

Campus Improvement Plan

2024 - 2025



JT Brackenridge Elementary

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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

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 5/31/24	Our Campus Advisory Council met to conduct the summative evaluation of the 2023-2024 Campus Improvement Plan. We reviewed the strategies for the 2023-2024 school year and examined preliminary STAAR, MAP, Circle, Attendance, and survey data to determine whether or not we met our end-of-year KPIs and overall performance objectives. We discussed what goals and performance objectives would need to continue for the 2024-2025 school year, which need to be modified, and which were met for the 2023-2024 school year.
Meeting #2 6/6/24	Our Campus Advisory Council met to review data in relation to the ESSA Four Multiple Measures: Demographics, Perceptions, Student Learning, and Processes and Programs. Through our discussion, we were able to identify 2 focus areas within each of the ESSA measures. After reflecting on the questions as they pertain to each of the ESSA measures, we drafted problem statements based on data analysis. We discussed and drafted possible root causes, using mirror/reflective statements related to systems and structures that are within our control. We then drafted our goals and performance objectives. The council collaboratively drafted strategies and key performance indicators that directly address each of the root causes we identified.

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

The CIP summative evaluation for the 2023-2024 school year uncovered the following with regard to the effectiveness and decisions for the 2023-2024 school year:

Attendance: Overall attendance is up 2% from last year, reaching 90%, but we did not hit our overall goal of 93%. We will continue to use some of the strategies implemented that had a positive impact on our attendance, while working to identify and support our chronically absent scholars and families.

Perception (Survey data): Our campus will continue to survey stakeholders so we can adjust and meet their needs where possible. We will examine routines and processes to increase parental involvement and build scholars' sense of belonging on campus.

Head Start (CIRCLE data): While we did not meet our Tier 1 goal for reading, we were only 1 point shy of meeting our goal of 72% of scholars in Tier 1 for math. This is the first year we serviced an ECSE unit, which may have impacted our data. We will continue to work with Head Start teachers to engage in progress monitoring and planning for next instructional steps (adjusting our strategies for phonological awareness) using research-based curriculum and best practices.

Kindergarten through 2nd grade (MAP data): We had pockets of success on our campus, with kindergarten scholars surpassing our Tier 1 goal for math and 2 groups of 2nd grade scholars showing high levels of growth in math (70% +). 1st grade will continue to be an area of focus for improvement in literacy and will be monitored and supported by our instructional coaches through frequent observation/feedback and participation in POP Cycles to build teacher capacity.

3rd grade through 5th grade (STAAR data): Similar to Kinder-2nd grade, there are pockets of success in grades 3-5. 4th grade showed high levels of student growth and achievement in reading and math, surpassing our goal of 25% Meets in math. We will continue to implement the strategies that have resulted in improvement, while providing additional support to targeted teachers through professional development and participation in POP Cycles to build teacher capacity.

Comprehensive Needs Assessment Process

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

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

Comprehensive Needs Assessment Process

Demographics							
At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate	X	Bilingual Service Records	X	Anecdotal data from programs	
STAAR Domain 3 Data	X	GT Service Records	X	Classroom Observation Data	X	EOY Assessment Data	X
Special Education Service Records	X	PEIMS Standard Reports	X	CTE Enrollment		Anecdotal data from T-TESS	X
Student Attendance Records	X	Teacher Attendance Records	X	Other (Indicate to the Right)			
Student Learning							
STAAR/EOC Results	X	Local Benchmark Results	X	State Interim Results	X	MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates	X	CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			
Processes and Programs							
Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMA) Reports	
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		Rhythm Data	X
App usage dashboard		SKEW Data		Out of class routines	X	T-TESS Data	X
Other (Indicate to the Right)	X	TELPAS Data		Other (Indicate to the Right)			
Perceptions							
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)

Comprehensive Needs Assessment - Demographics

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	The average daily attendance rate is 90%, short of our 93% goal.
	RC DE-1	The school staff does not meet consistently to identify and support chronically absent scholars and families (ESF 3.2bc).
Student Discipline	PS DE-2	3% of scholars were documented for behavior concerns in Frontline, which did not align to the frequency of calls for behavior support.
	RC DE-2	We do not have clear campus-wide guidelines for immediate next steps when a scholar does not fully meet expectations (ESF 3.1b).
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
<p>Strengths & Areas for Improvement Based on your Data Analysis</p>	<p>Attendance: Overall attendance is up 2% from last year, reaching 90%, but we did not hit our overall goal of 93%. We will continue to use some of the strategies implemented that had a positive impact on our attendance, while working to identify and support our chronically absent scholars and families.</p> <p>Student Discipline: The number of discipline referrals have decreased. 2% of students were responsible for the discipline/mental health referrals. However, not all teacher managed incidents were documented and the number of behavior incidents reported on Frontline does not align to the frequency of calls for behavior support.</p>	

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

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
EOY Assessment Outcomes	PS SL-1	According to end of year MAP data, 44% of kinder-2nd grade scholars are at Tier 1 in math and 32% are at Tier 1 in reading.
	RC SL-1	We do not have a consistent process for teachers, individually and in PLC, to analyze data, identify trends in scholar misconceptions, determine the root cause as to why scholars may not have learned the concept, and create plans to respond (ESF 5.3b)
Grade Level Readiness	PS SL-2	According to 2023-2024 STAAR data, 28% of 3-5 scholars scored at the Meets level in reading, 23% scored at the Meets level in math, and 3% scored at the Meets level in science.
	RC SL-2	We do not consistently implement research based best practices for delivering rigorous instruction (ESF 5.1b).
EOY Assessment Outcomes	PS SL-3	According to end of year TELPAS data, 48% of EB scholars demonstrated yearly progress as measured by TELPAS.
	RC SL-3	We do not have a consistent process for teachers to track and monitor student progress in the 4 language proficiency domains.
Grade Level Readiness	PS SL-4	CIRCLE
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>EOY Assessment Outcomes: Based on our end of year MAP data for kinder-2nd grade scholars, we surpassed our campus goal for Kinder math with 58% of scholars at Tier 1. However, we did not meet our Tier 1 goals for 1st or 2nd grade math, or kinder-2nd grade reading. Our data shows 58% of kinder scholars, 44% of 1st grade scholars, and 30% of 2nd grade scholars were at Tier 1 for math and 44% of kinder scholars, 24% of 1st grade scholars, and 29% of 2nd grade scholars were at Tier 1 for reading. For math, we surpassed the district averages in the percentage of Kinder and 1st grade scholars at Tier 1, and for kinder-2nd growth. For reading, we surpassed the district averages in the percentage of Kinder scholars at Tier 1, and kinder and 2nd grade growth.</p> <p>Grade Level Readiness: According to the 2024 STAAR data, 23% of scholars in grades 3 through 5 scored at the Meets level and 5% scored at the Masters level in math. In reading, 28% of 3 through 5 scholars scored at the Meets level and 9% scored at the Masters level. In science, 3% of 5th grade scholars scored at the Meets level and 0% scored at the masters level. For math, 4th grade scholars surpassed the district averages of students scoring at the meets, and masters level.</p> <p>EOY Assessment Outcomes: According to the 2024 TELAS data, 48% of EB scholars demonstrated yearly progress as measured by TELPAS. While we did have two students qualify for reclassification based on TELPAS/STAAR data, this percentage is a decrease from last year.</p>	

Comprehensive Needs Assessment - Processes & Programs

Area Examined	
Communication	PS PP-1
	RC PP-1
Teacher Leadership	PS PP-2
	RC PP-2
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	Comm Evaluat
	Teache of 61%

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)

Problem Statements and Root Causes

When surveyed, 15% of parents attended academic involvement activities.

There is not a streamlined communication system to encourage parent participation (ESF 3.3b).

Based on the 2023-2024 Insight Survey, 52% of teachers feel that leaders value their feedback and 41% feel comfortable voicing contrary opinions to colleagues and leaders.

There are not targeted and personalized strategies to support developing teacher leaders (ESF 2.1c).

Communication: Based on sign-in sheets, 10-15% of parents attended academic involvement activities. Feedback from the Parent and Family Engagement Policy Review meetings, included the desire for the campus to improve communication.

Leadership: According to the 2023-2024 Teacher Insight Survey, 52% of teachers feel that leaders value their feedback, which is lower than the district average of 58%. 41% of teachers feel comfortable voicing contrary opinions to colleagues and leaders, which is lower than the district average of 58%.

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	PS PE-1	Less than 35% of parents attend family engagement events and less than 2% of parents serve as volunteers.
	RC PE-1	There are no consistent systems in place to recruit parents for academic involvement (ESF 3.3a).
Extracurricular Involvement	PS PE-2	According to the Student SEAD Survey, 67% of 3rd-5th grade scholars reported positively regarding a sense of belonging.
	RC PE-2	We do not have a system for soliciting and responding to scholar feedback and providing equitable opportunities during and after school (ESF 3.1a).
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	<p>Parent Engagement Attendance: During the 2023-2024 school year, 35% of parents attended family engagement events and 2% of parents served as volunteers.</p> <p>Extra Curricular Involvement: According to the 2023-2024 Student SEAD Survey, 67% of 3rd-5th grade scholars reported positively regarding a sense of belonging. Though higher than the district average of 46%, this is an area we'd like to improve in with regard to our campus culture.</p>	

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1-4	By the end of the year, our student attendance will increase 3%, resulting in an overall 93% ADA rate.	Implement an attendance intervention process for scholars who fall below a 90% attendance rate with the support of the FACE Specialist, Administrative Team, and CIS.	Administrative Team, FACE Specialist, Attendance Committee, and CIS	211 - Family and Community Engagement Specialist, materials for incentives
	PS #	Quarterly KPIs	By the end of the first quarter, we will update and formalize our intervention process. The attendance committee will identify students who have historically fallen below a 90% attendance rate. The attendance committee will also review attendance reports to identify students at risk of falling below the 90% goal.		
			By the end of the second quarter, the attendance committee will have implemented and documented the intervention process with students below 90% attendance. The committee will meet to evaluate the effectiveness of the interventions provided and make adjustments if needed.		
			By the end of the third quarter, the attendance committee will have met to analyze/review attendance for those students in the intervention process to determine improvement, continued intervention, or next course of action.		
			By the end of the fourth quarter, the number of scholars below a 90% attendance rate will have decreased from the previous year, resulting in an overall 93% ADA rate.		
1					
DE-2	4	By the end of the year, the number of discipline referrals will more accurately align to the teacher requests for scholar behavior support.	Implement campus-wide guidelines for immediate next steps when a student does not fully meet behavior expectations.	Administrative Team, Counselor, CIS, and PBIS Committee	211/282 Kindness Funds
	PS #	Quarterly KPIs	By the end of the first quarter, a behavior matrix with campus-wide guidelines for responding to tier 2 and tier 3 behavior incidents will be created, formalized, and shared with faculty and staff.		
			By the end of the second quarter, 100% of teachers will have begun implementing the campus-wide behavior guidelines, with 50% of teachers documenting teacher managed behaviors in Frontline.		
			By the end of the third quarter, all teachers will continue to implement the campus-wide behavior guidelines, with 75% of teachers documenting teacher managed behaviors in Frontline.		
			By the end of the fourth quarter, all teachers will be implementing the campus-wide behavior guidelines, with 100% of teachers documenting teacher managed behaviors in Frontline.		
2					
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,		

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	By the end of the year, student MAP Tier 1 levels in reading and math will be at or above 70% in Kinder through 2nd grades.	Kinder, 1st, and 2nd grade levels will utilize routine progress monitoring, to include district assessments, exit tickets, common unit assessments, and adaptable software programs (iReady), and create data informed action plans, to include identifying student misconceptions, creating small groups, and formulating intervention plans with the support of our Instructional Coaches and Admin.	Administrative Team and Instructional Coaches	282 Curriculum Associates 211 Instructional Supplies and Materials 164 Instructional Supplies and Materials
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of K-2 teachers will have administered common assessments in reading and math, analyzed student data, and planned for/implemented intervention plans with the support of the Instructional Coaches and Admin.		
	1		By the end of the second quarter, MOY MAP data in reading and math will demonstrate at least 30% of scholars on track to be at the Tier 1 level in reading and math. Teachers will continue to routinely analyze data and create/implement intervention plans with the support of our Instructional Coaches and Admin.		
			By the end of the third quarter, common grade level assessments will demonstrate at least 50% of scholars on track to be Tier 1 in reading and math; or 90% growth overall. Teachers will continue to routinely analyze data, and adjust/implement intervention plans with the support of the Instructional Coaches and Admin.		
By the end of the fourth quarter, student MAP Tier 1 levels in reading and math will be at or above 70% in Kinder through 2nd grades.					
SL-2	1	By the end of the year, student MAP Tier 1 levels in reading and math will be at or above 70% in Kinder through 2nd grades.	Instructional Coaches (in collaboration with Cognia) will engage in observation and feedback "POP Cycles" with Kinder through 2nd grade teachers to build teacher capacity in implementing the Science of Teaching Reading Strategies and best practices (requiring general supplies), including, but not limited to literacy stations, small group instruction, tutorials, district resources, and accelerated learning opportunities.	Administrative Team and Instructional Coaches	211 - Instructional Supplies and Materials 164 Instructional Supplies and Materials
	PS #	Quarterly KPIs	By the end of the first quarter, Instructional Coaches will have collected Teacher Observation Toolkit (TOT) data for assigned teachers and held goal setting sessions with prioritized teachers.		
	1		By the end of the second quarter, Instructional Coaches will have completed "POP Cycles" with selected priority teachers, resulting in 40% of students meeting their MOY growth goals in MAP Reading and Math.		
			By the end of the third quarter, Instructional Coaches will have completed "POP Cycles" with all prioritized teachers. Evidence of goal attainment will be reviewed based on TOT scores and goals will be revised if needed.		
By the end of the fourth quarter, student MAP Tier 1 levels in reading and math will be at or above 70% in Kinder through 2nd grades.					
SL-3	1,2	By the end of the year, student "Meets" achievement levels will increase (all grades/all subjects) to 35% Meets in Reading, 32% Meets in Math, and 10% Meets in Science.	The Instructional Leadership Team, including the Administrative Team and Instructional Coaches, will engage in and monitor cycles of observation and feedback (POP Cycles) and provide professional development in the targeted area of need (in collaboration with Cognia) to promote student centered classrooms and create more effective learning environments for delivering rigorous instruction.	Administrative Team and Instructional Coaches	211 - Instructional Coaches (2 FTEs), materials for PD implementation
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have attended Cognia provided professional development.		
	2		By the end of the second quarter, Instructional Coaches will have completed "POP Cycles" with their selected priority teachers, resulting in 40% of students meeting their MOY growth goals in MAP Reading and Math.		
			By the end of the third quarter, By the end of the third quarter, Instructional Coaches will have completed "POP Cycles" with all prioritized teachers. Evidence of goal attainment will be reviewed based on TOT scores and goals will be revised if needed.		
By the end of the fourth quarter, student "Meets" achievement levels will increase (all grades/all subjects) to 35% Meets in Reading, 32% Meets in Math, and 10% Meets in Science.					

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-4	1,2	By the end of the year, student "Meets" achievement levels will increase (all grades/all subjects) to 35% Meets in Reading, 32% Meets in Math, and 10% Meets in Science.	3rd-5th grade levels will utilize common grade level assessments, including district assessments, teacher created assessments, exit tickets, and adaptable software programs (iReady), to identify learning gaps in reading, math, and science and create targeted intervention plans (requiring general supplies and small group interventions with a Certified Retired Teacher) with opportunities to reassess for mastery.	Administrative Team and Instructional Coaches	211 - Instructional Supplies and Materials 164 Instructional Supplies and Materials
	PS #	Quarterly KPIs	By the end of the first quarter, CBA data will indicate 10% Meets in Reading, 9% Meets in Math, and 2% Meets in Science. Teachers will analyze data during PLC to identify learning gaps, locate aligned intervention resources, and plan for instructional adjustments/small groups with the support of the		
			By the end of the second quarter, MOY MAP data will indicate 20% Meets in Reading, 18% Meets in Math, and 5% Meets in Science. Teachers will continue to be provided with time during PLC to analyze student data to identify learning gaps, locate aligned intervention resources, and plan for instructional adjustments/small groups with the support of the Administrative Team and Instructional Coaches.		
			By the end of the third quarter, Interim STAAR data will indicate 30% Meets in Reading, 21% Meets in Math, and 8% Meets in Science.		
			By the end of the fourth quarter, student "Meets" achievement levels will increase (all grades/all subjects) to 35% Meets in Reading, 32% Meets in Math, and 10% Meets in Science.		
2					
SL-5	1	By the end of the year, at least 49% of EB scholars will demonstrate yearly progress as measured by TELPAS.	Teachers will utilize best practices (QSSSA, DL Speaking/Writing template, etc.) to embed authentic listening, speaking, reading, and writing opportunities in weekly lessons in all content areas (requiring instructional and general supplies) and follow a progress monitoring cycle to provide opportunities for students to practice and demonstrate their English Language Proficiency progress.	Administrative Team, Instructional Coaches, and Dual Language Lead Teacher	282 - Instructional Supplies and Materials
	PS #	Quarterly KPIs	By the end of the first quarter, teachers will have analyzed historical student data and a plan for tracking and monitoring student progress in the 4 language proficiency domains will have been created and finalized.		
			By the end of the second quarter, teachers will have used the TELPAS speaking and writing rubrics to progress monitor student growth and made instructional adjustments to address learning gaps.		
			By the end of the third quarter, 100% of scholars will have improved at least 1 proficiency level in listening, speaking, reading, or writing as demonstrated through interim assessments or practice opportunities as listed in the SAISD TELPAS Systems for Campus Preparation guide.		
			By the end of the fourth quarter, at least 49% of EB scholars will demonstrate yearly progress as measured by TELPAS.		
3					
SL-6	1,2	By the end of the year, there will be a 14% increase in HeadStart students who are "on track" (Tier 1 - Kinder Ready) as measured by their CIRCLE assessment, resulting in 75% for Reading and 85% for Math.	Head Start will utilize consistent progress monitoring, including teacher-created assessments and Scholastic Pre-K on my way resources in reading and math and utilize data to ensure instruction is aligned and effective, and plan for next instructional steps.	Administrative Team, Instructional Specialist	211-Instructional Supplies-\$1500 164-Instructional Supplies \$1500
	PS #	Quarterly KPIs	By the end of Quarter 1, 100% of Head Start teachers will administer BOY CIRCLE assessment in Reading and Math, analyze scholar data, and plan for instructional adjustments with the support of Instructional Specialist and Administrative team.		
			By the end of Quarter 2, CIRCLE data in Reading and Math will demonstrate at least 55% Reading and 60% Math scholars on track to be at Tier 1. Data will be analyzed during PLC to inform instruction.		
			By the end of Quarter 3, 100% of Head Start teachers will administer MOY CIRCLE assessment in Reading and Math. CIRCLE data will demonstrate at least 65% Reading 75% Math scholars at Tier 1 level or growth overall.		
			By the end of the year, 75% of Head Start 4 year old scholars will be at Tier 1 level in Reading and 85% will be at Tier 1 level in Math.		
4					

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	1-4	By the end of the year, the percentage of parents attending academic involvement activities will have increased by 10%, resulting in 25% parent involvement.	Utilize a streamlined campus-wide system of communication to encourage parent participation.	Administrative Team	211 - Family and Community Engagement Specialist, materials for incentives
	PS #	Quarterly KPIs	By the end of the first quarter, the plan for a campus-wide system of communication (Class Dojo) will be finalized and parents will be provided with guidance to enroll.		
	1		By the end of the second quarter, all campus events will be communicated to families through class Dojo.		
			By the end of the third quarter, weekly campus updates and reminders will be shared through Class Dojo.		
			By the end of the fourth quarter, the percentage of parents attending academic involvement activities will have increased by 10%.		
PP-2	1-3	By the end of the year, Insight Survey data will indicate an increase in positive ratings regarding teachers feeling that leaders value their feedback.	Implement campus protocols for increasing teacher leadership opportunities, including the development of personalized strategies to support teacher development and quarterly teacher surveys to elicit feedback .	Administrative Team and ACT Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, a plan for developing teacher leadership and providing leadership opportunities will be created and formalized.		
	2		By the end of the second quarter, a teacher survey will be developed and shared to elicit feedback.		
			By the end of the third quarter, 50% teachers will have completed the survey.		
			By the end of the fourth quarter, Insight Survey data will indicate an increase in positive ratings regarding teachers feeling that leaders value their feedback.		
PP-3					
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
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,		

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	1-4	By the end of the year, there will be a 10% increase in parents attending campus events and participating in volunteering opportunities, resulting in 45% of parents attending campus events and 12% participating in volunteer opportunities.	Implement systems and procedures for recruiting parents for participation in campus events and volunteer opportunities.	Administration Team, FACE Specialist, CIS	211 - Family and Community Engagement Specialist, materials for incentives
	PS #	Quarterly KPIs	By the end of the first quarter, a parent volunteer interest inventory will be created and administered. Staff will have reach out to parents (based on the interest inventory) to provide support in completing the volunteer background application signing up for volunteer opportunities.		
	1		By the end of the second quarter, systems and procedures for training parent volunteers will be created and implemented.		
			By the end of the third quarter, a system of parent incentives will be implemented to recruit/retain parent volunteers and increase participation in school events.		
			By the end of the fourth quarter, there will be a 10% increase in parents attending campus events and participating in volunteering opportunities		
PE-2	4	By the end of the year, the Student SEAD Survey results will indicate 70% of students reported positively regarding a sense of belonging, a 4% increase from the previous year.	Implement systems and procedures, with support of the campus counselor, for soliticing and responding to student feedback and for providing equitable opportunities for participation in during and after school extra-curricular activites.		
	PS #	Quarterly KPIs	By the end of the first quarter, a procedures and timelines for participation in extra-curricular clubs will have been finalized.		
	2		By the end of the second quarter, teachers will secure funding (if needed) for extra-curricular clubs (ie: SAISD Foundation Grants, Donor's Choose). Lunch presentations will be utilized to motivate student interest.		
			By the end of the third quarter, rythmn data and guidance lessons will have been utilized to poll scholars regarding a sense of campus belonging.		
			By the end of the fourth quarter, the Student SEAD Survey results will indicate 70% of students reported positively regarding a sense of belonging, a 4% increase from the previous year.		
PE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, we will update and formalize our intervention process. The attendance committee will identify students who have historically	Choose One	
DE-2	By the end of the first quarter, a behavior matrix with campus-wide guidelines for responding to tier 2 and tier 3 behavior incidents will be created, formalized, and	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 K-2 teachers will have administered common assessments in reading and math, analyzed student data, and planned	Choose One	
SL-2	By the end of the first quarter, Instructional Coaches will have collected Teacher Observation Toolkit (TOT) data for assigned teachers and held goal setting	Choose One	
SL-3	By the end of the first quarter, 100% of teachers will have attended Cognia provided professional development	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, the plan for a campus-wide system of communication (Class Dojo) will be finalized and parents will be provided with	Choose One	
PP-2	By the end of the first quarter, a plan for developing teacher leadership and providing leadership opportunities will be created and formalized	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, a parent volunteer interest inventory will be created and administered. Staff will have reach out to parents (based on the interest	Choose One	
PE-2	By the end of the first quarter, a procedures and timelines for participation in extra-curricular clubs will have been finalized	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, the attendance committee will have implemented and documented the intervention process with students below 90% attendance.	Choose One	
DE-2	By the end of the second quarter, 100% of teachers will have begun implementing the campus-wide behavior guidelines, with 50% of teachers documenting teacher	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, MOY MAP data in reading and math will demonstrate at least 30% of scholars on track to be at the Tier 1 level in reading.	Choose One	
SL-2	By the end of the second quarter, Instructional Coaches will have completed "POP Cycles" with selected priority teachers, resulting in 40% of students meeting their	Choose One	
SL-3	By the end of the second quarter, Instructional Coaches will have completed "POP Cycles" with their selected priority teachers, resulting in 40% of students meeting	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, all campus events will be communicated to families through class Dojo.	Choose One	
PP-2	By the end of the second quarter, a teacher survey will be developed and shared to elicit feedback.	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, systems and procedures for training parent volunteers will be created and implemented.	Choose One	
PE-2	By the end of the second quarter, teachers will secure funding (if needed) for extra-curricular clubs (ie: SAISD Foundation Grants, Donor's Choose), Lunch	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, the attendance committee will have met to analyze/review attendance for those students in the intervention process to	Choose One	
DE-2	By the end of the third quarter, all teachers will continue to implement the campus-wide behavior guidelines with 75% of teachers documenting teacher managed	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, common grade level assessments will demonstrate at least 50% of scholars on track to be Tier 1 in reading and math or 90% growth	Choose One	
SL-2	By the end of the third quarter, Instructional Coaches will have completed "POP Cycles" with all prioritized teachers. Evidence of goal attainment will be reviewed	Choose One	
SL-3	By the end of the third quarter, By the end of the third quarter, Instructional Coaches will have completed "POP Cycles" with all prioritized teachers. Evidence	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, weekly campus updates and reminders will be shared through Class Dojo	Choose One	
PP-2	By the end of the third quarter, 50% teachers will have completed the survey.	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, a system of parent incentives will be implemented to recruit/retain parent volunteers and increase participation in school events	Choose One	
PE-2	By the end of the third quarter, rhythm data and guidance lessons will have been utilized to poll scholars regarding a sense of campus belonging	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, the number of scholars below a 90% attendance rate will have decreased from the previous year, resulting in an overall 93% ADA	Choose One	
DE-2	By the end of the fourth quarter, all teachers will be implementing the campus-wide behavior guidelines with 100% of teachers documenting teacher managed	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, student MAP Tier 1 levels in reading and math will be at or above 70% in Kinder through 2nd grades	Choose One	
SL-2	By the end of the fourth quarter, student MAP Tier 1 levels in reading and math will be at or above 70% in Kinder through 2nd grades	Choose One	
SL-3	By the end of the fourth quarter, student "Meets" achievement levels will increase (all grades/all subjects) to 35% Meets in Reading, 32% Meets in Math, and 10%	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, the percentage of parents attending academic involvement activities will have increased by 10%	Choose One	
PP-2	By the end of the fourth quarter, Insight Survey data will indicate an increase in positive ratings regarding teachers feeling that leaders value their feedback	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, there will be a 10% increase in parents attending campus events and participating in volunteering opportunities	Choose One	
PE-2	By the end of the fourth quarter, the Student SEAD Survey results will indicate 70% of students reported positively regarding a sense of belonging, a 4% increase	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, our student attendance will increase 3%, resulting in an overall 93% ADA rate	Choose One	
DE-2	By the end of the year, the number of discipline referrals will more accurately align to the teacher requests for scholar behavior support	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 the year, student MAP Tier 1 levels in reading and math will be at or above 70% in Kinder through 2nd grades	Choose One	
SL-2	By the end of the year, student MAP Tier 1 levels in reading and math will be at or above 70% in Kinder through 2nd grades	Choose One	
SL-3	By the end of the year, student "Meets" achievement levels will increase (all grades/all subjects) to 35% Meets in Reading, 32% Meets in Math, and 10% Meets	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, the percentage of parents attending academic involvement activities will have increased by 10%, resulting in 25% parent involvement	Choose One	
PP-2	By the end of the year, Insight Survey data will indicate an increase in positive ratings regarding teachers feeling that leaders value their feedback	Choose One	
PP-3		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, there will be a 10% increase in parents attending campus events and participating in volunteering opportunities, resulting in 45% of parents	Choose One	
PE-2	By the end of the year, the Student SEAD Survey results will indicate 70% of students reported positively regarding a sense of belonging, a 4% increase from the	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
	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

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	
	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		
	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	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		