Campus Improvement Plan
2024 - 2025

SAISD

Rodriguez Montessori 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

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 **April 25, 2024**	Topics: Demographics and Student Learning - Actions: As a CAC review 23-24 CIP strategies are created and determined through data and artifacts, if the EOY KPIs are achieved. Assign each strategy a rating. As a CAC determine the level of completion for each performance objective. Determine what will be enhanced and what will be discontinued. Examine data and artifacts to rate the progression towards each performance objective. Assign each strategy a rating. As a CAC, determine strengths, areas of improvement in Demographics, Student Learning. Craft two problem statements and root causes for each Multiple Measure discussed, drafted, and revised for final entry into CNA template.
Meeting #2 **May 2, 2024**	Topics: Processes and Perceptions - Actions: As a CAC, determine stregnths, areas of improvement in Demographics, Student Learning. Craft two problem statements and root causes for each Multiple Measure discussed, drafted, and revised for final entry into CNA template. As a CAC discuss the impact of the 23-24 Summative Ratings and CIP Plan's impact on Student Sucess. Draft and revise goals we determined we would roll over and make better. Examine and discuss necessary actions needed to make strong progress towards each performance objective. As a CAC discuss, draft 24-25 CIP Strategies and Key Performance Indicators for prioritized peformance objectives/goals.

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

As a CAC team we reviewed each peformance objective progress and analyzed MOY-EOY artifacts and identified trends. We used the trends to determine effectiveness of the strategies and identied which strategies should be rolled over and which should be modified and made better to improve student success and campus-wide impact.

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

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

Demographics

At-Risk Rates (Branching Minds)	✘	Student Graduation/Promotion Rate	X	Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data	✘	EOY Assessment Data	
Special Education Service Records	✘	PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	✘
Student Attendance Records	✘	Teacher Attendance Records	✘	Other (Indicate to the Right)			

Student Learning

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

Processes and Programs

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

Perceptions

Teacher/Staff Surveys	✘	Parent/Student Surveys	✘	Classroom Observations		Parental Involvement Data	✘
Parent Volunteers	✘	Calendar of Parent Engagement	✘	Feedback to Teachers		Mission, Values, and Vision	✘
Other (Indicate to the Right)				Other (Indicate to the Right)			

Comprehensive Needs Assessment - Demographics

			Demographics (Minimum 2 Areas)
Area Examined			**Problem Statements and Root Causes**
Student Attendance	PS DE-1		Rodriguez Montessori's 2023-2024 average quarterly attendance rate is 92.6% which is lower than the district goal of 97%.
	RC DE-1		Campus leaders have not clearly communicated school-wide family behavioral expectations nor built families capacity and understanding of campus attendance systems, and provide incentives to support deeper understanding of state-based Compulsory Attendance policies and impact on student success. (ESF 3.1)
Student Discipline	PS DE-2		Only 58% of Rodriguez Montessori's teachers implement best practices for establishing and maintaining clear classroom routines and provide students with opportunities to practice that ensure a safe and efficent normalized classroom.
	RC DE-2		Campus leaders have not provided all staff with consistent feedback to support consistent implementation of Postive Discipline system with fidelity (ESF 3.1)
Teacher Turnover	PS DE-3		From 2021-2024, 85% of the Rodriguez Montessori Dual Language teachers leave Rodriguez.
	RC DE-3		Lack of clarity and alignment for how the school will implement all components of Dual Language model with the Montessori pedagogy in a public school enviroment, and limited access to Spanish Montessori material from approved district vendors(international material). (ESF 2.1)
Choose One	PS DE-4		
	RC DE-4		
Strengths & Areas for Improvement Based on your Data Analysis			After reviewing our data - Strengths: - During the 23-24 school year 100% of all Rodriguez Montessori staff members participated in weekly one-on-one coaching sessions with the Montessori Instructional Coach and engaged in bi-weekly or monthly feedback sessions with Campus Adminsitrators. - 94% of all guides have participated in embedded professional development sessions facilitated by 1882 Partner Coordniators. - 80% of classroom teachers have developend and consistently montior Academic or Behavioral Intervention plans as monitiored in Branching Minds. - Fewer than 30 office referrals have been entered into Frontline. - 100% of the teachers in Montessori Certification Training will return for the 24-25 school year. Areas for Improvement: Our yearly attendance trends for six week cycles 1-3 were within 90-93% each cycle. However, 20%(34) of total enrolled students have chronic absence or truancy. 2%(4) have 18 or more absences. 50% of those students with chronic absence or truancy are identified as Tier 2 or 3 below grade level academic expectations in one or both Reading and Math. Furthermore Rodriguez Montessori behavioral office referrals in Frontline were fewer than 30 for academic cycles 1-3 administration has observed that only 7 of 12 teachers are implementing and consistently utilzing conflict resolution, de-escalation and reaclimation strategies with fidelity within the learning enviorments. Lastly, since 2021 the Rodriguez Montessori Teacher turnover rate of those who have completed the Montessori Certification program is 30%. This year 4 of 4 teachers (100%) of the teachers who are in the Montessori Certification training program are remaining at RMES for the 2024-2025 school year and have committed to stay 3 consecutive school years upon completion of training. 2 of 4 Dual Language teachers have opted to not participate in the Montessori Cerfitication training program resuting in 20%(all staff), 50%(Dual language specific) turnover rate for the 2023 school year which is a decrease of previous trend.

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

Student Learning (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Grade Level Readiness	PS SL-1	41 - 71% of all STAAR projected (MAP) testing students are identified as Did Not Meet and Approaches in both reading and math.
	RC SL-1	Although Instructional Leaders provide teachers with protected time for in-depth conversations about formative student data and extended planning to adjust instructional delivery. Campus leaders have not provided consistent evidence based feedback to inform instructional responses that impact student progress toward measurable goals. (ESF 5.3)
Grade Level Readiness	PS SL-2	49% (Math) and 60% (Reading) of the campus is identified as having met MAP Growth goal for MOY.
	RC SL-2	Campus leaders facilitate a consistent process for teachers to individually and in PLCs, to analyze data and develop action plans; the campus has not developed and implemented an effective system to asses student conceptual understandings, procedural skills, and knoweldge learned uilizing high quality Montessori and supplemental instructional materials. (ESF 4.1)
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL- 4	
	RC SL-4	

Strengths & Areas for Improvement Based on your Data Analysis		After reviewing student achievement data to include, MAP MOY STAAR projections, STAAR interim data, Data Analysis Trackers-
		
		Strengths: Rodriguez Montessori has identified the following strengths:
		  - As a campus we are increasing the number of students projected to be in the Meets and Masters STAAR Ratings
		  - Compared to this time last year we have increased total Tier 1 instruction by 11% in kinder (math) and 35% in 2nd (math)
		  - Compared to this time last year we have increased total Tier 1 instruction by 20% in kinder (reading Eng.) and 25% in 1st (reading Eng.).
		  - Compared to this time last year we have increased total Tier 1 instruction by 22% in 1st (reading Span.).
		  - Circle data indicates that our PK-3 went from 62% (BOY) on track to 84% for MOY reading and from 71% (BOY) on track to 89% for MOY math.
		  - Circle data indicates that our PK-4 went from 73% (BOY) on track to 86% for MOY reading and from 84% (BOY) on track to 89% for MOY math.
		
		Areas for improvement:
		It was determined that there were some TEK alignment gaps within the Montessori Scope and Sequence. As a result of this noticing, Network leaders will engage teacher leaders in codifying the current Montessori Scope and Sequence to ensure all grade level state standards are being taught.

Comprehensive Needs Assessment - Processes & Programs

		ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.
		Processes & Programs (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
Teacher PD	**PS PP-1**	Only 20% of RMES teachers are Montessori certified. (4 currently in Montessori training program, 2 certified, 1 scheduled to start training in next cohort, 2 transferring)
	RC PP-1	Montessori Network leaders have not implemented ongoing and proactive recruitment strategies that attract high-quality dually certified candidates. (Montessori & Texas Certified/ Bilingual Certified) (ESF 2.1)
Teacher PD	**PS PP-2**	According to the Network Climate Survey, Special Education Teachers, Specials Teachers and Instructional Assistants are not well supported in Montessori training and implementation of the Montessori pedagogy. As a result, students may not have consistent Montessori experiences or interactions across the school environment.
	RC PP-2	Although Montessori Network Leaders provide training and support regarding implementation of pedagogy and content specific best practices. Leaders have not developed and implemented quality training for paraprofessional staff and Extra Curricular staff to support implementing strategies for cross content, and inclusion of special population groups. (ESF 5.1)
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		Strengths: During the 2023-2024 school year, Montessori practices were implemented in all 9 general education classes. 4 of 7 non-certified Montessori teachers are actively enrolled in the Center for Guided Montessori Studies. The other 3 teachers participate in school and network Montessori professional development which has ensured 9 out of 9 classroom environments are implementing Montessori practices, although at different levels of proficiency. Based on survey results, general education classroom teachers are feeling much more supported through professional development, feedback and coaching. Support and professional development for general education classroom teachers should continue to grow. Teachers who are enrolled in the Center for Guided Montessori Studies are making a committment to remain at RMES for at least 3 years post course completion which will create consistency in the learning environment and positively impact school culture and families confidence in the school. Areas for Improvement: Finding Texas certified, Montessori certified (or those willing to committ to training and 3 plus years) is difficult. Finding Dual Language certified teachers with the same expectations is even more difficult. Based on the Network Culture survey, 03 sessions, discipline data and informal feedback from IAs, SPED and Specials teachers, there is a gap in implementation of Montessori pedagogy across all instructional environments due to a lack of professional development specifically designed for these groups. As a result, students are not receiving a consistent Montessori experience throughout the school.

Comprehensive Needs Assessment - Perceptions

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.		
Perceptions (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Parent Engagement Attendance	**PS PE-1**	26% of parents who responded to the Rodriguez Elementary Parent & Family Engagment Evaluation Survey stated parent training(s) offered lacked clarity to related intent of the event and how it impacts student success.
	RC PE-1	While the campus does communicate engagement events through muliple modes of communication, campus instructional leadership does not provide clear language in how the trainings offered are meant to help parents/guardians support their children in meeting their academic goals. (ESF 1.2)
Parent Engagement Attendance	**PS PE-2**	Parent attendance at non-academic events is 80%, while parent attendance at parental capacity building events averages at approximately 27% for the academic year.
	RC PE-2	After reviewing parent feedback from surveys, the campus' lack of providing childcare does not provide a family friendly environment for adults to fully engage in the learning activities/events because they have to split their attention between watching their children and paying attention to the material being provided. (ESF 1.2)
Choose One	**PS PE-3**	
	RC PE-3	
Choose One	**PS PE-4**	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis	Strengths- - Attendance at family engagement & capacity building events increased 17% (from 10% to 27%) during the 2023-2024 school year - Over the course of the 2023 - 2024 school year, parent/family members volunteered approximately 256 times per campus sign in log - Per Family Engagment Progam Evaluation Review and Revision survey results, improved communication between school and home with increased methods of dispersing information to families Area for Improvement - - Family survey data suggests 100% of respondents would like to see childcare offered for families to make info/learning sessions more accessible. - 42% of respondents suggested offering sessions more than once at varying times so that more families could join if interested. - Providing families with minutes or a summary of meeting discussion points for those unable to attend	

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By the end of the year, Rodriguez Montessori's yearly ADA rating will increase from 92% to 97% as measures by BI attendance reports.	Implement a campus-wide multi-tiered attendance intervention plan: Tier 1- Foundational strategies (whole school promotion of positive conditions & learning impact) Tier 2 - remove barries to attendance / personalized attention (engagement) to those with 5-10, notices, confernces, Attendance action plan Tier 3 - intensive support greater than 10. Connection to exterior resource (CIS, health, housing, social services)	Adminstrators PMAI Partners Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, campus leaders will develop and implement a campus-wide attendance notification plan and define the roles & responsibilities of campus staff in the attendance plan and Rodriguez Leaders will provide grade-level campus ADA family presentations reviewing state and local policies and campus-wide attendance policy and incentive plan.		
			By the end of the second quarter, the campus will have three or more six week cycles with ADA averages of 94-97% as measured by SAISD District Attendance Reports		
			By the end of the third quarter, the campus will have an overall ADA average rate of of 94% or higher and fewer than 10% of total enrolled students with 10 or more part of day absences.		
			By the end of the fourth quarter, the campus will have an overall ADA average rate of of 94% or higher and fewer than 5% of total enrolled students with 10 or more part of day absences.		
DE-2		By the end of the year, 9 out of 14 classroom teacher will be rated proficient in Dimension 3.3 as measured by EOY TTESS	**The Leadership Team will conduct bi-quarterly instructional rounds and provide feedback specially regardring implemantion and student opportunities to practice conflict resolution.**		
	PS #	Quarterly KPIs	By the end of the first quarter, 14 of 14 classroom teacher will have developed and provided Grace & Courtesy lessons empowering and providing students follow up practice to take ownership and independently implement Postive Discipline Principles of - mutual respect, clear boundaries, work cycle behaviors focus and concentration. (identified in lesson plans & on lesson boards)		
			By the end of the second quarter, 14 of 14 classroom teacher will have developed and provided Grace & Courtesy lessons empowering and providing students follow up practice to take ownership and handle conflicts independently on - active listening, using "I" statements, guided problem solving, and how to take a descalation break in the peace area. (identified in lesson plans & on lesson boards)		
			By the end of the third quarter, 6 of 14 teachers will be identified as proficient iin TTESS Dimension 3.3 - teacher lead a mutually respectful and collaborative class of actively engaged learners that work respectfully individually and in groups. as measured by their Comprehenisive observations. (or bi quarterly instructional round)		
			By the end of the fourth quarter, 9 of 14 teachers will be identified as proficient iin TTESS Dimension 3.3- teacher lead a mutually respectful and collaborative class of actively engaged learners that work respectfully individually and in groups as measured by their summative evaluation. (or bi quarterly instructional round)		
DE-3		By the end of the year, 100% of all Rodriguez Montessori new hires will respond as returning for the 25-26 SY as measured by the end of year staff intent survey.	Develop, vet, and implement targeted and personalized strategies Montessori Mentorship/Buddy Program to retain high-quality staff	Adminstrators PMAI Partners	
	PS #	Quarterly KPIs	By the end of the first quarter, all new hires will have participated in a minimum of 3 mentor/induction meetings providing them with campus culture, instructional and operation principles.		
			By the end of the second quarter, all new hires will have participated in a minimum of 6 cumulative mentor/induction meetings providing them with campus culture, instructional and operation principles.		
			By the end of the third quarter, all new hires will have participated in a minimum of 9 cumulative mentor/induction meetings providing them with campus culture, instructional and operation principles.		
			By the end of the fourth quarter, all new hires will have participated in a minimum of 12 cumulative mentor/induction meetings providing them with campus culture, instructional and operation principles.		
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

Plan for Improvement – Student Learning

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year 24-25 school year, the campus will have less than 45% of all STAAR testing students identified in the Did Not Meets and Approaches for both reading and math.	RMES Administrators and the Intstructional coach will engage classroom guides in monthly data digs during PLC to identify data driven data plans. The developed action plans will guide classroom instruction. Additionally, classroom Guides will incorporate math task cards and graphic organizers that are aligned with the rigor of STAAR.	PMAI, RMES Admin, Instructional Coach, & Upper and Lower Guides	
	PS # 1	**Quarterly KPIs**	By the end of the first quarter, key stakeholders will develop a protocol for reviewing data using the MAP, STAAR Interim, classroom assessments to develop action plans for students.		
			By the end of the second quarter, stakeholders would have engaged in 1 data digs per month and reviewed student data and the effectiveness of the action plans.		
			By the end of the third quarter, stakeholders would have engaged in 1 data digs per month and reviewed student data and the effectiveness of the action plans.		
			By the end of the fourth quarter, stakeholders would have engaged in 1 data digs per month and reviewed student data and the effectiveness of the action plans.		
SL-2		By the end of the year 24-25 school year, 75% of the campus will have met their growth measure as identified by NWEA.	RMES Administrators and the Intstructional coach will engage classroom guides in monthly data digs during PLC to identify data driven data plans. The developed action plans will guide classroom instruction	PMAI, RMES Admin, Instructional Coach, & Guides	
	PS # 2	**Quarterly KPIs**	By the end of the first quarter, key stakeholders will develop a protocol for reviewing data using the CIrcle, MAP, STAAR Interim, classroom assessments to develop action plans for students.		
			By the end of the second quarter, stakeholders would have engaged in 1 data digs per month at PLC and reviewed student data and the effectiveness of the action plans.		
			By the end of the third quarter, stakeholders would have engaged in 1 data digs per month at PLC and reviewed student data and the effectiveness of the action plans.		
			By the end of the fourth quarter, stakeholders would have engaged in 1 data digs per month at PLC and reviewed student data and the effectiveness of the action plans.		
SL-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,		
SL-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	PS #1	By the end of the 2025 school year, the campus will retain 100% of all Montessori Certified teachers and/or teachers in Montessori training	100% of Non-certified Montessori teachers will be enrolled in the Center for Guided Montessori Studies.	PMAI, Instructional Coach	1882 fund worksheet
		Quarterly KPIs	By the end of the first quarter, 100% of non-certified Montessori teachers will have completed the expected portion of their studies as indicated by feedback from CGMS and participating teachers. The Instructional Coach will include a monthly check in with participating teachers during O3 sessions to		
			By the end of the second quarter, 100% of non-certified Montessori teachers will have completed the expected portion of their studies as reported in feedback from CGMS and participating teachers. The Instructional Coach will include a monthly check in with participating teachers during O3 sessions to		
			By the end of the third quarter, 100% of non-certified Montessori teachers will have completed the expected portion of their studies as reported in feedback from CGMS and participating teachers. The Instructional Coach will include a monthly check in with participating teachers during O3 sessions to		
			By the end of the fourth quarter, 100% of non-certified Montessori teachers will have completed the expected portion of their studies as reported in feedback from CGMS and participating teachers. The Instructional Coach will include a monthly check in with participating teachers during O3 sessions to		
PP-2	PS # 2	By the end of the 24-25 SY, RMES leaders in partnership with PMAI will create and implement a proactive and comprehensive recruitment plan resulting in an increase in 0 to 5 or more pool/applicants of high-quality dually certified candidates	Develop a committee to create and implement a proactive and comprehensive recruitment plan that will attract high-quality dually certified candidates.	PMAI, Administration	199 - print shop and supplies 1882 - travel
		Quarterly KPIs	By the end of the the first quarter, a committee of various stakeholders will be created with the goal of creating and implementing a successful and aggressive recruitment plan. The committee will research and review current processess and procedures for recruitment at the campus and district level and through PMAI to determine the effectiveness, strengths, and gaps.		
			By the end of the second quarter, the committe will research successful recruitment strategies used by other organizations, schools and districts. The committee will use the gathered information to select at least 3 high impact recruitment strategies to implement by the end of the third quarter.		
			By the end of the third quarter, the committe will create and implement a proactive recruitment plan. The recruitment plan should include timelines (year round), clearly articulated action steps, person(s) responsible for actions, identified measures of success, all resources accessed/referenced, other details as the committee determines as needed. The plan should include a recruitment goal (minimal) of a number of potential highly qualified candidates.		
			By the end of the fourth quarter, the committee will meet to review and revise the recruitment plan as needed and report progress to the CAC committee. At that time, in committee will determine next steps.		
PP-3	PS #	By the end of the 2024-2025 school year, Special Education teachers and Instructional Assistants will increase their understanding and implementation of Montessori pedagogy by 80% as measured by BOY, MOY and EOY survey and observations. Specials teachers will increase their understanding and implementation by 80% in conflict resolution and use of the Peace Area to support SEL as measured through teachers and students surveys, observations, and student discipline referrals during	Special Education teachers, Specials teachers and Instructional Assistants will participate in quality Montessori training in order to build their capacity to support the Montessori pedagogy and/or conflict resolution throughout the school.	PMAI, Administration, Instructional Coach	
		Quarterly KPIs	By the end of the first quarter, Special Education teachers, Specials teachers and Instructional Assistants will have had the opportunity to participate in at least 3 campus based Professional Learning Community sessions, 1 Network lead professional development focused on developing their capacity in the		
			By the end of the second quarter, Special Education teachers, Specials teachers and Instructional Assistants will have had the opportunity to participate in at least 5 campus based Professional Learning Community sessions, 2 Network lead professional development focused on developing their capacity in		
			By the end of the third quarter, Special Education teachers, Specials teachers and Instructional Assistants will have had the opportunity to participate in at least 8 campus based Professional Learning Community sessions, 3 Network lead professional development focused on developing their capacity in the		
			By the end of the fourth quarter, Special Education teachers, Specials teachers and Instructional Assistants will have had the opportunity to participate in at least 9 campus based Professional Learning Community sessions, 3 Network lead professional development focused on developing their capacity in		
PP-4	PS #	By the end of the 2024-2025 school year, the campus will retain 100% of all Montessori Certified teachers and/or teachers in Montessori training	The Leadership Team will plan and facilitate bi-weekly coaching sessions based on teacher needs.	Admin, Instructional Coach	
		Quarterly KPIs	By the end of Quarter 1, all teachers will have participated in 3-9 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements.		
			By the end of Quarter 2, all teachers will have participated in 6-18 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements.		
			By the end of Quarter 3, all teachers will have participated in 9-27 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements.		
			By the end of the fourth quarter, all teachers will have participated in 12-36 one on one Coaching sessions to review Montessori observation feedback in targeted areas resulting in the improvement in the implementation of the Montessori essential elements.		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Perceptions

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the year, 50% of parents who respond to the RMES Title 1 Parent and Family Engagement Evaluation will state the parent trainings offered were relevant and had clear objectives.	Family events will be clearly communicated to include target audience and intended learning outcomes on flyers and any other important details.	Counselor, PMAI, Admin, Instructional Coach	
	PS #	**Quarterly KPIs**	By the end of the second quarter, each learning event will include an exit ticket to determine participants' understanding of the learning objectives.		
			By the end of the third quarter, leadership will review event exit ticket data to determine next steps and any revisions that need to be made.		
			By the end of the fourth quarter, leadership will review the data to determine next steps and any revisions that need to be made.		
PE-2		By the end of the year, the percentage of families represented at campus programs from BOY to EOY will increase from 27% to 50% of total enrolled families as measured by event sign-in sheets.	Develp and maintain a robust family engagement plan linked to learning to provide families with various programs (Family Orientation, Watch Me Work, Family Conferences, Literacy/Math luncheons, Learning Showcases, Community Coffees) that educate parents on how to support students mastery of concepts, and increase their personal knowledge of Montessori philosophies and practices.	Adminstration, Counselor, PMAI, Instructional Coach	
	PS # 2	**Quarterly KPIs**	By the end of the first quarter, an internal year at a glance calendar and guidelines for planning, implementation, and advertisment will be drafted and to include school-wide events, grade level events, and individual classroom events.		
			By the end of the second quarter, a committee/stakeholders will create a plan for childcare at select family engagement events.		
			By the end of the third quarter, a mid year family engagement survey will be sent home to evaluate the established changes. Leadership will review the data to determine next steps and any revisions that need to be made.		
			By the end of the fourth quarter, a survey will be sent out to families about family engagement events they would like to see implemented the following 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, campus leaders will develop and implement a campus-wide attendance notification plan and define the roles & responsibilities of	Choose One	
DE-2	By the end of the first quarter, 14 of 14 classroom teacher will have developed and provided Grace & Courtesy lessons empowering and providing students follow up	Choose One	
DE-3	By the end of the first quarter, all new hires will have participated in a minimum of 3 mentor/induction meetings providing them with campus culture, instructional and	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, key stakeholders will develop a protocol for reviewing data using the MAP, STAAR Interim, classroom assessments to	Choose One	
SL-2	By the end of the first quarter, key stakeholders will develop a protocol for reviewing data using the Clrcle, MAP, STAAR Interim, classroom assessments to	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

		PROCESSES & PROGRAMS	
GPS	**Quarter 1 KPI**	**Q1 Rating**	**Findings / Next Steps**
PP-1	By the end of the first quarter, 100% of non-certified Montessori teachers will have completed the expected portion of their studies as indicated by feedback from	Choose One	
PP-2	By the end of the the first quarter, a committee of various stakeholders will be created with the goal of creating and implementing a successful and aggressive	Choose One	
PP-3	By the end of the first quarter, Special Education teachers, Specials teachers and Instructional Assistants will have had the opportunity to participate in at least 3	Choose One	
PP-4	By the end of Quarter 1, all teachers will have participated in 3-9 one on one Coaching sessions to review Montessori observation feedback in targeted areas	Choose One	

		PERCEPTIONS	
GPS	**Quarter 1 KPI**	**Q1 Rating**	**Findings / Next Steps**
PE-1		Choose One	
PE-2	By the end of the first quarter, an internal year at a glance calendar and guidelines for planning, implementation, and advertisment will be drafted and to include	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, the campus will have three or more six week cycles with ADA averages of 94-97% as measured by SAISD District Attendance	Choose One	
DE-2	By the end of the second quarter, 14 of 14 classroom teacher will have developed and provided Grace & Courtesy lessons empowering and providing students follow	Choose One	
DE-3	By the end of the second quarter, all new hires will have participated in a minimum of 6 cumulative mentor/induction meetings providing them with campus culture	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, stakeholders would have engaged in 1 data digs per month and reviewed student data and the effectiveness of the action plans	Choose One	
SL-2	By the end of the second quarter, stakeholders would have engaged in 1 data digs per month, at PLC and reviewed student data and the effectiveness of the action	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 100% of non-certified Montessori teachers will have completed the expected portion of their studies as reported in feedback from	Choose One	
PP-2	By the end of the second quarter, the committe will research successful recruitment strategies used by other organizations, schools and districts. The	Choose One	
PP-3	By the end of the second quarter, Special Education teachers, Specials teachers and Instructional Assistants will have had the opportunity to participate in at least	Choose One	
PP-4	By the end of Quarter 2, all teachers will have participated in 6-18 one on one Coaching sessions to review Montessori observation feedback in targeted areas	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, each learning event will include an exit ticket to determine participants' understanding of the learning objectives	Choose One	
PE-2	By the end of the second quarter, a committee/stakeholders will create a plan for childcare at select family engagement events	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.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, the campus will have an overall ADA average rate of of 94% or higher and fewer than 10% of total enrolled students with 10 or more	Choose One	
DE-2	By the end of the third quarter, 6 of 14 teachers will be identified as proficient iin TTESS Dimension 3.3 - teacher lead a mutually respectful and collaborative class of	Choose One	
DE-3	By the end of the third quarter, all new hires will have participated in a minimum of 9 cumulative mentor/induction meetings providing them with campus culture	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, stakeholders would have engaged in 1 data digs per month and reviewed student data and the effectiveness of the action plans	Choose One	
SL-2	By the end of the third quarter, stakeholders would have engaged in 1 data digs per month, at PLC and reviewed student data and the effectiveness of the action	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 100% of non-certified Montessori teachers will have completed the expected portion of their studies as reported in feedback from	Choose One	
PP-2	By the end of the third quarter, the committe will create and implement a proactive recruitment plan. The recruitment plan should include timelines (year round)	Choose One	
PP-3	By the end of the third quarter, Special Education teachers, Specials teachers and Instructional Assistants will have had the opportunity to participate in at least 8	Choose One	
PP-4	By the end of Quarter 3, all teachers will have participated in 9-27 one on one Coaching sessions to review Montessori observation feedback in targeted areas	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, leadership will review event exit ticket data to determine next steps and any revisions that need to be made	Choose One	
PE-2	By the end of the third quarter, a mid year family engagement survey will be sent home to evaluate the established changes. Leadership will review the data to	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	#REF!	Choose One	
DE-2	By the end of the fourth quarter, 9 of 14 teachers will be identified as proficient iin TTESS Dimension 3.3- teacher lead a mutally respectful and collaborative class of	Choose One	
DE-3	By the end of the fourth quarter, all new hires will have participated in a minimum of 12 cumulative mentor/induction meetings providing them with campus culture	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, stakeholders would have engaged in 1 data digs per month and reviewed student data and the effectiveness of the action plans	Choose One	
SL-2	By the end of the fourth quarter, stakeholders would have engaged in 1 data digs per month, at PLC and reviewed student data and the effectiveness of the action	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of non-certified Montessori teachers will have completed the expected portion of their studies as reported in feedback from	Choose One	
PP-2	By the end of the fourth quarter, the committee will meet to review and revise the recruitment plan as needed and report progress to the CAC committee. At that	Choose One	
PP-3	By the end of the fourth quarter, Special Education teachers, Specials teachers and Instructional Assistants will have had the opportunity to participate in at least	Choose One	
PP-4	By the end of the fourth quarter, all teachers will have participated in 12-36 one on one Coaching sessions to review Montessori observation feedback in targeted	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, leadership will review the data to determine next steps and any revisions that need to be made.	Choose One	
PE-2	By the end of the fourth quarter, a survey will be sent out to families about family engagement events they would like to see implemented the following year.	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, Rodriguez Montessori's yearly ADA rating will increase from 92% to 97% as measures by RL attendance reports	Choose One	
DE-2	By the end of the year, 9 out of 14 classroom teacher will be rated proficient in Dimension 3.3 as measured by EOY TTESS	Choose One	
DE-3	By the end of the year, 100% of all Rodriguez Montessori new hires will respond as returning for the 25-26 SY as measured by the end of year staff intent survey	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 24-25 school year, the campus will have less than 45% of all STAAR testing students identified in the Did Not Meets and Approaches for both	Choose One	
SL-2	By the end of the year 24-25 school year, 75% of the campus will have met their growth measure as identified by NWEA	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the 2025 school year, the campus will retain 100% of all Montessori Certified teachers and/or teachers in Montessori training program resulting in	Choose One	
PP-2	By the end of the 24-25 SY, RMES leaders in partnership with PMAI will create and implement a proactive and comprehensive recruitment plan resulting in an increase	Choose One	
PP-3	By the end of the 2024-2025 school year, Special Education teachers and Instructional Assistants, will increase their understanding and implementation of	Choose One	
PP-4	By the end of the 2024-2025 school year, the campus will retain 100% of all Montessori Certified teachers and/or teachers in Montessori training program	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, 50% of parents who respond to the RMES Title 1 Parent and Family Engagement Evaluation will state the parent trainings offered were relevant	Choose One	
PE-2	By the end of the year, the percentage of families represented at campus programs from BOY to EOY will increase from 27% to 50% of total enrolled families as	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

Name	Role	Name	Role

Committee Members

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.

District Purchases

Title I Campus Program Requirements

Title I Campus Program Requirements		
Federally Required Strategies - Do we have strategies that address:	**Equitable Availability of the Campus Improvement Plan to Parents**	
☐ At-Risk Support	Physical Locations of the Plan	
☐ CCMR - Secondary	Languages Available	
☐ Dropout Prevention (Secondary)	URL to Online Version	
☐ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy	
☐ Parent & Family Engagement	Languages Available	
☐ Physical Activity	URL to Online Version	
☐ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☐ Quality of Learning Environment	Physical Locations of the Compact	
☐ Recruiting/Retaining Teachers	Languages Available	
☐ Social and Emotional Support	URL to Online Version	
☐ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

	Method	Date	Method	Date
☐ Students Not On Grade Level				
☐ Support for Special Populations				
☐ Transition PK to K				
☐ Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

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, and 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)

Action	Documentation	CIP Location / Upload Location	Done
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, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times	**Google Shared Folder**	

School-Parent-Compact (ESSA Sec. 1116(d)

Action	Documentation	CIP Location / Upload Location	Done
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, and 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))

Action	Documentation	CIP Location / Upload Location	Done
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	
	Staff Training: Value & Utility of Parents	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
		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		