

Campus Improvement Plan

2024 - 2025



Hirsch Elementary

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Board of Trustees



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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

SAISD 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 17% in August 2024, to 27% 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 10% in August 2024, to 20% in August 2025.
- Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from in August 2024, to in August 2025.
- Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

- Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from in August 2024, to in August 2025.
- Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from in August 2024, to in August 2025.
- Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from in 2024, to in August 2025.
- Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

| CNA Meeting Dates | Meeting Topics and Actions |
|-------------------|--|
| | <p>Agenda: Welcome & Affirmations Critical Needs Assessment Phase One 1. Review Members and ensure sign-in 2. Summative Evaluation of CIP Strategies 3. Summative Evaluation of CIP Performance Objectives 4. CNA : Perceptions 5. CNA: Processes. Critical Needs Assessment Phase Two – May</p> <p>Using data to determine campus needs. Did we meet current goals or not? Are we keeping it or not? Are we rolling over it? What are some strategies and h</p> <p>Trends over time for teachers at Hirsch Process and Programs from information from 2023-2024 Opportunities for me to advance at my school. - District 35% - Hirsch 55% Someone at my school is thinking of my career progression - District 24 - Hirsch 55% The Teachers who deserve leadership positions at my school are the most likely to get them. - District 35% - Hirsch 65%</p> <p>Observation Feedback: Processes and feedback have grown a lot over the four years. Our focus was over the last two years due to the admin being consistent Strategies for these</p> <p>Professional development: The second point is has gone down a bit, but it may be due to the new teachers that have joined the Hirsch family instead of those that were from the previo</p> <p>Process and Programs: Feedback Tutoring/Enrichment Opportunities Morning meetings (are they being utilized?) Rhithm 166 users out of 600 students (4th grade is the majority of the users) Morning meetings they do need a daily check in from us Most are using it in the morning which is what we are wanting to do What is one thing we want to have to do this that will improve our campus based on our data from 2023-2024 Keep A structure (Husky Hour for intervention) More by in to the Rhythm Training for Rhithm - PowerPoint</p> <p>Problem Statement: Approximately 25% of the student population uses Rhithm as a daily check-in for social emotional needs. .</p> <p>Root Cause: To Rhithm Campus has a lack of clarity of the importance of and the functionality of the Rhithm Application</p> |

Meeting #1

May 6, 2024

Campus has a lack of clarity of the importance of and the functionality of the Rhithm Application.

Problem Statement:

Positive Behavioral Intervention System (PBIS) is implemented in 1/4 of all classrooms and schoolwide processes are partially operational.

Root Cause: Lack of fidelity to the integration of PBIS and universal understanding of all the PBIS components in our classroom.

Breakdown in committees started off strong and then fell apart

Admin not following up with making sure it is implemented especially with the store

Problem Statement: Preliminary ELAR STAAR data indicates (MAP MOY Data) will not meet

New teachers joining our campus should continue to leave interventions and regular small groups during the content area in order to strengthen it.

Based on MOY MAP we are going to use the data 2023-2024, we have seen improvement.

Root Cause: Intensive intervention is needed to continue closing the achievement gap.

Perceptions:

Lack of communication

2022-2023 Incite survey (Hirsch Staff)

Strong School Leadership outperforming the district

Well supportive teachers outperforming the district in many areas

Put me in charge of something dropped from 28% to 13% (could be teacher led PD's)

Positive School Cultures was a strong area outperforming the district

High-quality curriculum - grew a lot as a campus

students justifying and showing their answers and applying a rigorous academic structure way above the district

Effective Instruction - another strong area out shining the district

2023-2024 -

Lack of parent participation

Not clear in the communication (H.S. kite day, bike rodeo, rock climbing wall due to not being involved in PE)

Problem Statement: Lack of parent participation at campus wide events.

Root Cause: Students are not directly involved in the event.

Problem Statement: Teachers are not provided the opportunity to lead their colleagues.

Root Cause: Admin failed to set up the structure to allow for this to occur.

Strategies:

Hands on students involved with any event in order for more

PTA start up

Implement the Rhithm into the morning meeting for more data

Showcase teachers for more leadership opportunities

Copy PBIS strategies from this year

Add math for the master schedule for intervention time

Attendance/Demographics- the pink slips reminders

Next Meeting: May 13, 2024

CNA: Demographics

Student Attendance:

- As time as gone on from 22-23 the attendance has increased with the admin we have had

- An incentive for sianina up for the 24-25 there is a dance for those that are already enrolled for the next school year. There are already 155 students enroll

- An incentive for signing up for the 24-25 there is a chance for those that are already enrolled for the next school year. There are already 100 students enrolled.
- Garcia is going to make a list of who is not and divide it up by grade level and which student are not enrolled in each classrooms
- Increase attendance by 88% for the first nine weeks
- Increase each 9 weeks by 2% which ends us
- Second 9 weeks 90%
- Third 9 weeks 92%
- Fourth 9 weeks increase school wide attendance to 94%

Problem Statement:

88% is the current attendance rate. The district attendance expectation is 95%.

Root Cause:

Failure to follow up with families with chronic absences and unsuccessful utilization of school resources.

Strategy

- Focus on the tardies
- Attendance committee will meet to address which students are missing consistently
- Garcia does amazing with keeping up with what the students are looking at for the data for each day
- Data clerk can assist and make a copy for announcements for the next day to have the students hear what their highest percentages were
- Pink slips possibly be send down by 8:30 due too many tardies and majority of students coming in late
- Each class has an incentive for the class/grade level (extra recess 15 minutes or free time, popcorn on friday at the end of the day, ect.)

Student Discipline:

Problem Statement:

Positive Behavior Intervention System (PBIS) is not implemented in 2/3 of all classrooms and schoolwide processes are not fully operational.

Root Cause:

Lack of fidelity to the integration of PBIS

Strategy

- Use Dojo store on a bi-weekly basis one week k-2 and then 3-5 for the next week
 - Having somebody working the store consistently (could switch for who does the store)
- Dojo teachers need to implement the use of Dojo points

Student Learning:

EOY Assessment Outcomes:

Problem Statement:

Preliminary ELAR STAAR data indicates ___% of 3rd grade, ___% of 4th grade & ___% of 5th grade are likely to NOT pass. Primary Math STAAR data indicate 4th grade & ___% 5th grade are likely NOT to pass.

Root Cause:

Lack of consistent use of research base intervention.

Strategies:

7 Steps came in for PD

Allow the students to have a productive struggle

- Have teachers have a training on what that looks like with the vocabulary, questioning, how you are facilitating it.
- Finding their misconceptions and where they are struggling

Solution PD

- Training on the PLC model and how it is supposed to be run
- Same language - teachers should be running it
- Looking at data, planning, building assessments, ect.
- This will be during the summer (it will be paid for summer) it will also be used again as a follow up training during the school year

Keeping intervention aligned together for reading and math.

- The framework is aligned together.

Grade Level Readiness:

Problem Statement:

Less ___% of our students are grade level ready in Reading & Math as gauged by all EOY assessments.

Meeting #2

May 13, 2024

Less ___% of our students are grade level ready in reading & math as gauged by an EOY assessments.

Root Cause:

Lack of consistent use of research base intervention.

Theme: Leave Your Mark

8/9/24- Meet the Teacher/Meet Admin 4:00-6:00

Late July/ Early August- Parent Smore during the summer (introducing staff and admin)

8/22/24 - Parent family connection

9/2/24- Labor Day

9/6/24- Grandparents Day Breakfast

Provide continental breakfast & coffee for families; start at 7:45-8:30 am

Go to class until grandparents arrive

Google Form- for picture with their grandparents to keep the photos in order

9/13/24- International Dot Day

Door Contest

Reminder to Teacher

Read the book

9/19/24- Leave Your Mark (Open House)

Painting tile with family

9/20/24- Staff Picture 8:00/8:30

9/20/24- Staff PD

9/26/24- Hispanic Heritage Month 4:30-6:00

10/7/24- Bully Prevention Day

10/11/24- No School PD

10/14/24- Indigenous People Day

10/15/24- Beginning of NW2

10/24/24- Fall Fest

Haunted House

Committee (Special Events)

Dell Crest neighborhood association post (positive and alumni)

Trunk or Treat- 1 Trunk per Grade Level

Parents Donate Candy

10/25/24- Parent Teacher Conference

10/28/24- 11/1/24- Red Ribbon Week

10/31/24- Storybook Parade

11/11/24- Veterans Day Program

11/14/24- STEAM Night 4:30pm-6:00pm

11/22/24- Parent Connection 1:00pm-2:00pm

Husky Fest at 2:00-2:45 (whole grade level)

students would provide food

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

We used the summative evaluation from 2023-24 as data for the 2024-2025 Campus Needs Assessments. There are several Increase student achievement by 10% across all grade levels based on EOY

itation of the plan. The CAC
he needs of those children

ow can we improve it?

us year

ed.

is __% of 3rd grade, __ & of

assessments.

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

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

Comprehensive Needs Assessment Process

| Demographics | | | | | | |
|-----------------------------------|---|-----------------------------------|---|--|--|------------------------------|
| At-Risk Rates (Branching Minds) | | Student Graduation/Promotion Rate | | 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 | x | Teacher Attendance Records | | Other (Indicate to the Right) | | |
| Student Learning | | | | | | |
| STAAR/EOC Results | X | 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 | X | Calendar of Events | | RDA (PBMA) Reports |
| Tutoring/Enrichment Opportunities | X | MTSS Data | | Branching Minds | | Feedback Given To Teachers |
| Coaching Cycle | | SEAD Activities & Effectiveness | X | Effectiveness of Restorative Practices | | Rhythm Data |
| App usage dashboard | | SKEW Data | | Out of class routines | | T-TESS Data |
| Other (Indicate to the Right) | | | | Other (Indicate to the Right) | | |
| Perceptions | | | | | | |
| Teacher/Staff Surveys | X | Parent/Student Surveys | | Classroom Observations | | Parental Involvement Data |
| Parent Volunteers | | Calendar of Parent Engagement | X | Feedback to Teachers | | 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 | PS DE-1 | 88% is the current attendance rate. The district attendance expectation is 95%. |
| | RC DE-1 | Failure to follow up with families with chronic absences and unsuccessful utilization of school resources. |
| Student Discipline | PS DE-2 | Positive Behavioral Intervention System (PBIS) is not implemented in 2/3 of all classrooms and schoolwide processes are not fully operational. |
| | RC DE-2 | Lack of fidelity to the integration of PBIS. |
| Choose One | PS DE-3 | |
| | RC DE-3 | |
| Choose One | PS DE-4 | |
| | RC DE-4 | |
| Strengths & Areas for Improvement Based on your Data Analysis | | |

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

Student Learning (Minimum 2 Areas)

| Area Examined | Problem Statements and Root Causes | |
|--|------------------------------------|---|
| EOY Assessment Outcomes | PS SL-1 | Preliminary ELAR STAAR data indicates 59% of 3rd grade, 51% of 4th grade & 59% of 5th grade are NOT approaching grade level. Preliminary Math STAAR data indicates 64% of 3rd grade, 82% of 4th grade & 71% of 5th grade are NOT approaching grade level. |
| | RC SL-1 | Lack of consistent use of research based interventions. |
| Grade Level Readiness | PS SL-2 | Less than 70% of our students in HS - 5th grade are grade level ready in Reading & Math as gauged by all EOY assessments: Circle, MAP & STAAR. |
| | RC SL-2 | Lack of consistent use of research base interventions. |
| Choose One | PS SL-3 | |
| | RC SL-3 | |
| Choose One | PS SL-4 | |
| | RC SL-4 | |
| Strengths & Areas for Improvement Based on your Data Analysis | | |

Comprehensive Needs Assessment - Student Learning

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

Student Learning (Minimum 2 Areas)

| Area Examined | Problem Statements and Root Causes | |
|--|------------------------------------|---|
| Parent Engagement Attendance | PS PE-1 | Lack of parent participation at campus wide events |
| | RC PE-1 | Students are not directly involved in the event. |
| Staff Survey Results | PS PE-2 | Teachers are not provided the opportunity to lead their colleagues. |
| | RC PE-2 | Admin failed to set up the structure to allow for this to occur in PLC. |
| 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 | | |

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 | PS PP-1 | Approximately 25% of the student population uses Rhithm as a daily check in for social emotional needs. |
| | RC PP-1 | As a campus, we have a lack of clarity around the importance of and the functionality of the Rhithm app. |
| Behavioral / SEAD Needs | PS PP-2 | Positive Behavioral Intervention System (PBIS) is implemented in 1/4 of all classrooms and schoolwide processes are partially operational. |
| | RC PP-2 | Lack of fidelity to the integration of PBIS and universal understanding of PBIS and it's compenents on our campus. |
| Tutoring | PS PP-3 | Preliminary ELAR STAAR data indicates 59% of 3rd grade, 51% of 4th grade & 59% of 5th grade are NOT approaching grade level. Preliminary Math STAAR data indicates 64% of 3rd grade, 82% of 4th grade & 71% of 5th grade are NOT approaching grade level. |
| | RC PP-3 | Intensive intervention is needed to continue closing the achievement gap |
| Choose One | PS PP-4 | |
| | RC PP-4 | |
| Strengths & Areas for Improvement Based on your Data Analysis | | |

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)

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

| GPS | Board Goal | Performance Objective | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|--|---|---|------------------------|
| DE-1 | | By the end of the year, Increase school wide attendance percentage to 92% | Implement a campus-wide system for monitoring student attendance resulting in an annual attendance rate of 94%. The campus attendance committee will monitor and track attendance, identify trends and chronic absenteeism, organize incentives, and address concerns with parents through AIPs(attendance intervention plans) Attendance committee / Data Clerk reports attendance data weekly to the campus administration; 100% of students are recognized for attendance by class shout-outs, grade level shoutouts, weekly drawings, and 9-week drawings. Attendance Dance for students with 95% or higher | Data Clerk Attendance Committee FACE Specialist | |
| | | Quarterly KPIs | By the end of the first quarter, Attendance average by the end of the 1st 9 weeks is 88% | | |
| | PS # | | By the end of the second quarter, Attendance average by the end of the 2nd 9 weeks is 90% | | |
| | | | By the end of the third quarter, Attendance average by the end of the 3rd 9 weeks is 92% | | |
| | | | By the end of the fourth quarter, Attendance average by the end of the 4th 9 weeks is 94% | | |
| DE-2 | | By the end of the year, decrease the percentage of tardies by 10% | Implement a classroom structure that rewards decreasing the number of tardies. | Data Clerk Attendance Committee FACE Specialist | |
| | | Quarterly KPIs | By the end of the first quarter, the committee will review, identify, and address students' who are chronically tardy. | | |
| | PS # | | By the end of the second quarter, decrease the number of tardies by 6%. | | |
| | | | By the end of the third quarter, decrease the number of tardies by 8%. | | |
| | | | By the end of the fourth quarter, decrease the number of tardies by 10%. | | |
| DE-3 | | By the end of the year, Decrease the number of office referrals to 20 per month over the 10-month school year. | The camus will utilize an instructional assistant to support with the social emotional need of the students. The assisstant will support with mentoring and building positive relationships with students. | Admin | |
| | | Quarterly KPIs | By the end of the first quarter, Office referrals will total no more than 40 during this quarter. | | |
| | PS # | | By the end of the second quarter, Office referrals will total no more than 40 during this quarter. | | |
| | | | By the end of the third quarter, Office referrals will total no more than 60 during this quarter. | | |
| | | | By the end of the fourth quarter, Office referrals will total no more than 60 during this quarter. | | |
| DE-4 | | By the end of the year, | | | |
| | | 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, | | |

2.1 - Campus Improvement Plan (CIP)

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

| GPS | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|--|--|-------------------------------------|------------------------|
| SL-1 | 1 & 2 | By the end of the year, increase student achievement by 10% across all grade levels based on EOY assessments | PK - 5th grade teachers will receive professional development on engaging all students in a variety of content-rich, complex and meaningful text/tasks ensuring high-quality (HQ) instructional materials are consistently used across all classrooms. | Instructional Coaches Admin Team | |
| | PS # | Quarterly KPIs | By the end of the first quarter, 100% of Pk - 5th grade teachers will receive at least one professional development session regarding student engagement, high-quality materials and alignment.. | | |
| | RC SL-1 | | By the end of the second quarter, 50% of the teachers will plan and deliver lessons that engage students in rigorous & aligned HQ tasks. | | |
| | | | By the end of the third quarter, 75% of the teachers will plan and deliver lessons that engage students in rigorous & aligned HQ tasks. | | |
| | | | By the end of the fourth quarter, 100% of the teachers will plan and deliver lessons that engage students in rigorous & aligned HQ tasks. | | |
| SL-2 | 1 & 2 | By the end of the year, increase student achievement by 10% across all grade levels based on EOY assessments | Support and encourage the development of all PK - 5th grade teachers through the use of instructional coaching, mentoring, lesson plan feedback and instructional modeling. | Instructional Coaches Admin Team | 211- 194,672 |
| SL-2 | PS # | Quarterly KPIs | By the end of the first quarter, campus will have two full-time Instructional Coaches. | | |
| | RC SL-1 | | By the end of the second quarter, the ICs will have evidence of 4 feedback sessions for each teacher. | | |
| | | | By the end of the third quarter, the ICs will have evidence of 6 feedback sessions for each teacher. | | |
| | | | By the end of the fourth quarter, the ICs will have evidence of 8 feedback sessions for each teacher. | | |
| SL-3 | | By the end of the year, increase student achievement by 10% across all grade levels based on EOY assessments | Students and teachers will have access to a variety of instructional resources, technology tools, manipulatives and supplies, such as headphones, to maximize student performance across all content areas and grade levels. | Instructional Coaches Admin Team | |
| SL-3 | PS # | Quarterly KPIs | By the end of the first quarter, 100% of the students will have access to a variety of instructional materials and supports. | | |
| | | | By the end of the second quarter, 100% of the students will have access to a variety of instructional materials and supports. | | |
| | | | By the end of the third quarter, 100% of the students will have access to a variety of instructional materials and supports. | | |
| | | | By the end of the fourth quarter, 100% of the students will have access to a variety of instructional materials and supports. | | |
| SL-4 | | By the end of the year, | | | |
| SL-4 | 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

| 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 the number of office referrals to 20 per month over the 10-month school year. | Hirsch will utilize the Hirsch Husky Store for students to redeem prizes based on the DOJO student's redeem points on a weekly basis. | Teachers PBIS Committee Admin | |
| | PS # | Quarterly KPIs | By the end of the first quarter, level 2 and above office referrals will total no more than 40 during this quarter. | | |
| | | | By the end of the second quarter, level 2 and above office referrals will total no more than 40 during this quarter. | | |
| | | | By the end of the third quarter, level 2 and above office referrals will total no more than 60 during this quarter. | | |
| | | | By the end of the fourth quarter, level 2 and above office referrals will total no more than 60 during this quarter. | | |
| PP-2 | | By the end of the year, the campus will increase the percentage of all students at the meets grade level to 27% in Reading, 20% in Math, and 16% Science. | Teachers will utilize data to create small group intervention/enrichment sessions during Husky Hour (schoolwide intervention block) and afterschool for tutoring. Admin will monitor and provide feedback to ensure fidelity to interventions/enrichment. | Admin Instructional Coaches | |
| | PS # | Quarterly KPIs | By the end of the first quarter, the campus will implement a monitoring system developed and implemented to ensure 100% of the classroom are implementing small groups. | | |
| | | | By the end of the second quarter, 50% of the teachers receive specific feedback during small group instruction. | | |
| | | | By the end of the third quarter, 75% of the teachers receive specific feedback during small group instruction. | | |
| | | | By the end of the fourth quarter, 100% of the teachers receive specific feedback during small group instruction. | | |
| PP-3 | | By the end of the year, the campus will increase the overall parent/community involvement as a part of the SAISD Performance Framework (SPF) by at least 10%. | Teachers will communicate weekly with parents about the learning occurring in the classroom, as well as, the events occurring on campus. | Teachers Sub-Committees | |
| | PS # | Quarterly KPIs | By the end of the first quarter, 10% of families from each classroom will attend family events. | | |
| | | | By the end of the second quarter, 20% of families from each classroom will attend family events. | | |
| | | | By the end of the third quarter, 30% of families from each classroom will attend family events. | | |
| | | | By the end of the fourth quarter, 32% of families from each classroom will attend family events. | | |
| PP-4 | | By the end of the year, increase student achievement in math by 10% across all grade levels based on EOY assessments | K-5th grade teachers will implement a daily mathematics intervention block that will be embeded into the master schedule to ensure fedelity to strategic mathematics improvement in all students. | Teachers Instructional Coaches Admin Team | |
| | PS # | Quarterly KPIs | By the end of the first quarter, 100% of teachers will recieve training and specific feedback to ensure that they are implementing math intervention to fedelity. | | |
| | | | By the end of the second quarter, 100% of teachers are using a data tracker with fedelity. | | |
| | | | Based on MAP data, by the end of the third quarter, students will increase math achievement by 5% across all grade levels. | | |
| | | | Based on MAP data, by the end of the fourth quarter, students will increase math achievement by 10% across all grade levels. | | |

2.1 - Campus Improvement Plan (CIP)

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

| GPS | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|---|---|---|------------------------|
| PE-1 | 1 & 2 | By the end of the year, teachers in pre k - 5th core content will be fully trained with Simplifying the Journey: Collaboration, Consistency, and Clarity for Professional Learning Teams in a PLC at Work | There will be fidelity to the Solution Tree Model for effective PLCs to increase teacher efficacy which will in turn give opportunities for teacher leadership and increase in student achievement. | Admin Team Instructional Coaches Teachers | |
| | PS # | Quarterly KPIs | By the end of the first quarter, all headstart - fifth grade homeroom teachers are trained in the Solution Tree Model for effective PLCs. | | |
| | | | By the end of the second quarter, all headstart - fifth grade homeroom teachers will create ownership of PLCs. | | |
| | | | By the end of the third quarter, all headstart - fifth grade homeroom teachers will be leading at least 50% of PLC meetings. | | |
| | | | By the end of the fourth quarter, all headstart - fifth grade homeroom teachers will be solely leading PLCs utilizing the Solution Tree Framework for effective PLCs. | | |
| PE-2 | | By the end of the year, our campus will have a functioning PTO/PTA to improve parent involvement and school clarity. | The campus will recruit parents that want to participate in a campus PTO/PTA | FACE Specialist Admin | |
| | PS # | Quarterly KPIs | By the end of the first quarter, compile a list of interested parents and establish guidelines for roles and responsibilities. | | |
| | | | By the end of the second quarter, members will actively recruit other members. | | |
| | | | By the end of the third quarter, the PTA/PTO will have at least 10 members. | | |
| | | | By the end of the fourth quarter, the PTA/PTO will have at least 15 members. | | |
| 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.

First Quarterly Review

DEMOGRAPHICS

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| DE-1 | By the end of the first quarter, Attendance average by the end of the 1st 9 weeks is 88% | Choose One | |
| DE-2 | By the end of the first quarter, the committee will review, identify, and address students' who are chronically tardy. | Choose One | |
| DE-3 | By the end of the first quarter, Office referrals will total no more than 40 during this quarter. | Choose One | |
| DE-4 | By the end of the first quarter, | Choose One | |

STUDENT LEARNING

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| SL-1 | By the end of the first quarter, 100% of Pk - 5th grade teachers will receive at least one professional development session regarding student engagement, high-quality materials and alignment.. | Choose One | |
| SL-2 | By the end of the first quarter, campus will have two full-time Instructional Coaches. | Choose One | |
| SL-3 | By the end of the first quarter, 100% of the students will have access to a variety of instructional materials and supports. | 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, level 2 and above office referrals will total no more than 40 during this quarter. | Choose One | |
| PP-2 | By the end of the first quarter, the campus will implement a monitoring system developed and implemented to ensure 100% of the classroom are implementing small groups. | Choose One | |
| PP-3 | By the end of the first quarter, 10% of families from each classroom will attend family events. | Choose One | |
| PP-4 | By the end of the first quarter, 100% of teachers will receive training and specific feedback to ensure that they are implementing math intervention to fidelity. | Choose One | |

PERCEPTIONS

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PE-1 | By the end of the first quarter, all headstart - fifth grade homeroom teachers are trained in the <u>Solution Tree Model for effective PLCs</u> | Choose One | |
| PE-2 | By the end of the first quarter, compile a list of interested parents and establish <u>guidelines for roles and responsibilities</u> | 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, Attendance average by the end of the 2nd 9 weeks is 90%. | Choose One | |
| DE-2 | By the end of the second quarter, decrease the number of tardies by 6%. | Choose One | |
| DE-3 | By the end of the second quarter, Office referrals will total no more than 40 during this 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 the teachers will plan and deliver lessons that engage students in rigorous & aligned HO tasks. | Choose One | |
| SL-2 | By the end of the second quarter, the ICs will have evidence of 4 feedback sessions for each teacher. | Choose One | |
| SL-3 | By the end of the second quarter, 100% of the students will have access to a variety of instructional materials and supports. | 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, level 2 and above office referrals will total no more than 40 during this quarter. | Choose One | |
| PP-2 | By the end of the second quarter, 50% of the teachers receive specific feedback during small group instruction. | Choose One | |
| PP-3 | By the end of the second quarter, 20% of families from each classroom will attend family events. | Choose One | |
| PP-4 | By the end of the second quarter, 100% of teachers are using a data tracker with fidelity. | Choose One | |

PERCEPTIONS

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PE-1 | By the end of the second quarter, all headstart - fifth grade homeroom teachers will create ownership of PLCs. | Choose One | |
| PE-2 | By the end of the second quarter, members will actively recruit other members. | 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, Attendance average by the end of the 3rd 9 weeks is 92%. | Choose One | |
| DE-2 | By the end of the third quarter, decrease the number of tardies by 8%. | Choose One | |
| DE-3 | By the end of the third quarter, Office referrals will total no more than 60 during this 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 the teachers will plan and deliver lessons that engage students in rigorous & aligned HQ tasks. | Choose One | |
| SL-2 | By the end of the third quarter, the ICs will have evidence of 6 feedback sessions for each teacher. | Choose One | |
| SL-3 | By the end of the third quarter, 100% of the students will have access to a variety of instructional materials and supports. | 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, level 2 and above office referrals will total no more than 60 during this quarter. | Choose One | |
| PP-2 | By the end of the third quarter, 75% of the teachers receive specific feedback during small group instruction. | Choose One | |
| PP-3 | By the end of the third quarter, 30% of families from each classroom will attend family events. | Choose One | |
| PP-4 | Based on MAP data, by the end of the third quarter, students will increase math achievement by 5% across all grade levels. | Choose One | |

PERCEPTIONS

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PE-1 | By the end of the third quarter, all headstart - fifth grade homeroom teachers will be leading at least 50% of PLC meetings. | Choose One | |
| PE-2 | By the end of the third quarter, the PTA/PTO will have at least 10 members. | 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, Attendance average by the end of the 4th 9 weeks is 94%. | Choose One | |
| DE-2 | By the end of the fourth quarter, decrease the number of tardies by 10%. | Choose One | |
| DE-3 | By the end of the fourth quarter, Office referrals will total no more than 60 during this 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 the teachers will plan and deliver lessons that engage students in rigorous & aligned HO tasks. | Choose One | |
| SL-2 | By the end of the fourth quarter, the ICs will have evidence of 8 feedback sessions for each teacher. | Choose One | |
| SL-3 | By the end of the fourth quarter, 100% of the students will have access to a variety of instructional materials and supports. | 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, level 2 and above office referrals will total no more than 60 during this quarter. | Choose One | |
| PP-2 | By the end of the fourth quarter, 100% of the teachers receive specific feedback during small group instruction. | Choose One | |
| PP-3 | By the end of the fourth quarter, 32% of families from each classroom will attend family events. | Choose One | |
| PP-4 | Based on MAP data, by the end of the fourth quarter, students will increase math achievement by 10% across all grade levels. | Choose One | |

PERCEPTIONS

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PE-1 | By the end of the fourth quarter, all headstart - fifth grade homeroom teachers will be solely leading PLCs utilizing the Solution Tree Framework for effective PLCs. | Choose One | |
| PE-2 | By the end of the fourth quarter, the PTA/PTO will have at least 15 members. | 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, Increase school wide attendance percentage to 92% | Choose One | |
| DE-2 | By the end of the year, decrease the percentage of tardies by 10% | Choose One | |
| DE-3 | By the end of the year, Decrease the number of office referrals to 20 per month over the 10-month school 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, increase student achievement by 10% across all grade levels based on EOY assessments | Choose One | |
| SL-2 | By the end of the year, increase student achievement by 10% across all grade levels based on EOY assessments | Choose One | |
| SL-3 | By the end of the year, increase student achievement by 10% across all grade levels based on EOY assessments | Choose One | |
| SL-4 | By the end of the year, increase student achievement in math by 10% across all grade levels based on EOY assessments | Choose One | |

PROCESSES & PROGRAMS

| GPS | Performance Objective | Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PP-1 | By the end of the year, the campus will decrease the number of office referrals to 20 per month over the 10-month school year. | Choose One | |
| PP-2 | By the end of the year, the campus will increase the percentage of all students at the meets grade level to 27% in Reading, 20% in Math, and 16% Science. | Choose One | |
| PP-3 | By the end of the year, the campus will increase the overall parent/community involvement as a part of the SAISD Performance Framework (SPE) by at least 10%. | Choose One | |
| PP-4 | By the end of the year, increase student achievement in math by 10% across all grade levels based on EOY assessments | Choose One | |

PERCEPTIONS

| GPS | Performance Objective | Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PE-1 | By the end of the year, teachers in pre k - 5th core content will be fully trained with Simplifying the Journey. | Choose One | |
| PE-2 | By the end of the year, our campus will have a functioning PTO/PTA to improve parent involvement and school clarity. | Choose One | |
| PE-3 | By the end of the year, | Choose One | |
| PE-4 | By the end of the year, | Choose One | |

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 |
|-----------------------------------|-----------------------------------|
| Hirsch Elementary | 15907- 137 |
| Superintendent | Assistant Superintendent |
| Dr. Jaime Aquino | |
| Principal | SAISD Board Approval Date |
| Natasha Williams | |
| Date #1 Presented to Stakeholders | Date #2 Presented to Stakeholders |
| | |

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Title I Campus Program Requirements

Title I Campus Program Requirements

| Federally Required Strategies - Do we have strategies that address: | | Equitable Availability of the Campus Improvement Plan to Parents | | | |
|--|----------------------------------|--|------|--------|------|
| <input type="checkbox"/> | At-Risk Support | Physical Locations of the Plan | | | |
| <input type="checkbox"/> | CCMR - Secondary | Languages Available | | | |
| <input type="checkbox"/> | Dropout Prevention (Secondary) | URL to Online Version | | | |
| <input type="checkbox"/> | Federally Funded Staff | Equitable Availability of Parent-Family Engagement Policy to Parents | | | |
| <input type="checkbox"/> | MTSS – Behavioral Interventions | Physical Locations of the Policy | | | |
| <input type="checkbox"/> | Parent & Family Engagement | Languages Available | | | |
| <input type="checkbox"/> | Physical Activity | URL to Online Version | | | |
| <input type="checkbox"/> | Professional Development | Equitable Availability of the School-Parent Compact to Parents | | | |
| <input type="checkbox"/> | Quality of Learning Environment | Physical Locations of the Compact | | | |
| <input type="checkbox"/> | Recruiting/Retaining Teachers | Languages Available | | | |
| <input type="checkbox"/> | Social and Emotional Support | URL to Online Version | | | |
| <input type="checkbox"/> | Student Attendance | How and When was the PFE Policy & School-Parent Compact Distributed | | | |
| <input type="checkbox"/> | Students Not On Grade Level | Method | Date | Method | Date |
| <input type="checkbox"/> | Support for Special Populations | | | | |
| <input type="checkbox"/> | Transition PK to K | | | | |
| <input type="checkbox"/> | Violence Prevention/Intervention | | | | |

| Title I Compliance Documentation and Submissions | | | |
|--|---|--------------------------------|------|
| Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1) | | | |
| Action | Documentation | CIP Location / Upload Location | Done |
| Comprehensive Needs Assessment | Description of the CNA process, data sources used, and outcomes from the Summative Evaluation | CIP - CNA Process | |
| | Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| Campus Improvement Plan | Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| | The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website | CIP - Quality Checklist | |
| | Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan | Google Shared Folder | |
| Quarterly Reviews | Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| Summative Review | Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued. | CIP - Summative Review | |
| | Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2) | | | |
| PFE Policy | A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature | Google Shared Folder | |
| PFE Policy Review & Revise Meeting | Dated invitation(s)/notice(s) of meeting(s) | Google Shared Folder | |
| | Dated agenda and minutes from the meeting documenting discussion and decisions | | |
| | All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures | | |
| Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2) | | | |
| Documentation | Description | CIP Location / Upload Location | Done |
| PFE Distribution | Answered how and when was your PFE Policy distributed | CIP - Quality Checklist | |
| PFE Availability | PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website | | |
| PFE Meetings | Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times | Google Shared Folder | |
| School-Parent-Compact (ESSA Sec. 1116(d)) | | | |
| School-Parent Compact | A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification | Google Shared Folder | |
| | PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website | CIP - Quality Checklist | |
| School-Parent Compact Review & Revise Meeting | Dated invitation(s)/notice(s) of meeting(s) | Google Shared Folder | |
| | Dated agenda and minutes from the meeting documenting discussion and decisions | | |
| | All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures | | |
| Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3)) | | | |
| Title I Meetings | Dated invitations/notices of a minimum of 2 meetings | | |
| | Presentation/Slide Deck and agendas for both meetings | | |
| | CIP was presented to parents & families during Title I meeting presentation as noted on agenda | | |

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