

# Campus Improvement Plan

## 2023-2024



Fenwick Academy

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# Board of Trustees



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## **VISION**

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

## **MISSION**

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

## **CORE VALUES**

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

## **CORE BELIEFS**

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

**SAISD 5 Year Board Goals**

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

**SAISD 2023-2024 Board Goals**

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

**SAISD 2023-2024 Campus Goals**

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

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

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

CNA Development Dates	Meeting Topics and Actions
<b>Meeting #1</b> <b>May 4, 2023</b>	<b>Student Learning</b> - Examined STAAR Interim Data from February for all tested areas and MOY MAP data for Kinder through 2nd grade for Reading and Math <b>Demographics</b> - Student enrollment numbers and created problem statements and root causes <b>Perceptions</b> - Reviewed parent signs in and participation in Family Events and Principal's Coffees <b>Processes and Programs</b> - Reviewed feedback from Administrative Surveys, PLCs, and professional development needs. Created Problem Statements and Root Caused for all areas.
<b>Meeting #2</b> <b>May 18, 2023</b>	Reviewed, revised and edited the 2023-24 CNA/CIP

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

Based on the summative evaluation of the 2022-23 CIP -

- We have seen significant growth in the percentage of Kinder student on grade level from the beginning of the year to the middle of the year are expecting to see a continuance of this growth on the EOY data.
- Based on our February STAAR Interim data, our student have moved from 12% to approximately 21% Meets. We are expecting to see continued growth on STAAR
- All 8th grade students participated in the US History STAAR exam this school year, while about 30% of students of took Algebra - We will continue to track students towards taking EOC in their 8th grad year.



## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

## Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Enrollment	PEIMS Enrollment	PS DE-1	Student enrollment has increased by 3% since 2021, however, we continue to lose 3% of students to neighboring schools in our district.
		RC DE-1	Lack of active recruitment within our school district and parents believing that charter schools provide better learning opportunities.
Student Attendance	PEIMS data	PS DE-2	Student attendance rate has stayed steady at 91.5% for the 2022-223 school year, however, this needs to increase in order to address gaps in education for those students with the highest attendance concerns
		RC DE-2	Campus needs to provide more frequent incentives to motivate parents and students to come to school.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	We found that while our campus enrollment is increasing, we are still losing students to local charter schools and other areas District schools. In addition, our school attendance has surpassed the goal set by the SAISD, however, we continue to have students with low attendance rates for a variety of reasons such as illness, family emergencies, and transfers from other area school.		

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

## Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Grade Level Readiness - SPED	MAP Scores, STAAR Interims and STAAR	PS SL-1	Our special education population makes up 18% of our school population and continues to grow. Although they are showing gains in growth, our students continue to struggle academically. *Awaiting STAAR scores
		RC SL-1	Teachers need additional professional development in how to support Special Education students in the classroom. Special Education teachers need more accountability and transparency with student progress toward goals. Class schedules need to align with intervention and resource time.
Grade Level Readiness - Emergency Bilingual	TELPAS, MAP Scores, STAAR Interims and STAAR	PS SL-2	Our Emergent Bilingual populations makes up 28% of our school population and performs below level academically in Reading and Math.
		RC SL-2	Emergent Bilingual populations how gaps begin to develop in lower grades beginning in Pre-kindergarten. Our foundational teachers in grade PK through 2nd grade need a stronger focus on academic achievement in the classroom by releasing learning to students.
Grade Level Readiness - 3rd grade	STAAR	PS SL-3	Our 3rd grade students continue to struggle on achievement in both reading and math. *Awaiting STAAR scores
		RC SL-3	Students are coming into 3rd grade reading below grade level and having below grade level performance in math.
		PS SL-4	
		RC SL-4	
Data Determinations	As we tracked data throughout the school year via MAP and STAAR interims, we have identified that our Emergent Bilingual, Special Education and 3rd grade students consistently score below their peers and this trend begins in lower grades and continues throughout other grade subsequent grade levels.		



## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

## Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Social Emotional Support	Rhythm data, Student discipline reports	PS PP-1	While student discipline has decreased in recent years, there is still a significant amount (___%) of students who continue to struggle with Social Emotional Health concerns.
		RC PP-1	The campus needs to create a plan to respond to the Social Emotional needs of our students and staff.
Professional Development	New Teacher onboarding	PS PP-2	With approximately 18% of staff being new teachers or new to IB, these individuals struggle with the challenges of learning IB while balancing the expectations of a teacher
		RC PP-2	The campus needs to increase onboarding activities to assist new teachers (and new to IB teachers).
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Teachers have revealed they would like more structure when doing Internal Rounds and less autonomy with the “look fors”. they would like a more guided approach from Administrative Team during this collaboration and learning time.		

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

## Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parental Engagement	Sign-in sheets, parent surveys and family events	PS PE-1	Principal's Coffees have experienced less than 1% of parental participation on a monthly basis. Parental participation in Family Nights has increased in recent years, however, is still below 50% participation at any given event.
		RC PE-1	The campus has not actively recruited parent participation in Principal Coffee events. The campus has not consistently implemented incentives for parents to participate in Family Events.
Professional Development	PLN, teacher surveys, classroom observations	PS PE-2	Teacher consistency in instructional strategies across the camps *Insight survey results
		RC PE-2	The campus needs to have a focused approach to specific targeted instructional practices and hold all staff accountable for those focus areas - Aggressive Monitoring with real time intervention, consistent DFA implementation and analysis and structured intervention time.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	<p>Data has revealed that parents are not as actively involved in the school in the school as we would like them to be and we need to increase our efforts to draw parents into the school.</p> <p>In addition, teachers have revealed they enjoyed the New Teacher Support Group led by the Principal, however, more teachers would like support in the area of IB.</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By the end of the year, the campus will increase enrollment by 2% and decrease the percent of students leaving for external charter schools by 1%.. <b>Demographics 1</b>	Initiate an aggressive marketing campaign to increase awareness of Fenwick Academy as a viable option for Middle School through advertising with a Street Banner across busy intersections and School Tours for 5th graders going into 6th grade.	Administrative Team, Campus Office Clerk	211 196
		<b>Quarterly KPIs</b>	By the end of Quarter 1, all “No Shows” will have been contacted and located confirmed By the end of Quarter 2, all Field Trips will be scheduled for 4-5 elementary schools in order to allow 5th graders (incoming 6th graders) to tour the Fenwick. By the end of Quarter 3, enrollment will be underway and 75% complete, as well as being on track to meet enrollment goals By the end of the year, Enrollment will be 100% complete and will reflect a minimum of a 2% increase for the next school year.		
DE-2		By the end of the year, the campus will increase student attendance to 93%. <b>Demographics 2</b>	Initiate an aggressive Attendance Committee made up of a variety of stakeholders who meet monthly to address the needs of our students and track those who are showing signs of attendance concerns.	Administrative Team, Attendance Committee	211 196
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 25% of planned attendance incentives for the year will be implemented with Survey Feedback from parents, resulting in an increase in overall attendance. By the end of Quarter 2, 50% of planned attendance incentives for the year will be implemented with Survey Feedback from parents, resulting in an increase in overall attendance. By the end of Quarter 3, 75% of planned attendance incentives for the year will be implemented with Survey Feedback from parents, resulting in an increase in overall attendance. By the end of the year, 100% of planned attendance incentives for the year will be implemented with Survey Feedback from parents, resulting in an increase in overall attendance.		
DE-3					
		<b>Quarterly KPIs</b>			
DE-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year, 60% of our Special Education population will be performing at Approaching or higher on STAAR and MAP. <b>Student Learning 1</b>	Special Education teachers will collaborate with grade level teachers monthly on each student's IEP goals and focused areas of improvement to reach grade level expectations. Special Education teachers will track student progress in conjunction with grade level teachers to accurately monitor student progress and collaborate on next steps.	Administrative Team, Teachers	211 196
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 25% of all meetings for the year will have been implemented, resulting in Special Education students being on track to meet their goals. By the end of Quarter 2, 50% of all meetings for the year will have been implemented, resulting in Special Education students being on track to meet their goals. By the end of Quarter 3, 75% of all meetings for the year will have been implemented, resulting in Special Education students being on track to meet their goals. By the end of the year, 100% of all meetings for the year will have been implemented, resulting in Special Education students being on track to meet their goals.		
SL-2		By the end of the year, 70% of our emergent bilingual populations will be performing at Approaching or higher on STAAR and MAP. <b>Student Learning 2</b>	Bilingual teachers in Kinder through 5th grade will collaborate 1x per month to discuss student progress towards achieving Advanced High on TELPAS and Accomplished or higher on STAAR.	Administrative Team, Teachers	211 196
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 25% of all meetings for the year will have been implemented, resulting in Bilingual students being on track to meet their goals. By the end of Quarter 2, 50% of all meetings for the year will have been implemented, resulting in Bilingual students being on track to meet their goals. By the end of Quarter 3, 75% of all meetings for the year will have been implemented, resulting in Bilingual students being on track to meet their goals. By the end of the year, 100% of all meetings for the year will have been implemented, resulting in Bilingual students being on track to meet their goals.		
SL-3		By the end of the year, 70% of incoming 3rd graders will be performing on grade level in math and reading. <b>Student Learning 3</b>	Teachers will create, implement, monitor, analyze and respond to student assessment data to increase student achievement and close the achievement gap. Teachers will use planning time for data analysis, student goal creation and intervention plans.	Administrative Team, Teachers	211 196
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 25% of all meetings for the year will have been implemented, resulting in 3rd grade students being on track to meet their goals. By the end of Quarter 2, 50% of all meetings for the year will have been implemented, resulting in 3rd grade students being on track to meet their goals. By the end of Quarter 3, 75% of all meetings for the year will have been implemented, resulting in 3rd grade students being on track to meet their goals.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, there will be a 20% decrease in the number of student discipline referrals <b>Processes &amp; Programs 1</b>	PBIS will be implemented campus-wide with monthly store visits to redeem points for good behavior. Restorative Practices will be implemented to resolve conflicts between students.	Counselor, CIS, Teachers	211 196
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 25% of the PBIS and discipline plan will be implemented across the campus reflecting a reduction in negative student behaviors and conflicts. By the end of Quarter 2, 50% of the PBIS and discipline plan will be implemented across the campus reflecting a reduction in negative student behaviors and conflicts. By the end of Quarter 3, 75% of the PBIS and discipline plan will be implemented across the campus reflecting a reduction in negative student behaviors and conflicts. By the end of the year, 100% of the PBIS and discipline plan will be implemented across the campus reflecting a reduction in negative student behaviors and conflicts.		
PP-2		By the end of the year, 100% of new teachers and new to IB teachers will have fully participated in onboarding activities that support their transition. <b>Processes &amp; Programs 2</b>	Teachers will participate in New Teacher Support Group meeting with the Principal and New IB Teacher Support Groups with IB Coordinators monthly to provided focused professional development.	IB Coordinators, Administrative Team	211 196
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 25% of planned meetings and professional development will be implemented with feedback via a survey By the end of Quarter 2, 50% of planned meetings and professional development will be implemented with feedback via a survey By the end of Quarter 3, 75% of planned meetings and professional development will be implemented with feedback via a survey By the end of the year, 100% of planned meetings and professional development will be implemented with feedback via a survey		
PP-3					
		<b>Quarterly KPIs</b>			
PP-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the year, at least 30% of parents will consistently participate in Principal's coffees and 60% of parents will consistently participate in Family Night Events. <b>Perceptions 1</b>	Parent events (Principal Coffee, Family Events, etc.) will be advertised monthly on Facebook, The Falcon nest, Flyers and Calendars. Incentives will be provided to encourage participation.	Counselor, Administrative Team, IB Coordinators and Teachers	211 196
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 25% of events for the year will be implemented and will show an increase in parent participation with feedback collected via a survey. By the end of Quarter 2, 50% of events for the year will be implemented and will show an increase in parent participation with feedback collected via a survey. By the end of Quarter 3, 75% of events for the year will be implemented and will show an increase in parent participation with feedback collected via a survey. By the end of the year, 100% of events for the year will be implemented and will show an increase in parent participation with feedback collected via a survey.		
PE-2		By the end of the year, 100% of teachers will have fully participated in collaboration activities that support their campus focus goals.. <b>Perceptions 2</b>	Vertically aligned content teams (PK through 8th) will conduct Internal Rounds to observe campus targeted instructional practices (Aggressive Monitoring with real time intervention, consistent DFA implementation and analysis and structured intervention time) and Focus TEKS. Feedback will be provided to teachers to increase performance of their instruction in content areas.	Administrative Team, IB Coordinators and Teachers	211 196
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 25% of rounds for the year will be implemented and will show an increase in aligned classroom instruction with feedback collected via a survey. By the end of Quarter 2, 50% of rounds for the year will be implemented and will show an increase in aligned classroom instruction with feedback collected via a survey. By the end of Quarter 3, 75% of rounds for the year will be implemented and will show an increase in aligned classroom instruction with feedback collected via a survey. By the end of the year, 100% of rounds for the year will be implemented and will show an increase in aligned classroom instruction with feedback collected via a survey.		
PE-3					
		<b>Quarterly KPIs</b>			
PE-4					
		<b>Quarterly KPIs</b>			

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



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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

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

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

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

Performance Objective	Q4 Rating	Findings / Next Steps

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

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

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



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

**Assurances and Approval Information****Assistant Superintendent Assurance**

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

**Campus Principal Assurance**

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

Campus Name	Campus Number
Fenwick Academy	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Dr. Cassie McClung	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

## Committee Members

## Committee Members

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

[illegible][illegible]

**Demographics:**

Hispanic:	97%
Black:	1%
White:	1%
Emergent Bil:	28%
At Risk:	75%
Eco Dis:	94%
Sped:	18%
Gifted/Talented:	5%
Dyslexia:	3%

**MAP Data:**

Grade Level	Reading	Math
Kinder		
1st		
2nd		

**STAAR Scores:**

Grade Level	Reading	Math	Science	US History
3rd				
4th				
5th				
6th				
7th				
8th				

MAP Information by Subject

