

# Campus Improvement Plan

## 2024 - 2025



**Fenwick Academy**

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**Board of Trustees**



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Dr. Jaime Aquino**



**VISION**

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

**MISSION**

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

**CORE VALUES**

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

**CORE BELIEFS**

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

**SAISD 5 Year Board Goals**

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 34% in August 2024, to 46% 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 75% in August 2024, to 80% 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.

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation. The CAC also 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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<p><b>Meeting #1 April 15, 2024</b></p>	<p>Student Learning: Examined STAAR Interim Data and MOY MAP and Circle Data for Reading and Math                      Demographics: Student enrollment numbers and created problem statements and root causes                      Perceptions: Reviewed parents sign in sheets and participations in Family Events and Principal Coffees                      Processes and Programs:</p>
<p><b>Meeting #2 May 13, 2024</b></p>	<p>Reviewed, revised and edited the 2024-25 CNA and CIP</p>

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

The 2023-24 summative evaluation was used in the following ways to develop the 2024-25 Campus Improvement Plan (CIP).

- \* We focused on getting our Pre-kinder through 2nd grade on or above grade level in reading and math this school year and based on our EOY MAP data we are making gains in this area.
- \* Based on our February 2024 STAAR Interim data, our students continue to make gain in reading and math. '23 Reading STAAR Interim 58% App, 28% Meets, 9% Masters to '24 Reading STAAR Interim 62% App, 43% Meets, 13% Masters
- \* All 8th grade students took US History and Algebra this school year and showed gains in both areas on their EOC STAAR





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

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

**Comprehensive Needs Assessment Process**

<b>Demographics</b>							
At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		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		CTE Enrollment		Anecdotal data from T-TESS	X
Student Attendance Records	X	Teacher Attendance Records	X	Other (Indicate to the Right)			
<b>Student Learning</b>							
STAAR/EOC Results	X	Local Benchmark Results		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	X	Other (Indicate to the Right)			
<b>Processes and Programs</b>							
Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle	X	SEAD Activities & Effectiveness		Effectiveness of Restorative Practices	X	Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			
<b>Perceptions</b>							
Teacher/Staff Surveys	X	Parent/Student Surveys		Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers	X	Calendar of Parent Engagement		Feedback to Teachers	X	Mission, Values, and Vision	
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	<b>PS DE-1</b>	Student attendance rate has increased from 91.5% for 2022 - 2023 school year to 93% for 2023-24. We need to continue to increase our attendance by focusing on specific high absence days and students who have high absences.
	<b>RC DE-1</b>	Campus has not targeted the high absence days by actively creating incentives and recognitions to address those days throughout the year.
Student Discipline	<b>PS DE-2</b>	Student discipline concerns have decreased from 63 unique incidents in the 2022-23 school year resulting in 249 recorded actions taken by Administration to 61 unique incidents in the 2023-24 school year resulting in 340 recorded actions taken by Administration. While the numbers of incidents has decreased the severity of the action has increased resulting in more DAEP placements.
	<b>RC DE-2</b>	Campus has not implemented a consistent, school wide, campaign to address the issues students face on social media and within social norms to combat the influence they have on student decision making. In addition, a school wide Restorative Practice system needs to be implemented to assist students in making better choices
Choose One	<b>PS DE-3</b>	
	<b>RC DE-3</b>	
Choose One	<b>PS DE-4</b>	
	<b>RC DE-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>		Our school attendance rate increased to an average of 93% for the 2023-24 school year, however, we are continuing to see a high number of late arrivals and a significant number of students who have high absence rates for a variety of reasons, such as family emergencies and illnesses.

**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	<b>PS SL-1</b>	SPED - Our special education population makes up 19% of our school population and continues to grow. Although they are showing gains in growth, our students continue to struggle academically based on STAAR Interim and MAP Data. SPED percentage at STAAR passing in Reading and Math are 33% and 48% respectively.
	<b>RC SL-1</b>	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	<b>PS SL-2</b>	PK - 2nd grade - Based on Circle and MAP data, a significant portion of our students in PK - 2nd grade continue to come into the next grade below level in reading, reading fluency and math. Prekinder math show 48% at Tier 1 in Math and 12% at Tier 1 in Reading. Kindergarten Oral Reading shows 4% on level and 57% on level for Word Recognition. First grade Oral Reading shows 31% on level and 15% on level in Reading Fluency. Second grade Oral Reading shows 52% on level with 53% on level in Reading Fluency. In addition, Kinder has 45% in Tier 1 in Math and 35% in Tier 1 in Reading. First grade has 29% in Tier 1 in Math and 26% in Tier 1 in Reading. Second grade has 35% in Tier 1 in Math and 33% in Tier 1 in Reading.
	<b>RC SL-2</b>	Campus needs to continue to implement a Literacy and Math Block in all lower grades that is highly structured with specific time for interventions and a school wide phonics and phonemic awareness framework.
Grade Level Readiness	<b>PS SL-3</b>	Grade 3 - Our 3rd grade students continue to perform below grade level in both reading and math based on STAAR Interim and MAP data. Third grade STAAR scores reflected 52% passing in Reading and 44% passing in Math.
	<b>RC SL-3</b>	Students are coming into 3rd grade reading below grade level and having below grade level performance in reading and math.
Grade Level Readiness	<b>PS SL-4</b>	Tier 1 Performance - Overall, our students are growing academically in all subjects, however, there are still low numbers of students performing at Tier 1/ college readiness level based on STAAR Interim and MAP testing data. Overall performance at the Meets level in all content areas continue to struggle. STAAR results show 34% Meets in Reading, 27% Meet in Math, 12% Meets in Science and 31% Meets in Social Studies.
	<b>RC SL-4</b>	Instruction continues to be teacher-directed in several areas and has not been at the depth and complexity required to produce college readiness results. Alignment, hands on activities, and rigor are needed in all classrooms to raise the level of Tier 1/ college ready students.
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	As we track student data throughout the school year in MAP, CIRCLE and STAAR Interims, we have noticed that lower grade levels continue to struggle in getting students to perform at grade level expectations before moving onto the next grade level. We have seen gains this school year but will need to continue to provide instructional support to lower grade teachers and students in order to close and/or prevent academic gaps from forming.	

**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	
Behavioral / SEAD Needs	<b>PS PP-1</b>	Student discipline continues to decrease slightly in recent years, but we continue to have high numbers of behavioral incidents on campus with 61 unique incidents in the 2024 school year
	<b>RC PP-1</b>	The campus has not implemented, with consistency, a school wide discipline plan that includes a way to track and reward positive behaviors while also communicating with parents.
Teacher PD	<b>PS PP-2</b>	We will have approximately 10% of staff on campus who will either be new to teaching or new to Fenwick. These individuals will have to be trained on the implementation of IB while also balancing the expectations of a teacher.
	<b>RC PP-2</b>	The campus will continue to increase onboarding activities to get new teachers acquainted with their new roles and IB implementation
Implementation of PD	<b>PS PP-3</b>	Approximately 30% of the Administrative Team is new to their role or new to Fenwick Academy. The team will need to receive targeted training on coaching and IB in order to ensure fluid and succinct feedback.
	<b>RC PP-3</b>	The campus needs professional development to ensure the team knows their roles and understand IB to help lead an IB school.
Choose One	<b>PS PP-4</b>	
	<b>RC PP-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	The structure of the PLC changed this year to include more focus on data and data driven instruction. This shift in PLC focus will continue into the next school year and include more focus on intertwining the implementation of IB into the data and student success expectations.	

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

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Parent Engagement Attendance	<b>PS PE-1</b>	Principal's Coffees continue to experience less than 1% of parental participation on a monthly basis. Parental participation in Family Nights continues to increase in recent years, however, is still below 50% participation at any given event.
	<b>RC PE-1</b>	The campus has not had a full time FACE Specialist that is dedicated to the families and community of Fenwick Academy. In addition, the campus has not consistently implemented incentives for parents to participate in Family Events.
Staff Survey Results	<b>PS PE-2</b>	Teacher feedback and planning time consistency. Based on the Insight survey results, teacher would like more targeted planning time to continue to focus on their data trackers, reviewing student data and reflect on Admin feedback.
	<b>RC PE-2</b>	The campus will continue to refine their PLC protocols and structures to address the needs of teachers instruction in the classroom as determined by data
Choose One	<b>PS PE-3</b>	
	<b>RC PE-3</b>	
Choose One	<b>PS PE-4</b>	
	<b>RC PE-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>		

**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		By the end of the year, the campus will increase student attendance to 95%	Initiate an aggressive Attendance Committee made up of a variety of stakeholders who meet monthly to address the needs of our students, track those who are showing signs of attendance concerns, and reward those with good attendance.	Admin team Attendance team	211, 196
	PS #	Quarterly KPIs	By the end of the first quarter, 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 the second quarter, 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 the third quarter, 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 fourth quarter, 100% of planned attendance incentives for the year will be implemented with Survey Feedback from parents, resulting in an increase in overall attendance.		
DE-2		By the end of the year, the campus will decrease student discipline issues by 10%	The campus will implement a new campus wide behavior tracking system utilizing Class DoJo in order to track and reward positive behaviors in addition to increasing parental communication.	Admin team All staff	211, 196
	PS #	Quarterly KPIs	By the end of the first quarter, 25% of campus plan will be implemented		
			By the end of the second quarter, 50% of campus plan will be implemented.		
			By the end of the third quarter, 75% of campus plan will be implemented		
			By the end of the fourth quarter, 100% of campus plan will be implemented		
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		By the end of the year, 60% of our Special Education population will be at Approaches or higher	Sped teachers will collaborate with grade level teachers monthly to review each child's progress and needs.	Admin Team Teachers Instructional Asst.	211, 196
	PS #	Quarterly KPIs	By the end of the first quarter, 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 the second quarter, 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 the third quarter, 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 fourth quarter, 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, at least 85% of all PK through 2nd grade students will be performing on or above grade level in reading and math.	Pre-K through 2nd grade 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. Teachers will use a variety of instructional strategies to increase student achievement.	Admin team Teachers Instructional Asst.	211, 196
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have identified and begun tracking all students in order to meet their classroom goals of at least 80%		
			By the end of the second quarter, 50% of all teachers will be on track to meet their class goal of at least 80% of students on grade level.		
			By the end of the third quarter, 75% of all teachers will be on track to meet their class goal of at least 80% of students on grade level.		
			By the end of the fourth quarter, 100% of all teachers will be on track to meet their class goal of at least 80% of students on grade level.		
SL-3		By the end of the year, at least 85% of incoming 3rd graders will be performing at grade level in math and reading.	Teachers will create, implement, monitor, analyze, and respond to student assess data to increase student achievement and close the achievement gap. Teachers will use planning time for data analysis, student goal creation and intervention plans. Teachers will use a variety of instructional strategies to increase student achievement.	Admin team Teachers Instructional Asst.	211, 196
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have identified and begun tracking all students in order to meet their classroom goals of at least 80%		
			By the end of the second quarter, 50% of all teachers will be on track to meet their class goal of at least 80% of students on grade level.		
			By the end of the third quarter, 75% of all teachers will be on track to meet their class goal of at least 80% of students on grade level.		
			By the end of the fourth quarter, 100% of all teachers will be on track to meet their class goal of at least 80% of students on grade level.		
SL-4		By the end of the year, student performance will increase by 5 points on STAAR in reading and math as a result of aligned, hands on lessons.	Students will have access to high quality curriculum. Instructional strategies will include: Total Participation techniques, 7 Steps, cooperative learning strategies, anchor charts, interactive notebooks, learning/word walls, workstations, small groups, active monitoring, and individualized online programs.	Admin team Teachers Instructional Asst.	211, 196
	PS #	Quarterly KPIs	By the end of the first quarter, 25% of teachers will have fully implemented the strategies needed to implement aligned, hands on lessons.		
			By the end of the second quarter, 50% of teachers will have fully implemented the strategies needed to implement aligned, hands on lessons.		
			By the end of the third quarter, 75% of teachers will have fully implemented the strategies needed to implement aligned, hands on lessons.		
			By the end of the fourth quarter, 100% of teachers will have fully implemented the strategies needed to implement aligned, hands on lessons.		
SL-5		By the end of the year, student performance will increase by 5 points on STAAR in reading and math as a result of teachers being coached and supported by the Instructional Coach.	Teachers will be coached and supported by the Instructional Coach in all content areas in order to improve instructional strategies and planning. These stratgeis will include, but not be limited to, coaching cycles, PLCs, Planning support, Lesson vetting, Assessment vetting in order to assist teachers with creating, implementing, monitoring, analyzing, and responding to student assess data to increase student achievement and close the achievement gap.	Admin team Teachers Instructional Asst.	211, 196

<b>SL-6</b>	<b>PS #</b>	<b>Quarterly KPIs</b>	By the end of the first quarter, 25% of the coaching plan will have been implemented.		
			By the end of the second quarter, 50% of the coaching plan will have been implemented		
			By the end of the third quarter, 75% of the coaching plan will have been implemented		
			By the end of the fourth quarter, 100% of the coaching plan will have been implemented		
		By the end of the year, student performance will increase by 5 points on STAAR in reading and math as a result of aligned, hands on lessons.	Students will have access to high quality curriculum and instructional support in smaller group settings in order to target specific areas of need.	Admin team Teachers Instructional Asst.	211, 196
	<b>PS #</b>	<b>Quarterly KPIs</b>	By the end of the first quarter, 25% of the campus curriculum plan will be implemented.		
			By the end of the second quarter, 50% of the campus curriculum plan will be implemented.		
			By the end of the third quarter, 75% of the campus curriculum plan will be implemented.		
			By the end of the fourth quarter, 100% of the campus curriculum plan will be implemented.		



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		By the end of the year, the campus will decrease student discipline issues by 10%	The campus will implement a new campus wide behavior tracking system utilizing Class DoJo in order to track and reward positive behaviors in addition to increasing parental communication.	Admin team All staff	211, 196
	PS #	Quarterly KPIs	By the end of the first quarter, 25% of campus plan will be implemented		
			By the end of the second quarter, 50% of campus plan will be implemented		
			By the end of the third quarter, 75% of campus plan will be implemented		
			By the end of the fourth quarter, 100% of campus plan will be implemented		
	By the end of the year, 100% of new teachers and new to IB teachers will have fully participated in on boarding activities that support their transition.	Teachers will participate in New Teacher Support Group meetings with the Principal and New IB Teacher Support Groups with the IB Coordinators monthly to provide focused professional development	Admin team All staff	211, 196	
PP-2		Quarterly KPIs	By the end of the first quarter, 25% of planned meetings and PD will be implemented with survey feedback		
	PS #		By the end of the second quarter, 50% of planned meetings and PD will be implemented with survey feedback		
			By the end of the third quarter, 75% of planned meetings and PD will be implemented with survey feedback		
			By the end of the fourth quarter, 100% of planned meetings and PD will be implemented with survey feedback		
				By the end of the year, 100% of the admin team will have participated in PD to ensure they can lead their team instructionally while implementing IB.	The administration team will participate in weekly administration meetings and professional development to ensure they can lead their team instructionally while implementing IB.
PP-3		Quarterly KPIs	By the end of the first quarter, 25% of planned meetings and PD will be implemented with survey feedback		
	PS #		By the end of the second quarter, 50% of planned meetings and PD will be implemented with survey feedback		
			By the end of the third quarter, 75% of planned meetings and PD will be implemented with survey feedback		
			By the end of the fourth quarter, 100% of planned meetings and PD will be implemented with survey feedback		
				By the end of the year,	
PP-4		Quarterly KPIs	By the end of the first quarter,		
	PS #		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		By the end of the year, at least 50% of parents will consistently participate in Family Events	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, Admin, FACE, Teachers	211, 196
	PS #	Quarterly KPIs	By the end of the first quarter, 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 the second quarter, 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 the third quarter, 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 fourth quarter, 100% 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 teachers will have fully participated in collaboration activities that support their campus focus goals	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.	Admin Team, Teachers	211, 196
PE-2	PS #	Quarterly KPIs	By the end of the first quarter, 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 the second quarter, 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 the third quarter, 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 fourth quarter, 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	PS #	Quarterly KPIs	By the end of the year,		
			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	PS #	Quarterly KPIs	By the end of the year,		
			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.

**First Quarterly Review**

**DEMOGRAPHICS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 25% of planned attendance incentives for the year will be implemented with Survey Feedback from parents, resulting in an increase in overall attendance.	Choose One	
DE-2	By the end of the first quarter, 25% of campus plan will be implemented	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, 25% of all meetings for the year will have been implemented, resulting in Special Education students being on track to meet their goals.	Choose One	
SL-2	By the end of the first quarter, 100% of teachers will have identified and begun tracking all students in order to meet their classroom goals of at least 80%	Choose One	
SL-3	By the end of the first quarter, 100% of teachers will have identified and begun tracking all students in order to meet their classroom goals of at least 80%	Choose One	
SL-4	By the end of the first quarter, 25% of teachers will have fully implemented the strategies needed to implement aligned, hands on lessons.	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 25% of campus plan will be implemented	Choose One	
PP-2	By the end of the first quarter, 25% of planned meetings and PD will be implemented with survey feedback	Choose One	
PP-3	By the end of the first quarter, 25% of planned meetings and PD will be implemented with survey feedback	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, 25% of events for the year will be implemented and will show an increase in parent participation with feedback collected via a survey.	Choose One	
PE-2	By the end of the first quarter, 25% of rounds for the year will be implemented and will show an increase in aligned classroom instruction with feedback collected via a survey.	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, 50% of planned attendance incentives for the year will be implemented with Survey Feedback from parents	Choose One	
DE-2	By the end of the second quarter, 50% of campus plan will be implemented.	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, 50% of all meetings for the year will have been implemented resulting in Special Education students being on track to	Choose One	
SL-2	By the end of the second quarter, 50% of all teachers will be on track to meet their class goal of at least 80% of students on grade level	Choose One	
SL-3	By the end of the second quarter, 50% of all teachers will be on track to meet their class goal of at least 80% of students on grade level	Choose One	
SL-4	By the end of the second quarter, 50% of teachers will have fully implemented the strategies needed to implement aligned hands on lessons	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 50% of campus plan will be implemented	Choose One	
PP-2	By the end of the second quarter, 50% of planned meetings and PD will be implemented with survey feedback	Choose One	
PP-3	By the end of the second quarter, 50% of planned meetings and PD will be implemented with survey feedback	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 events for the year will be implemented and will show an increase in parent participation with feedback collected via a	Choose One	
PE-2	By the end of the second quarter, 50% of rounds for the year will be implemented and will show an increase in aligned classroom instruction with feedback collected	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, 75% of planned attendance incentives for the year will be implemented with Survey Feedback from parents.	Choose One	
DE-2	By the end of the third quarter, 75% of campus plan will be implemented	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, 75% of all meetings for the year will have been implemented resulting in Special Education students being on track to	Choose One	
SL-2	By the end of the third quarter, 75% of all teachers will be on track to meet their class goal of at least 80% of students on grade level	Choose One	
SL-3	By the end of the third quarter, 75% of all teachers will be on track to meet their class goal of at least 80% of students on grade level	Choose One	
SL-4	By the end of the third quarter, 75% of teachers will have fully implemented the strategies needed to implement aligned, hands on lessons.	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 75% of campus plan will be implemented	Choose One	
PP-2	By the end of the third quarter, 75% of planned meetings and PD will be implemented with survey feedback	Choose One	
PP-3	By the end of the third quarter, 75% of planned meetings and PD will be implemented with survey feedback	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, 75% of events for the year will be implemented and will show an increase in parent participation with feedback collected via a survey	Choose One	
PE-2	By the end of the third quarter, 75% of rounds for the year will be implemented and will show an increase in aligned classroom instruction with feedback collected via a	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.

**Fourth Quarterly Review**

**DEMOGRAPHICS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 100% of planned attendance incentives for the year will be implemented with Survey Feedback from parents	Choose One	
DE-2	By the end of the fourth quarter, 100% of campus plan will be implemented	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, 100% of all meetings for the year will have been implemented resulting in Special Education students being on track	Choose One	
SL-2	By the end of the fourth quarter, 100% of all teachers will be on track to meet their class goal of at least 80% of students on grade level	Choose One	
SL-3	By the end of the fourth quarter, 100% of all teachers will be on track to meet their class goal of at least 80% of students on grade level	Choose One	
SL-4	By the end of the fourth quarter, 100% of teachers will have fully implemented the strategies needed to implement aligned hands on lessons	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of campus plan will be implemented	Choose One	
PP-2	By the end of the fourth quarter, 100% of planned meetings and PD will be implemented with survey feedback	Choose One	
PP-3	By the end of the fourth quarter, 100% of planned meetings and PD will be implemented with survey feedback	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 events for the year will be implemented and will show an increase in parent participation with feedback collected via a	Choose One	
PE-2	By the end of the fourth quarter, 100% of rounds for the year will be implemented and will show an increase in aligned classroom instruction with feedback collected	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.

Annual Summative Review

**DEMOGRAPHICS**

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, the campus will increase student attendance to 95%.	Choose One	
DE-2	By the end of the year, the campus will decrease student discipline issues by 10%.	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, 60% of our Special Education population will be at Approaches or higher.	Choose One	
SL-2	By the end of the year, at least 85% of all PK through 2nd grade students will be performing on or above.	Choose One	
SL-3	By the end of the year, at least 85% of incoming 3rd graders will be performing at grade level in math.	Choose One	
SL-4	By the end of the year, student performance will increase by 5 points on STAAR in reading and math as a result of aligned, hands on lessons.	Choose One	

**PROCESSES & PROGRAMS**

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, the campus will decrease student discipline issues by 10%.	Choose One	
PP-2	By the end of the year, 100% of new teachers and new to IB teachers will have fully participated in on boarding activities that support their transition.	Choose One	
PP-3	By the end of the year, 100% of the admin team will have participated in PD to ensure they can lead their team instructionally while implementing IB.	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, at least 50% of parents will consistently participate in Family Events.	Choose One	
PE-2	By the end of the year, 100% of teachers will have fully participated in collaboration activities that support their campus focus goals.	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
Cassie McClung	Head of School (Assigned)		
Erica Guerra	Asst. Head of School (Elected)		
Jennifer Tiller	Sr. Operations Coordinator (Elected)		
Jenna Hixon	IB Coordinator		
Danielle Couschene	IB Coordinator		
Marcelina Avery	Instructional Coach (Elected)		
Marth Torres	Teacher (Elected)		
Julie Beasley	Teacher (Elected)		
Cynthia Montalvo	Teacher (Elected)		
James Figueroa	Teacher (Elected)		
Alice Ruiz	Parent (Elected)		
Rosalinda Flores	Parent (Elected)		
Miguel Loredo	Student		
Pending	Community Member		
Kayla Wilburn	District Level Representative		
Pending	Community Member		
Pending	Buisness Representative		
Pending	Buisness Representative		



## 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
Fenwick Academy	15907- 123
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Melissa Alcala and Dr. Matthew Weber (TCIS)
Principal	SAISD Board Approval Date
Dr. Cassie McClung	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Assurances and Plan Approval Information

Demographics:

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Hispanic: 96%

Black: 2%

White: 1%

LEP Bil: 27%

At Risk: 74%

Eco Dis: 95%

Sped: 19%

Gifted/Talented: 5%



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.

Compliance Checklist							
Federally Required Strategies – Do we have strategies that address -							
At-Risk Support		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention (Secondary)	
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to K	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions		Federally Funded Staff	
Equitable Availability of the Campus Improvement Plan to Parents				Equitable Availability of the School-Parent Compact to Parents			
Physical Locations of the Plan	Principal's Office			Physical Locations of the Compact	Principal's Office		
Languages Available	English and Spanish upon request			Languages Available	English and Spanish upon request		
URL to Online Version	<a href="https://docs.google.com/spreadsheets/d/1Rp0H-lzl_RcXX6PPEHy-rudO8e8XDbha/edit?usp=sharing&amp;oid=116281729964218688108&amp;rtpof=t">https://docs.google.com/spreadsheets/d/1Rp0H-lzl_RcXX6PPEHy-rudO8e8XDbha/edit?usp=sharing&amp;oid=116281729964218688108&amp;rtpof=t</a>			URL to Online Version	<a href="https://schools.saisd.net/upload/template/0260/docs/23-24TeacherParentStudentCompact%20.pdf">https://schools.saisd.net/upload/template/0260/docs/23-24TeacherParentStudentCompact%20.pdf</a>		
Equitable Availability of Parent-Family Engagement Policy to Parents							
Physical Locations of the Policy	Principal's Office			How and When was the PFE Policy Distributed			
Languages Available	English and Spanish upon request			During Meet the Teacher, Principal's Coffee and Open House			
URL to Online Version	<a href="https://schools.saisd.net/upload/template/0260/docs/ParentInvolvementPolicy23-24.pdf">https://schools.saisd.net/upload/template/0260/docs/ParentInvolvementPolicy23-24.pdf</a>						

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	Main Office, FACE Office, Principal Office		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English and Spanish		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0260/docs/123_07_fenwick_cip_2023_2024.pdf">https://schools.saisd.net/upload/template/0260/docs/123_07_fenwick_cip_2023_2024.pdf</a>		
<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	Main Office, FACE Office, Principal Office		
<input type="checkbox"/>	Parent & Family Engagement	Languages Available	English and Spanish		
<input type="checkbox"/>	Physical Activity	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0260/docs/FamilyEngagementPolicy24-25.pdf">https://schools.saisd.net/upload/template/0260/docs/FamilyEngagementPolicy24-25.pdf</a>		
<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	Main Office, FACE Office, Principal Office		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English and Spanish		
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0260/docs/FenwickAcademy24-25ParentTeacherStudentCompact.pdf">https://schools.saisd.net/upload/template/0260/docs/FenwickAcademy24-25ParentTeacherStudentCompact.pdf</a>		
<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	Principal's Coffee	8.24.24		
<input type="checkbox"/>	Transition PK to K	Open House	9.5.24		
<input type="checkbox"/>	Violence Prevention/Intervention	Meet the Teacher	8.9.24		

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

**Documentation and Submissions**

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		