Meeting</div> <div>The CAC will use artifacts and data to check KPI progression for all strategies.</div>			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

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

Performance Objective	Q4 Rating	Findings / Next Steps

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Multiple Measure		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DP-1					

Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.				X	All are based on the success criteria of the ESF.				X
All are based on issues that the campus can control and improve on.				X	All talk to adult systems and behaviors.				X
Improvement Plan – Performance Objectives									
All are in SMART format				X	All are tied to at least one problem statement.				X
All are measured by a data source.				X					X
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				X
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				X
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning		Support for Special Populations	X	Parent & Family Engagement	X	Students Not On Grade Level			
Recruiting/Retaining Teachers	X	Violence Prevention/Intervention	X	Professional Development	X	Dropout Prevention / Enrollment			
Physical Activity		Social and Emotional Support	X	Student Attendance		Transition PK to Elementary			
Quality of Learning Environment	X	CCMR - Secondary		MTSS – Behavioral Interventions					
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan	Front office and Campus Website				Physical Locations of the Plan	Front Office and Campus Website			
Languages Available	English and Spanish				Languages Available	English and Spanish			
URL to Online Version					URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy					How and When was the PFE Policy Distributed				
Languages Available	English and Spanish								
URL to Online Version									

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	6/9/23
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

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

Assurances and Approval Information**Assistant Superintendent Assurance**

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

Campus Principal Assurance

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

Campus Name	Campus Number
Hot Wells Middle School	044
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Julio Garcia
Principal	SAISD Board Approval Date
Dr. Rose Engelbrecht	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
7/28/23	

