

Campus Improvement Plan

2024 - 2025



Hot Wells Middle School

Table of Contents

| Section | Page |
|---|------|
| Board of Trustees | 3 |
| Vision, Mission, and Core Beliefs | 4 |
| SAISD Goals | 5 |
| Comprehensive Needs Assessment (CNA) Processes | 6 |
| Demographics - CNA Problem Statements and Root Causes | |
| Student Learning - CNA Problem Statements and Root Causes | |
| Processes and Programs - CNA Problem Statements and Root Causes | |
| Perceptions - CNA Problem Statements and Root Causes | |
| Demographics - Plan for Improvement | |
| Student Learning - Plan for Improvement | |
| Processes and Programs - Plan for Improvement | |
| Perceptions - Plan for Improvement | |
| First Quarterly Review | |
| Second Quarterly Review | |
| Third Quarterly Review | |
| Fourth Quarterly Review | |
| Annual Summative Review | |
| Assurances and Plan Approval Information | |
| Committees Members | |
| Data Tables | |

Board of Trustees



**President
Christina Martinez
District 6**



**Vice President
Alicia Sebastian
District 2**



**Secretary
Arthur Valdez
District 4**



**Trustee
Sarah Sorenson
District 1**



**Trustee
Leticia Ozuna
District 3**



**Trustee
Stephanie Torres
District 5**



**Trustee
Ed Garza
District 7**



**Superintendent of Schools
Dr. Jaime Aquino**

VISION

Hot Wells Middle School is committed to providing a rigorous and high-quality education aimed at developing biliterate analytical thinkers. We are committed to cultivating a well rounded student through a mutual respect of self, school, and community. We envision our students as influential leaders who will exhibit confidence, innovation, integrity, and problem solving skills.

Mission

Hot Wells will implement a dual language Science, Technology, Engineering, and Math (STEM) instructional platform which will incorporate project based learning (PBL) using 21st century technology. Instruction will focus on inclusivity, field experiences, creativity, and collaboration.

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.^[1]^[SEP]

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.^[1]^[SEP]

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.^[1]^[SEP]

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.^[1]^[SEP]

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.^[1]^[SEP]

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.^[1]^[SEP]

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.^[1]^[SEP]

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.^[1]^[SEP]

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

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

Comprehensive Needs Assessment Process

| CNA Meeting Dates | Meeting Topics and Actions |
|---------------------|---|
| Meeting #1 4/1/24 | <p><u>Student Learning</u> - Math and Reading CBAs and MAP results and created problem statements/root cause statements -</p> <p>MAP MOY growth was as follows: Math - 44% RLA- 49% CBA scores were as follows: Math - 40% approach, 9% meets, 1% masters Reading- 81% Approach, 47% meets, 19% masters Science- 64% approach, 25% meets, 4% masters SS- 49% Approach, 21% meets, 11% masters Campus cumulative score- 59% Approach, 26% Meets, 9% masters. Compared to the BOY CBA scores of 62% Approach 33% meets 11% masters, There was a significant drop overall scores. Science and Social studies scores dropped while the RLA scores increased and the math remained relatively the same. Campus academic goals- 60% approach, 35% meets, 12% masters- This will give the campus an overall rating of D in academic achievement.</p> <p>Demographics - Teacher Experience/Retention - Examined teacher rosters from 2023-24 and created problem statements/root cause . Two positions were unfilled all year, 6th and 7th grade social studies, and Spanish. The 7th grade position was left vacant when the teacher hired resigned 2 weeks into the first semester. Also vacant at MOY was the science teacher position who retired in December 2023. Teacher attrition was at 6.8% as of March 2024. Due to rightsizing, the campus will be adding more teacher positions as the student population grows from 423 to 616 for the 2024-25 school year. The Dragons will welcome 11 more teachers this upcoming school year. Student enrollment has remained steady this year. The projection was 419 at BOY and is currently at 423.</p> <p>Overall attendance improved from 85% , 2023-24 school year, to 88.96% as of March 2024. Attendance incentives have included Dragon Dollars, field trips, performances and faculty vs. student competitions. -</p> <p>Discipline- Restorative practices: The number of students referred for behavior decreased from 92 to 69 , a 25% reduction from last year. The number of students with controlled substance offenses decreased from 22 to 10 a decrease of 55 % . Incidents of students fighting decreased from 18 to 14 , 22% reduction from last year. Students assigned out of school suspension decreased from 60 to 41, 22% reduction from last year. The number of students assigned DAEP decreased from 26 to 15, 43% decrease. Note: the data was collected on March 1, adjust using EOY data</p> <p>Statements Perceptions Parent engagement goals for the 23-24 school year was an increase of 55%, Five parents consistently volunteered the previous year, this current school year, 12 parents consistently volunteered this school year. The increase was due in part to parents assisting with fundraisers, loteria, as well as sporting events.</p> <p>Processes and Programs - personnel Professional development , teacher survey</p> <p>Staff Survey <u>PD focus in 2023-24 RLA/Writing</u> Of the teachers that responded to this survey, , 40% said they would like more PD on RLA, 90% found PLCs helpful this school year. When asked how PLCs could be improved, 10% said they would prefer more modeling of best practices during PLCs, 15% said they would like PLCs to be shorter or held once every other week, and the rest, asked for more training on current trends, availability for GEC teachers/SPED only PLCS, and more planning time for co content teachers.</p> <p>Insight Survey - Results more results</p> |
| Meeting #2 5/6/2024 | <p>Here is what was discussed:</p> <p>New Principal - Ms. Hernandez led meeting: Discretionary Allocation - \$254,751 - 251,762 = \$2,989 paying for F/T Dance Extra Instructional Coach P/T Family & Parent Engagement Liaison F/T Librarian (0.5 Title 1 and 0.5 Local Funds) 2,989 spent for possibly Region 20 PD, "Flocabulary" \$3,500/yr and "i-ready" Dragon Camp - New, possibly won't happen . . . CIS - Ropes program happen Athletics makes low turnout Teachers: volunteer or comp time vs. stipend School Summer Academic Camps not happening due to funds. Purpose: Blending communities, a right sizing event Asked to ensure that top 40% of math students of each grade level are in honors</p> |

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

The goals for 2023- 24 school year were Campus Academic Goals:
 41% meets 21% masters and 80% growth. MAP growth at MOY was 44%-math and 49% RLA, EOY MAP growth was 40%- Math and 42% RLA. The highest growth was 7th grade math at 55% and RLA at 55% as well. 6th grade students continue to struggle in both math and reading and will need interventions in 2024-25 school year. Math comprehensive [professional development has been created and updated on the success plan. [Math Professional development Plan](#)

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.

Demographics

| | | | | | | | |
|-----------------------------------|---|-----------------------------------|---|-------------------------------|--|------------------------------|--|
| At-Risk Rates (Branching Minds) | X | Student Graduation/Promotion Rate | | Bilingual Service Records | | Anecdotal data from programs | |
| STAAR Domain 3 Data | | GT Service Records | X | 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 | | Other (Indicate to the Right) | | | |

Student Learning

| | | | | | | | |
|-------------------------------|---|---------------------------------|---|-------------------------------|---|-----------------|---|
| STAAR/EOC Results | | Local Benchmark Results | | State Interim Results | X | MAP Data | X |
| CIRCLE Data | | CBA and Local Formative Results | X | PSAT/SAT/ACT/TCSI scores | | IB/DC/AP Scores | |
| Branching Minds Interventions | X | Student Retention Rates | | CTE Enrollment | X | Semester Exam | X |
| Other (Indicate to the Right) | | Quarterly Averages | | Other (Indicate to the Right) | | | |

Processes and Programs

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

Perceptions

| | | | | | | | |
|-------------------------------|---|-------------------------------|--|-------------------------------|---|-----------------------------|---|
| Teacher/Staff Surveys | X | Parent/Student Surveys | | Classroom Observations | X | Parental Involvement Data | X |
| Parent Volunteers | | Calendar of Parent Engagement | | Feedback to Teachers | X | 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 | PS DE-1 | Students attendance has increased from 87% to 88.96% (89%) this school year. While attendance was 89%, it was short by 7% of our goal. |
| | RC DE-1 | Attendance goals were not met due to inconsistent implementation of incentives and outreach for students with less than 50% attendance. ESF 3.1 |
| Student Discipline | PS DE-2 | The number of students assigned DAEP placement in the 2023-2024 school year was 14. This is a decrease of 37%, from 22 in 2022-2023. The goal for 2024 was a 50% reduction. |
| | RC DE-2 | Systems implemented to promote student discipline such as SEL through the counseling department, and restorative practices in the classrooms were ineffective in decreasing the number of students assigned alternative placement by 50% (ESF 3.1 and 3.2) |
| Choose One | PS DE-3 | |
| | RC DE-3 | |
| Choose One | PS DE-4 | |
| | RC DE-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.

Student Learning (Minimum 2 Areas)

| Area Examined | Problem Statements and Root Causes | |
|---|------------------------------------|--|
| Grade Level Readiness | PS SL-1 | 14% of students scored Meets in Math. 34% of students scored Meets in Reading. |
| | RC SL-1 | Ineffective differentiated instruction and ineffective instructional strategies. (ESF 5.1) |
| EOY Assessment Outcomes | PS SL-2 | STAAR preliminary report shows 58% growth in Reading and 43% growth in Math for a total of 50% growth. This results in a domain score of F for state accountability. |
| | RC SL-2 | Implementation of enrichment and interventions were ineffective in meeting the needs of all students. (ESF 5.1-5.4) |
| Choose One | PS SL-3 | |
| | RC SL-3 | |
| Choose One | PS SL-4 | |
| | RC SL-4 | |
| Strengths & Areas for Improvement Based on your Data Analysis | | |

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.

Processes & Programs (Minimum 2 Areas)

| Area Examined | Problem Statements and Root Causes | |
|---|------------------------------------|---|
| Teacher PD | PS PP-1 | PD focus for 2023-2024 school year was RLA, writing across the curriculum. RLA scores improved as evidenced by CBA 1 and 2. Math score decreased from 42% Approach, 9 % meets and 2% masters at BOY to 40% Approach, 9 % meets and 1% masters at MOY. |
| | RC PP-1 | Implementation of DESMOS, a new math program this academic year, led to students having limited time to practice (ESF 5.4) |
| Enrichment Opportunities | PS PP-2 | Based on the insight survey, academic opportunity, increased from 3.5 to 4.0. This was below the district average of 5.0. |
| | RC PP-2 | Students have limited opportunities to explain their answers and use academic discussions to build on each other's ideas. (ESF 5.4) |
| Choose One | PS PP-3 | |
| | RC PP-3 | |
| Choose One | PS PP-4 | |
| | RC PP-4 | |
| Strengths & Areas for Improvement Based on your Data Analysis | | |

Comprehensive Needs Assessment - Perceptions

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 | Problem Statements and Root Causes | |
|--|------------------------------------|--|
| Staff Survey Results | PS PE-1 | Staff Survey PD focus in 2023-24 RLA/Writing |
| | RC PE-1 | Professional development throughout the year was not aligned to a Strategic Framework that includes the Mission, Vision, Theory of Action, Core Beliefs, and Core Values of Hot Wells. (ESF 1.2) |
| Teacher Support | PS PE-2 | Insight survey documents an increase in observation and feedback, 4.2 to 4.7 in 2024, this was below the district average of 5.7 |
| | RC PE-2 | Teachers reported minimal feedback from an instructional leader after observations. (ESF 5.2) |
| Choose One | PS PE-3 | |
| | RC PE-3 | |
| Choose One | PS PE-4 | |
| | RC PE-4 | |
| Strengths & Areas for Improvement Based on your Data Analysis | | |

Plan for Improvement – Demographics

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, student attendance will be at least 92% Demographics 1 | Attendance committee will monitor attendance every 3 weeks and meet with Tier 3 and 4 Chronically Absent students and parents to develop attendance contracts, in addition to IAPs. | Assistant Principal Attendance Committee | |
| | PS # | Quarterly KPIs | By the end of Quarter 1, attendance will be at 89%. | | |
| | | | By the end of Quarter 2, attendance will be at 90%. | | |
| | 1 | | By the end of Quarter 3, attendance will be at 91%. | | |
| | | | By the end of Quarter 4, attendance will be at 92%. | | |
| DE-2 | 4 | By the end of the year, 100% of students identified Tier 2 and 3 in Behavior will have an implemented plan of intervention. Demographics 2 | Grade Level MTSS Meetings will be scheduled monthly to discuss Tier 2 and 3 students, track progress, and plan for intervention. | Adminstrative Leadership Team Teachers | |
| | PS # | Quarterly KPIs | By the end of the first quarter, all students will be tiered 1, 2, or 3 for Behavior and 100% of Tier 3 students will have a documented intervention plan in Branching Minds. | | |
| | | | By the end of the second quarter, 100% of Tier 2 and 3 students will have a documented intervention plan in Branching Minds monitored by the counselor. | | |
| | 2 | | By the end of the third quarter, 100% of the plans for Tier 2 and 3 students will be monitored by the counselor in Branching minds and will be reviewed at Grade Level meetings. | | |
| | | | By the end of the fourth quarter, 100% of students identified Tier 2 and 3 in Behavior will have an implemented plan of intervention. | | |
| DE-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, | | |
| DE-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 – Student Learning

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 year there will be a 10 point increase in the percentage of students at Meets on 2025 Math and Reading STAAR - From 14% to 24% in Math and from 34% to 44% in Reading. Student Learning 1 | Teachers will collaborate to align curriculum, instruction, and assessments with state standards, ensuring consistency and coherence across grade levels and subjects. Professional development will be provided to enhance teachers' skills in data analysis and instructional planning. Regular data tracking will be implemented to monitor student progress, identify learning gaps, and adjust instruction accordingly. Teachers will use formative assessments and data-driven instruction to tailor lessons to student needs, ensuring targeted support and improved learning outcomes. | Administrative Leadership Team Teachers | |
| | PS # | Quarterly KPIs | By the end of the first quarter, 100% of core teachers will have participated in professional development on curriculum alignment and data analysis, and collaborative planning sessions will be established. | | |
| | 1 | | By the end of the second quarter, 100% of core teachers will implement regular formative assessments, with data tracked and analyzed to adjust instruction and address learning gaps. | | |
| | | | By the end of the third quarter, based on Interim Assessment, there will be a 5 point increase in the percentage of students at meets for Math to 19% and for Reading to 39%. | | |
| | | | By the end of the fourth quarter, there will be a 10 point increase in the percentage of students at Meets on 2025 Math and Reading STAAR - From 14% to 24% in Math and from 34% to 44% in Reading. | | |
| SL-2 | 1, 2, 3 | By the end of the year, there will be a 10 point increase in the percentage of students meeting growth in Math and Reading - From 58% to 68% in Reading and from 43% to 53% in Math Student Learning 2 | Staff will engage in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. | Administrative Leadership Team Teachers | |
| | PS # | Quarterly KPIs | By the end of the first quarter, 100% of teachers will be trained on collecting/analyzing formative assessment data. | | |
| | 2 | | By the end of the second quarter, 70% of identified students will receive small group instruction and tutoring. | | |
| | | | By the end of the third quarter, 100% of identified students will receive small group instruction and tutoring. | | |
| | | | By the end of the fourth quarter, Increase students performing at meets in RLA from 42% to 46% | | |
| SL-3 | 1, 2, 3 | By the end of the year, there will be a 10 point increase in the percentage of students meeting growth in Math and Reading - From 58% to 68% in Reading and from 43% to 53% in Math Student Learning 2 | Staff will host parent informational sessions to provide instructional materials and strategies to increase student performance in Math and Reading. | | |
| | PS # | Quarterly KPIs | By the end of the first quarter, a parent session will be provided to introduce instructional materials and strategies for use at home. | | |
| | 2 | | By the end of the second quarter, a 2nd parent session will be provided to introduce instructional materials and strategies and goal setting for use at home. | | |
| | | | By the end of the third quarter, a 3rd parent session will be provided to introduce instructional materials and strategies and goal setting for use at home. | | |
| | | | By the end of the fourth quarter, a 4th parent session will be provided to introduce test taking strategies parents can share with students at home. | | |
| SL-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 – Processes & Programs

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 and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|---|--|---|------------------------|
| PP-1 | 1, 2, 3 | By the end of the year, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025. | Campus instructional leaders provide training and support in student centered learning strategies, productive struggle and student discourse so that teachers consistently implement these research based best practices for delivering rigorous instruction in any content area. | Administrative Leadership Team Teachers | |
| | PS # | Quarterly KPIs | By the end of the first quarter, Approaches grade level percentage will increase by 3 percentage points from STAAR 23-24 on October Checkpoints. | | |
| | | | By the end of the second quarter, Approaches grade level percentage will increase by 5 percentage points from STAAR 23-24 on December CBAs.. | | |
| | 1 | | By the end of the third quarter, Approaches grade level percentage will increase by 7 percentage points from STAAR 23-24 on STAAR Interim. | | |
| | | | By the end of the fourth quarter, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025. | | |
| PP-2 | 1, 2, 3 | By the end of the year, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025. | To improve students' proficiency in math, science, social studies, reading, and writing, all teachers will receive training and coaching on high-yield instructional strategies that provide opportunities to explain their answers and use academic discussions to build on each other's ideas including RACE, QSSSA, Talk Read Talk Write, Kagan Strategies, TPT, and Levels of Questioning. | Administrative Leadership Team Teachers | |
| | PS # | Quarterly KPIs | By the end of the first quarter, all teachers will receive professional development in high-yield instructional strategies. | | |
| | | | By the end of the second quarter, all teachers will incorporate high-yield instructional strategies that include student interaction 3 times a week as evidenced in lesson plans and classroom walkthroughs. | | |
| | 2 | | By the end of the third quarter, all teachers will incorporate high-yield instructional strategies that include student interaction daily as evidenced in lesson plans and classroom walkthroughs. | | |
| | | | By the end of the fourth quarter, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025. | | |
| PP-3 | 1, 2, 3 | By the end of the year, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025. | Teachers will offer students before- and/or after-school tutoring to supplement classroom instruction and improve student performance on all administered STAARs. | Administrative Leadership Team Teachers | 211 - \$5,000 |
| | PS # | Quarterly KPIs | By the end of the first quarter, Approaches grade level percentage will increase by 3 percentage points from STAAR 23-24 on October Checkpoints. | | |
| | | | By the end of the second quarter, Approaches grade level percentage will increase by 5 percentage points from STAAR 23-24 on December CBAs.. | | |
| | 2 | | By the end of the third quarter, Approaches grade level percentage will increase by 7 percentage points from STAAR 23-24 on STAAR Interim. | | |
| | | | By the end of the fourth quarter, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025. | | |
| 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 and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|-----------------------------------|---|--|---|------------------------|
| PE-1 | 1, 2, 3 | By the end of the year, 100% of teachers will receive and implement professional development aligned to the Hot Wells Strategic Framework that includes the Mission, Vision, Theory of Action, Core Beliefs, and Core Values. Problem Statement Perceptions 1 | Campus will provide professional development for teachers that is aligned to the Hot Wells Strategic Framework to improve rigorous instruction, target weak objectives, and increase critical thinking skills. Teachers will use a variety of instructional strategies to include Gradual Release of Responsibility, Kagan Strategies, Student Profiles, DOK questioning, Aggressive Monitoring, Data Driven Instruction Protocol, differentiated instruction and formative assessments. ESL and Reg Ed teachers will also use a variety of instructional strategies to address the needs of EB students to include Seidnitz strategies. Campus will purchase additional materials and resources for RLA, Math, Science, and Social Studies, such as, but not limited to, student supplies, student manipulatives, workbooks, library books, anchor chart maker, reading materials, Nearpod/Flocabulary, STAAR related testing material to assist teachers and students in strengthening weak reading objectives. Professional Development will also be provided by Region 20. | Administrative Leadership Team Teachers | 211 - \$9,000 |
| | PS # | Quarterly KPIs | By the end of the first quarter, Admin will provide professional development on the Hot Wells Strategic Framework to 100% of teachers. | | |
| | 1 | | By the end of the second quarter, 50% of teachers will implement strategies and assessments aligned to identified gaps. | | |
| | | | By the end of the third quarter, 70% teachers will implement strategies and assessments aligned to identified gaps. | | |
| | | | By the end of the fourth quarter, 100% of teachers will receive and implement professional development aligned to the Hot Wells Strategic Framework that includes the Mission, Vision, Theory of Action, Core Beliefs, and Core Values. | | |
| PE-2 | 1, 2, 3 | By the end of the year 100% of feedback will be given to the teachers and ALT will follow up with 100% of teacher feedback through classroom walkthroughs. Problem Statement Perceptions 2 | Campus Administration will develop a system that provides a cycle of providing targeted feedback within 2-3 school days focused on a high-leverage goal or action step based on teacher needs and followed up with an observation of proficient implementation of the goal of action step. | Administrative Leadership Team Teachers | |
| | PS # | Quarterly KPIs | By the end of the first quarter, 100% of core teachers will participate in a minimum of 3 Observation and Feedback cycles with a campus administrator. | | |
| | 2 | | By the end of the second quarter, 100% of core teachers will participate in a minimum of another 3 Observation and Feedback cycles with a campus administrator (for a total of 6 for the year). | | |
| | | | By the end of the third quarter, 100% of core teachers will participate in a minimum of another 3 Observation and Feedback cycles with a campus administrator (for a total of 9 for the year). | | |
| By the end of the fourth quarter, 100% of feedback will be given to the teachers and ALT will follow up with 100% of teacher feedback through classroom walkthroughs. | | | | | |
| 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 Quarter 1, attendance will be at 89%. | Choose One | |
| DE-2 | By the end of the first quarter, all students will be tiered 1, 2, or 3 for Behavior and 100% of Tier 3 students will have a documented intervention plan in Branching | 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, 100% of core teachers will have participated in professional development on curriculum alignment and data analysis and | Choose One | |
| SL-2 | By the end of the first quarter, 100% of teachers will be trained on collecting/analyzing formative assessment data | Choose One | |
| SL-3 | By the end of the first quarter, a parent session will be provided to introduce instructional materials and strategies for use at home. | Choose One | |
| SL-4 | By the end of the first quarter, | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PP-1 | By the end of the first quarter, Approaches grade level percentage will increase by 3 percentage points from STAAR 23-24 on October Checkpoints | Choose One | |
| PP-2 | By the end of the first quarter, all teachers will receive professional development in high-yield instructional strategies | Choose One | |
| PP-3 | By the end of the first quarter, Approaches grade level percentage will increase by 3 percentage points from STAAR 23-24 on October Checkpoints | 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, Admin will provide professional development on the Hot Wells Strategic Framework to 100% of teachers | Choose One | |
| PE-2 | By the end of the first quarter, 100% of core teachers will participate in a minimum of 3 Observation and Feedback cycles with a campus administrator | 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.

DEMOGRAPHICS

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| DE-1 | By the end of Quarter 2, attendance will be at 90%. | Choose One | |
| DE-2 | By the end of the second quarter, 100% of Tier 2 and 3 students will have a documented intervention plan in Branching Minds monitored by the counselor | 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, 100% of core teachers will implement regular formative assessments with data tracked and analyzed to adjust instruction and | Choose One | |
| SL-2 | By the end of the second quarter, 70% of identified students will receive small group instruction and tutoring | Choose One | |
| SL-3 | By the end of the second quarter, a 2nd parent session will be provided to introduce instructional materials and strategies and goal setting for use at home. | Choose One | |
| SL-4 | By the end of the second quarter, | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PP-1 | By the end of the second quarter, Approaches grade level percentage will increase by 5 percentage points from STAAR 23-24 on December CBAs | Choose One | |
| PP-2 | By the end of the second quarter, all teachers will incorporate high-yield instructional strategies that include student interaction 3 times a week as evidenced in lesson | Choose One | |
| PP-3 | By the end of the second quarter, Approaches grade level percentage will increase by 5 percentage points from STAAR 23-24 on December CBAs. | 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, 50% of teachers will implement strategies and assessments aligned to identified gaps | Choose One | |
| PE-2 | By the end of the second quarter, 100% of core teachers will participate in a minimum of another 3 Observation and Feedback cycles with a campus administrator | 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 Quarter 3, attendance will be at 91%. | Choose One | |
| DE-2 | By the end of the third quarter, 100% of the plans for Tier 2 and 3 students will be monitored by the counselor in Branching minds and will be reviewed at Grade Level | 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, based on Interim Assessment, there will be a 5 point increase in the percentage of students at meets for Math to 19% and for Reading to | Choose One | |
| SL-2 | By the end of the third quarter, 100% of identified students will receive small group instruction and tutoring | Choose One | |
| SL-3 | By the end of the third quarter, a 3rd parent session will be provided to introduce instructional materials and strategies and goal setting for use at home. | Choose One | |
| SL-4 | By the end of the third quarter, | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PP-1 | By the end of the third quarter, Approaches grade level percentage will increase by 7 percentage points from STAAR 23-24 on STAAR Interim | Choose One | |
| PP-2 | By the end of the third quarter, all teachers will incorporate high-yield instructional strategies that include student interaction daily as evidenced in lesson plans and | Choose One | |
| PP-3 | By the end of the third quarter, Approaches grade level percentage will increase by 7 percentage points from STAAR 23-24 on STAAR Interim | 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, 70% teachers will implement strategies and assessments aligned to identified gaps | Choose One | |
| PE-2 | By the end of the third quarter, 100% of core teachers will participate in a minimum of another 3 Observation and Feedback cycles with a campus administrator (for a total | 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 Quarter 4, attendance will be at 92%. | Choose One | |
| DE-2 | By the end of the fourth quarter, 100% of students identified Tier 2 and 3 in Behavior will have an implemented plan of intervention | 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, there will be a 10 point increase in the percentage of students at Meets on 2025 Math and Reading STAAR - | Choose One | |
| SL-2 | By the end of the fourth quarter, Increase students performing at meets in RLA from 42% to 46% | Choose One | |
| SL-3 | By the end of the fourth quarter, a 4th parent session will be provided to introduce test taking strategies parents can share with students at home. | Choose One | |
| SL-4 | By the end of the fourth quarter, | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PP-1 | By the end of the fourth quarter, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025 | Choose One | |
| PP-2 | By the end of the fourth quarter, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025 | Choose One | |
| PP-3 | By the end of the fourth quarter, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025 | 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, 100% of teachers will receive and implement professional development aligned to the Hot Wells Strategic Framework that includes | Choose One | |
| PE-2 | By the end of the fourth quarter, 100% of feedback will be given to the teachers and AI T will follow up with 100% of teacher feedback through classroom walkthroughs. | 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.

DEMOGRAPHICS

| GPS | Performance Objective | Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| DE-1 | Demographics 1 | Choose One | |
| DE-2 | By the end of the year, 100% of students identified Tier 2 and 3 in Behavior will have an implemented plan of intervention. | Choose One | |
| DE-3 | By the end of the year, | Choose One | |
| DE-4 | By the end of the year, | Choose One | |

STUDENT LEARNING

| GPS | Performance Objective | Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| SL-1 | By the end of year there will be a 10 point increase in the percentage of students at Meets on 2025 Math and Reading STAAR - | Choose One | |
| SL-2 | By the end of the year, there will be a 10 point increase in the percentage of students meeting growth in Math and Reading - | Choose One | |
| SL-3 | By the end of the year, there will be a 10 point increase in the percentage of students meeting growth in Math and Reading - | Choose One | |
| SL-4 | By the end of the year, | Choose One | |

PROCESSES & PROGRAMS

| GPS | Performance Objective | Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PP-1 | By the end of the year, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025. | Choose One | |
| PP-2 | By the end of the year, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025. | Choose One | |
| PP-3 | By the end of the year, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025. | 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, 100% of teachers will receive and implement professional development aligned to the Hot Wells Strategic Framework that includes the Mission. | Choose One | |
| PE-2 | By the end of the year 100% of feedback will be given to the teachers and ALI will follow up with 100% of teacher feedback through classroom walkthroughs. | 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 |
|------|------|------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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 |
|-----------------------------------|-----------------------------------|
| Hot Wells Middle School | 15907- ### |
| Superintendent | Assistant Superintendent |
| Dr. Jaime Aquino | |
| Principal | SAISD Board Approval Date |
| Yvonne Hernandez | |
| Date #1 Presented to Stakeholders | Date #2 Presented to Stakeholders |
| | |

Data Tables

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.

District Purchases

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 | | | |
|---|--|--|---|--------|------|
| ### At-Risk Support | | Physical Locations of the Plan | | | |
| ### CCMR - Secondary | | Languages Available | | | |
| ### Dropout Prevention (Secondary) | | URL to Online Version | https://schools.saisd.net/upload/template/0237/docs/HotWellsCIP7-12-24.pdf | | |
| ### Federally Funded Staff | | Equitable Availability of Parent-Family Engagement Policy to Parents | | | |
| ### MTSS – Behavioral Interventions | | Physical Locations of the Policy | | | |
| ### Parent & Family Engagement | | Languages Available | | | |
| ### Physical Activity | | URL to Online Version | https://schools.saisd.net/upload/template/0237/docs/HWMS2425FamilyEngagementPolicy.pdf | | |
| ### Professional Development | | Equitable Availability of the School-Parent Compact to Parents | | | |
| ### Quality of Learning Environment | | Physical Locations of the Compact | | | |
| ### Recruiting/Retaining Teachers | | Languages Available | | | |
| ### Social and Emotional Support | | URL to Online Version | https://schools.saisd.net/upload/template/0237/docs/HWMS2425SchoolParentTeacherCompacta.pdf | | |
| ### Student Attendance | | How and When was the PFE Policy & School-Parent Compact Distributed | | | |
| ### Students Not On Grade Level | | Method | Date | Method | Date |
| ### Support for Special Populations | | | | | |
| ### Transition PK to K | | | | | |
| ### 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 | | |

Documentation and Submissions