

Campus Improvement Plan

2024 - 2025



Margil Elementary School

Choose One	Choose One	Choose One	Choose One	Choose One	Choose One	Choose One
Teacher Attendance	EOY Assessment Outcomes	Teacher PD	Staff Survey Results	Discontinue	Zero Progress (0%-20%)	Discontinue
Teacher Turnover	CCMR Assessments	Implementation of PD	Student Survey Results	Not Reviewed	Limited Progress (21%-50%)	Did not hit target - Roll Over
Teacher Experience	CCMR Certifications	Teacher Leadership	Parent Survey Results	No Progress (0% - 50%)	Some Progress (51%-70%)	Hit Target - Discontinue
Student Attendance	Grade Level Readiness	Teacher Feedback	Parent Engagement Attendance	Good Progress (51% - 75%)	Major Progress (71%-99%)	Hit Target - Roll Over & Build
Student Discipline	TELPAS	Communication	Teacher Support	Significant Progress (76% - 99%)	Met (100%)	
Student Drop Out Rates		TTESS Skew	Extracurricular Involvement	Met Target (100%)	Surpassed (100%+)	
Graduation Rates		CAC Involvement	Engagement Opportunities			
Programs Student Outcomes		Behavioral / SEAD Needs	Services Support			
Programs Enrollment		Tutoring				
Dual Language Enrollment		Technology Integration				
		Physical Fitness				
		Enrichment Opportunities				

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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

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. ^[L]_[SEP]

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. ^[L]_[SEP]

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. ^[L]_[SEP]

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. ^[L]_[SEP]

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. ^[L]_[SEP]

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. ^[L]_[SEP]

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 26% in August 2024, to 40% in August 2025. ^[L]_[SEP]

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 26% in August 2024, to 33% in August 2025. ^[L]_[SEP]

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1: April 3, 2024</p>	<p>Process: The Campus Advisory Group and classroom teachers were divided into four groups, one for each of the multiple measures. Each team was given current data and artifacts to review. This session was focused on Demographics and Student Learning.</p> <p>Reviewed: Demographics: Attendance - ADA Attendance Rate by Grade Level, Attendance Intervention Tiers, Attendance by Week by Grade level and 5 year ADA, Tardy Data Student Groups - Roster of McKinney Vento students, At-Risk, Special Ed Student Learning: CIRCLE -CIRCLE Campus Summary Report for 2021-2022, 2022-2023 and 2024-2025 school year MAP - MAP Instructional Level and Growth 2022-2023 and 2023-2024 (BOY & MOY) STAAR - 2023-2024 Very Preliminary Data TELPAS - 2023 Yearly Progress in TELPAS Composite Rating by Grade Perceptions: PBIS Activities and Effectiveness - Anecdotal notes / PBIS board / Attendance ADA Student Discipline - Discipline Incident Summary from Frontline, Discipline Report by Campus, 2023 -2024 SAISD Discipline Report</p> <p>Created: The Campus Advisory Committee created the problem statements and root causes for the areas of Demographics and Student Learning.</p>
<p>Meeting #2: April 10, 2024</p>	<p>Process: The Campus Advisory Group and classroom teachers were divided into four groups, one for each of the multiple measures. Each team was given current data and artifacts to review. This session was focused on Perceptions and Processes & Programs.</p> <p>Reviewed: Perceptions: PBIS Activities and Effectiveness - Kindness Grant, Bulletin board and observations of Kindness, PBIS Awards and Incentives. Student Discipline - Branching Minds Reports to include: Incident Type, Time of Day, Day of the Week, Grade Level, Location, Actions Taken, Race, Gender and English Proficiency Processes & Programs - Master Schedule - Previous years master schedule, current Master Schedule, Minutes of the Instructional Framework, MAP MOY Data by Grade Level Special Programs - Enrollment Data for Special Education, 504 and McKinney Vento and EB</p> <p>Created: The Campus Advisory Committee created the problem statements and root causes for the areas of Perceptions and Processes & Programs.</p>

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

Based on the CIP evaluation from previous year:
 -Students are not reading nor performing math on grade level.
 -There is a lack of consistency in routines such as interventions.
 -Students have big gaps in their learning due to transitional housing.
 -Behavior on campus is due to trauma from student experiences and/or before students are identified for services.

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

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

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data	X	GT Service Records	x	Classroom Observation Data		EOY Assessment Data	x
Special Education Service Records	x	PEIMS Standard Reports	x	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	x	State Interim Results		MAP Data	x
CIRCLE Data	x	CBA and Local Formative Results	x	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	x	Student Retention Rates	x	CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

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

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Demographics (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	For the 2023-2024 school year, Margil's attendance goal was 93%. The campus is currently at 89.9%. Margil Elementary has a large number of d had 3,386 tardies for the school year. Thus, students are missing instruction.
	RC DE-1	Margil Elementary School was not consistent in providing weekly and quarterly incentives for students. There is no formal system to communicate arriving to school on time, missing intervention and or instructional time and a lack of incentives. (ESF 3.1,3.2 and 3.3)
Student Attendance	PS DE-2	For the 2023-2024 school year, grades Pre-Kindergarten, Kindergarten, and First Grade are below the campus goal of 90% for attendance.
	RC DE-2	Margil Elementary School has not been effective in informing parents of the attendance requirements and policies. (ESF 3.3)
At-Risk Rates	PS DE-3	Margil Elementary School does not have a cohesive system in place for when at-risk students need assistance such as trauma, behavior or couns
	RC DE-3	Margil did not have a large number of students, parents nor teachers repond to the needs assessment for supportive services. There is a lack of g group sessions from all support staff based on the needs assessment at the beginning of the year. (ESF 1.1, 3.2)
At-Risk Rates	PS DE-4	Margil is currently at 35.6% McKinney Vento and 98.3% at-risk. For the EOY MAP Growth Reading, 35% of Margil's students are reading on grad students meeting thier projected growth. For the EOY MAP Growth Math, 44% of students are on tier 1 with 50% of students meeting their projecte
	RC DE-4	Margil Elementary School does not have a system of small group pull out interventions to target students without formal education, gaps in their at performing below several grade levels. (ESF 2.1)
Strengths & Areas for Improvement Based on your Data Analysis	Based on our discussions, Margil's strengths are: students are growing in all areas but not meeting state achievement, SEAD Instructional Coach and Mer Assistants contributed greatly to assisting in managing the behaviors from students with trauma and those in the MTSS process, tracking attendance is im communication with community resources is also improving (Haven for Hope and more Parent Engagement Meetings were held this school year. As discu improvement include: home visits with campus admiistrators must be completed, incentives and parent engagement sessions on tardies, school-wide inter needed for further growth and there is a need for an Interventionist for grades K-2 and 3-5 for students in transitional housing or lacking educational experi	

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	
EOY Assessment Outcomes	PS SL-1	Based on historical data, goals on CIRCLE have not been met for alliteration (22% for 4 yr olds and 6% for 3 yr olds), rote counting (50% for 4 yr olds and 10% for 3 yr olds) and operations (34% for 4 yr olds and 0% for 3 yr olds).
	RC SL-1	Teachers need to be able to collaborate, plan and more resources that incorporate alliteration and rote counting. (ESF 1.2)
Grade Level Readiness	PS SL-2	Based on historical MAP trends, Margil students are not reading on grade level, nor on grade level in Math. Reading (T1/Growth): Fall '22-'23 40% on tier 1 with 57% making growth, Winter '22-'23 37% on tier 1 with 43% making growth, Spring '22-'23 36% on tier 1 with 42% making growth, Fall '23-'24 51% on tier 1 with 59% making growth. Math (T1/Growth): Fall '22-'23 40% on tier 1 with 56% making growth, Winter '22-'23 42% on tier 1 with 60% making growth, Spring '22-'23 46% on tier 1 with 51% making growth.
	RC SL-2	Teachers are not consistently using the Reading and Math Instructional Frameworks to ensure effective instructional strategies, consistent checks for understanding, and consistent intervention groups for students in transitional housing with a lack of educational opportunities. (ESF 4.1, 5.4)
EOY Assessment Outcomes	PS SL-3	Based on 2023 STAAR preliminary ratings, Margil was at: Reading (60% Approaches, 32% Meets and 10% Masters), Math (66% Approaches, 36% Meets and 10% Masters), Science (42% Approaches, 13% Meets and 8% Masters)
	RC SL-3	Effective tier 1 instruction is not scaffolded for students, fidelity to implementation of small groups and consistent intervention groups and monitoring for student progress. (ESF 5.3)
EOY Assessment Outcomes	PS SL-4	For the 2022-2023 school year, our campus had 61% of students make yearly progress growth on TELPAS.
	RC SL-4	Our campus purchased K12 Summit for TELPAS, but our campus did not come up with expectations on how to implement the program and how to monitor student progress. (ESF 3.2)
Strengths & Areas for Improvement Based on your Data Analysis	<p>TELPAS growth increased from 38% to 61%. Based on the number of students at approaching, our students are continuing to make growth, but not achieving mastery. Our campus purchased iXL learning in January and students began to make gains. This program needs to begin after the BOY MAP to further increase student growth to mastery. Due to the high number of students that transfer from transitional housing without a formal education, intervention groups vary making it difficult to track progress for struggling students who have never had educational opportunities.</p>	

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	
Tutoring	PS PP-1	According to MAP Data, 34% Eng/57% Span of students in kinder are on grade level in Reading, 28%/Eng/67% Span on grade level in first grade and of students on grade level in second grade.
	RC PP-1	There was no intervention time built into the Master Schedule nor a set intervention program for high leverage practices and outcomes to build a found Reading. (ESF 5.1, 5.3)
Teacher Feedback	PS PP-2	88% of Margil teachers are TTESS rated proficient or higher. However, students are performing at 35% Tier 1 MAP Reading and 44% Tier 1 MAP Ma
	RC PP-2	Instructional leadership team was inconsistent in the areas of implemeting PLCs, coaching cycles, discussions about student data, effective instructional strategies and adjustments to instruction to meet the needs of struggling learners and those needing enrichment.
	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	Effective instructional intervention materials and professional development needs to be offered to all faculty/staff for interventions. The Instructional Leadersh to fine our procedures to observe, calibrate, refine the feedback process and coaching processes. Assessment results (MAP, STAAR), do not align with the T	

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)

Comprehensive Needs Assessment - Perceptions

Area Examined	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	In 2022-2023, there were 3 parent engagement opportunities at Margil and 18 parent engagement opportunities for the 2023-2024 school year. Despite the use of various methods via ClassDojo, Facebook, School Messenger and Flyers, parent attendance was low but improving.
	RC PE-1	A lack of incentives, communication for parents in transitional housing and lack of transportation for these parents. (ESF 3.3)
Engagement Opportunities	PS PE-2	Families requested opportunities on how to help their child at home with Math and Reading strategies and best practices.
	RC PE-2	Margil has not offered training to meet families' needs in these areas.
Teacher Support	PS PE-3	There are 125 student incidents documented in Branching Minds with 121 of those incidents occurred by male students and 101 incidents in the classroom.
	RC PE-3	Inconsistent expectations throughout the campus for behaviors and consequences and understanding of levels of offenses.
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis	Despite the total number of parent and family engagement opportunities this school year, the number of parents in attendance is not adequate. The same families did not attend all or most of the engagement opportunities. Due to the changing dynamics of Margil to 35.9% of students in transitional housing, the number of behavior incidents has increased. The number of behavior incidents would be higher if there were the absence of Mental Health Assistants and SEAD Specialist.	

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	1-4	By the end of the year 2024-2025 school year, attendance rate will increase from 89.4% to 93%.	-Attendance Committee will meet weekly to discuss chronically absent students and an online system will be created to track communication with parents. The committee will identify families in which home visits are needed from administrators after the third absence. -Communication will be made with Haven for Hope staff on absent families. -Attendance incentives will be created for the nine weeks, semester and end of the year. -Attendance Mediation will be held every 9 weeks for students below 80% attendance rate/	-Administrators -Attendance Committee -FACE/CIS/Social Worker	
	PS #	Quarterly KPIs	By the end of the first quarter, attendance will increase from 89.4 to 92%. The attendance committee will be established, procedures will be implemented, home visits will be conducted after 3 absences and a mediation forum will be planned for immediate interventions. Attendance incentives will be given to those with perfect attendance and less than 3 tardies.		
	1		By the end of the second quarter, attendance will remain at 92%. Communication concerning the Texas Attendance Law will be sent home via home visits to students less than 90%. MTSS will be created for students in tier 3 for attendance. Attendance incentives will be given to those with perfect attendance and less than 3 tardies.		
			By the end of the third quarter, a second mediation forum will be held and attendance will remain at 92%. Parents of students in tier 3 will meet with administration concerning possible retention. Attendance incentives will be given to those with perfect attendance and less than 3 tardies.		
		By the end of the fourth quarter, attendance rate will increase to 93% due to interventions, communication and incentives.			
DE-2	1-4	By the end of the year, Margil will host at least 2 parent attendance sessions for parents to discuss the Texas Attendance Compulsory Law.	-A session to introduce and reinforce attendance will be held at Meet the Teacher in August and Open House in Sptember.	-Administrators -Attendance Committee -FACE/CIS/Social Worker -Classroom teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, parents will be introduced to the attendance law at Meet the Teacher and OPen House.		
			By the end of the second quarter, students who have 80% attendnace and below will receive a home visit and a letter of current absences and child's current ADA.		
			By the end of the third quarter, all students with 85% attendance and below will have a MTSS for attendance created and interventions implemented for attendance.		
		By the end of the fourth quarter, students with 85% attendance and below will have a parent conference about possible retention.			
DE-3	4	By the end of the year, at-risk students in need of assistance such as trauma, behavior or counseling will be identified and receiving services.	Title 1 funds will be used to fund a counselor to conduct guided lessons and will be included in the rotation schedule to ensure all students have the opportunity to engage in lessons. Lessons to focus on mental health and social emotional awareness and skills. All McKinney Vento students will receive interventions such as check-ins, small group, Communities in School, one-on-one with the counselor or social worker as needed,	-Counselor -CIS -Social Worker -MTSS Committee	
	PS #	Quarterly KPIs	By the end of the first quarter, a needs assessment will be conducted for parents, teachers and students. Students and groups will be identified for needs. Guided lessons will be included into the rotation schedule.		
	3		By the end of the second quarter, classes will be seen at least twice by the counselor during rotations. Small groups will be established based on student need.		
			By the end of the third quarter, classes will be seen for at least 4 sessions by the counselor during rotations. Small groups will continue to be seen based on need and new students will be identified if needed.		
		By the end of the fourth quarter, classes will be seen for at least 8 sessions by the counselor during rotations. Small groups will continue to be seen based on need and new students will be identified if needed.			
DE-4	1,2	By the end of the year, Reading MAP performance will increase from 35% to 45% with 60% percent of students making growth. Math MAP performance will increase from 44% to 50% with 60% percent of students making growth.	Margil staff will implement a campus-wide system for reviewing data and lesson planning during PLCs Teachers will use various resources and instructional strategies when planning for Tier I, Tier II, and Tier III instruction, using the best practices in reading, close reading, writing, and continuous checks for understanding.	-Admin -Teachers -Instructional Coaches	
	PS #	Quarterly KPIs	By the end of the first quarter, a common data chart and system for gethering data will be created. Students will be identified as Tier 1, Tier 2 and Tler 3. Teachers will chart data and schedule data PLCs.		
			By the end of the second quarter, students will have at least 6 weeks of interventions and increase their RIT scores on MAP by at least 5 points.		
	4		By the end of the third quarter, teachers will continue to meet during PLCs for effective planning.		
		By the end of the fourth quarter, EOY RIT scores on MAP will improve by 10 points. Teachers will assess the new process and make possible changes for next year.			

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	By the end of the year, Head Start will increase letter identification, sound identification and rote counting and rhyming by 15%.	Teachers will consistently use rote counting during transitions, letter identification, sound identification during learning centers and transition. A schedule will be created so Head Start teachers may plan and collaborate together at least weekly.	-Head Start Teachers -Head Start IAs -Instructional Coaches	
	PS #	Quarterly KPIs	By the end of the first quarter, learning centers and transitional activities will be reflected in Head Start lesson plans and walk throughs.		
			By the end of the second quarter, lesson plans will continue to be reviewed for learning centers and transitional activities. 50% of four year olds will be able to rote count to 10 and identify 10/26 letters.		
			By the end of the third quarter, lesson plans will continue to be reviewed for learning centers and transitional activities. 75% of four year olds will be able to rote count to 15 and identify 20/26 letters.		
			By the end of the fourth quarter, lesson plans will continue to be reviewed for learning centers and transitional activities. 100% of four year olds will be able to rote count to 20 and identify 26/26 letters.		
1					
SL-2	1, 2	By the end of the year, Margil will increase scores on MAP and EOY assessments by 5%.	Teachers will engage in data analysis throughout the year with instructional, administrative and support from the Educational Systems Analyst. A campus-wide system will be developed for interventions, progress monitoring and PLCs to identify students' targeted needs. Students will engage in field experiences (field trips) pertinent to their grade level.	-Admin -Instructional Coaches -District Support	
	PS #	Quarterly KPIs	By the end of the first quarter, the leadership team will identify a process and manner to chart student scores, progress and growth. A calendar will be created for progress monitoring and data analysis meetings.		
			By the end of the second quarter, identified students will begin campus-wide interventions to include Certified Retired Teachers and school wide intervention time.		
			By the end of the third quarter, students will be regrouped based on MOY MAP scores and after school tutoring will be implemented. Growth on MAP will be at 50% in Math and Reading.		
			By the end of the fourth quarter, all teachers will continue the data analysis procedures to target student needs and growth. Data will be analyzed using the campus data system.		
2,3					
SL-3	1	By the end of the year, all Margil classrooms will see a 5% increase in students at Tier 1 based on EOY assessments.	Margil teachers will participate in professional development to increase teacher capacity of best practices such as instructional framework, differentiation, productive struggle, enrichment and assessments. Classroom best practices will also be included such as collaborative learning, anchor charts and informal/formal checks for understanding. Fifth graders will have a Reading Buddy that they will visit with	-Instructional Coaches -District Instructional Specialists -Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, all teachers will have classroom walkthroughs by administration and instructional coaches to calibrate areas of teacher needs. Areas of instructional needs will be identified. Professional development will be given and teachers will attend at least 1 session.		
			By the end of the second quarter, classroom walkthroughs will continue for calibration. Teachers will attend at least 2 professional developments in areas of need.		
			By the end of the third quarter, classroom walkthrough will continue and teachers will attend at least 4 professional developments in areas of need.		
			By the end of the fourth quarter, 100% of Margil teachers will implement effective strategies from professional development.		
2,3					
SL-4	1	By the end of the year, yearly progress on TELPAS will increase by 8% to 70%.	Dual Language Teachers will work collaboratively to come up with campus expectations on how to implement the K12 Summit program, monitor the progress of students, and how to assess students to ensure they are showing progress. Dual Language teachers will implement the SIL Reading Intervention Program for tier 2 and tier 3 students.	-Dual Language Teachers -Instructional Coaches	
	PS #	Quarterly KPIs	By the end of the first quarter, monitors will work collaboratively to set expectations for the program, how to monitor and assess student progress.		
			By the end of the second quarter, a system will be in place for school administrators, teachers, and students. Summit Interims will be given.		
			By the end of the third quarter, continue to monitor and assess the program and student growth.		
			By the end of the fourth quarter, 70% of students will show progress on TELPAS.		
4					

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2	By the end of the year, according to MAP Data, students in tier 1 on MAP and Reading will increase by 10%.	Margil will create a master schedule in which students will engage in targeted tier 3 interventions using researched based programs such as SIL, iXL and Title 1 will fund Certified Retired Teachers for pull-out interventions.	-Admin -Counselor -Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, students will have their RIT level assigned to iXL and students will be identified for small group interventions.		
			By the end of the second quarter, targeted students will increase their performance by 10 points on MOY MAP.		
	1		By the end of the third quarter, targeted students will continue to receive interventions and new students will be identified for interventions if needed.		
			By the end of the fourth quarter, targeted students will increase their performance by 20 points on EOY MAP.		
PP-2	1,2	By the end of the year, all Margil teachers will receive feedback from classroom walkthroughs, coaching cycles and effective PLCS with collaborative learning to share best practice, review data and lesson planning using the SAISD's Scope & Sequences.	Margil will use Title 1 funds for an Instructional Math Coach and an Instructional Reading Coach. Instructional Coaches, along with District Specialists and Administration will conduct coaching cycle, instructional rounds and observe peers' classrooms for feedback.	-Admin -Instructional Coaches -Classroom Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, walkthroughs will be conducted on all teachers and calibration will be conducted. Areas of need will be identified.		
			By the end of the second quarter, at least 2 instructional rounds will be completed for all teachers and 25% of teachers will participate in a coaching cycle.		
	2		By the end of the third quarter, at least 3 instructional rounds will be completed for all teachers and 50% of teachers will participate in a coaching cycle.		
			By the end of the fourth quarter, at least 4 instructional rounds will be completed for all teachers and 75% of teachers will participate in a coaching cycle.		
PP-3	1	By the end of the year, students that did not meet STAAR, have attendance rate below 70%, behavior concern or Tier 3 in Math/Reading will be MTSSed for interventions, progress monitoring and support to maximize student growth and achievement	Margil staff will create and implement a process for teachers to view the list of students currently in their class that are in the MTSS process. Professional Learning Communities and grade levels will meet to discuss tier 3 students, interventions that can be implemented and create goals for students in Branching Minds and progress monitor.	-Admin -Attendance Committee -Classroom Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, the Leadership Team will establish procedures for identifying student for the MTSS process and the dates for progress monitoring.		
			By the end of the second quarter, all Tier 3 students will receive interventions and progress monitoring will begin.		
	1		By the end of the third quarter, 80% of at-risk students will have an open MTSS for Tier 3, behavior or attendance.		
			By the end of the fourth quarter, 100% of at-risk students will have an open MTSS for Tier 3, behavior or attendance.		
PP-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 **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	By the end of the year, In 2022-2023, family engagement will increase from 2 parent sessions to 15 parent sessions.	Margil will develop and implement Parent Training sessions based on academics, Frontline/Grades/Attendance, MAP and best strategies to help their children at home.	-FACE -ACTS - Instructional Leadership	
	PS #	Quarterly KPIs	By the end of the first quarter, Margil will offer 3 parent sessions.		
			By the end of the second quarter, Margil will offer 5 sessions.		
	1		By the end of the third quarter, Margil will offer 8 parent sessions.		
			By the end of the fourth quarter, Margil will offer 15 sessions total for the school year.		
PE-2	1	By the end of the year, Margil will develop and implement Parent Training sessions based on academics, Frontline/Grades/Attendance, MAP and best strategies to help their children at home.	Grade Levels, Counselor, Social Worker and Leadership Team will identify areas of need for students and parents. A yearly alendar will be created by the FACE Specialist, Counselor and Grade Levels on topics and dates to outline parent trainings and meetings. Communication will include incentives and recruiting in conjunction with transitional housing such as Haven for Hope.		
	PS #	Quarterly KPIs	By the end of the first quarter, 50% of students in a class will attend at least 1 parent session.		
			By the end of the second quarter, 75% of students in a classroom will attend at least 1 parent session.		
	2		By the end of the third quarter, 75% of students will attend the parent conferences and a training session.		
			By the end of the fourth quarter, 90% of students in a classroom will attend a parent training session and a parent training session.		
PE-3	4	By the end of the year, classroom behaviors will decrease from 125 to 100 in Branching Minds.	Provide profesional development for staff and families focused on preventative and de-escalation strategies to include classroom procedures, routines and parent engagement. PBIS to be continued as a positive behavior system for Margil students.		
	PS #	Quarterly KPIs	By the end of the first quarter, a professional development plan will be created for teachers struggling with classroom management.		
			By the end of the second quarter, professional deveopment to include effective student engagement. Teachers struggling with classroom management will visit at least 2 other classrooms with effective classroom management.		
	3		By the end of the third quarter, behavior incidents in Branching mInds will decrease by 5%. Professional development on active student engagement and at least 4 classroom walkthroughs and observations will be conducted with feedback.		
			By the end of the fourth quarter, Branching Minds will decrease in incidents by at least 100 incidents. Professional development on active student engagement and at least 6 classroom walkthroughs and observations will be conducted with feedback.		
PE-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,		

First Quarterly Review

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, attendance will increase from 89.4 to 92%. The attendance committee will be established, procedures will be implemented, home	Choose One	
DE-2	By the end of the first quarter, parents will be introduced to the attendance law at Meet the Teacher and Open House	Choose One	
DE-3	By the end of the first quarter, a needs assessment will be conducted for parents, teachers and students. Students and groups will be identified for needs. Guided	Choose One	
DE-4	By the end of the first quarter, a common data chart and system for gathering data will be created. Students will be identified as Tier 1, Tier 2 and Tier 3. Teachers will	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, learning centers and transitional activities will be reflected in Head Start lesson plans and walk throughs.	Choose One	
SL-2	By the end of the first quarter, the leadership team will identify a process and manner to chart student scores, progress and growth. A calendar will be created for progress	Choose One	
SL-3	By the end of the first quarter, all teachers will have classroom walkthroughs by administration and instructional coaches to calibrate areas of teacher needs. Areas of	Choose One	
SL-4	By the end of the first quarter, monitors will work collaboratively to set expectations for the program, how to monitor and assess student progress.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, students will have their RIT level assigned to iXL and students will be identified for small group interventions.	Choose One	
PP-2	By the end of the first quarter, walkthroughs will be conducted on all teachers and calibration will be conducted. Areas of need will be identified.	Choose One	
PP-3	By the end of the first quarter, the Leadership Team will establish procedures for identifying student for the MTSS process and the dates for progress monitoring.	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, Margil will offer 3 parent sessions.	Choose One	
PE-2	By the end of the first quarter, 50% of students in a class will attend at least 1 parent session.	Choose One	
PE-3	By the end of the first quarter, a professional development plan will be created for teachers struggling with classroom management.	Choose One	
PE-4	By the end of the first quarter,	Choose One	

Second Quarterly Review

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, attendance will remain at 92%. Communication concerning the Texas Attendance Law will be sent home via home visits to students.	Choose One	
DE-2	By the end of the second quarter, students who have 80% attendance and below will receive a home visit and a letter of current absences and child's current ADA.	Choose One	
DE-3	By the end of the second quarter, classes will be seen at least twice by the counselor during rotations. Small groups will be established based on student need.	Choose One	
DE-4	By the end of the second quarter, students will have at least 6 weeks of interventions and increase their RIT scores on MAP by at least 5 points.	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, lesson plans will continue to be reviewed for learning centers and transitional activities. 50% of four year olds will be able to rote.	Choose One	
SL-2	By the end of the second quarter, identified students will begin campus-wide interventions to include Certified Retired Teachers and school wide intervention time.	Choose One	
SL-3	By the end of the second quarter, classroom walkthroughs will continue for calibration. Teachers will attend at least 2 professional developments in areas of need.	Choose One	
SL-4	By the end of the second quarter, a system will be in place for school administrators, teachers, and students. Summit Interims will be given.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, targeted students will increase their performance by 10 points on MOY MAP.	Choose One	
PP-2	By the end of the second quarter, at least 2 instructional rounds will be completed for all teachers and 25% of teachers will participate in a coaching cycle.	Choose One	
PP-3	By the end of the second quarter, all Tier 3 students will receive interventions and progress monitoring will begin.	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, Margil will offer 5 sessions.	Choose One	
PE-2	By the end of the second quarter, 75% of students in a classroom will attend at least 1 parent session.	Choose One	
PE-3	By the end of the second quarter, professional deveopment to include effective student engagement. Teachers struggling with classroom management will visit at	Choose One	
PE-4	By the end of the second quarter,	Choose One	

Third Quarterly Review

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, a second mediation forum will be held and attendance will remain at 92%. Parents of students in tier 3 will meet with administration.	Choose One	
DE-2	By the end of the third quarter, all students with 85% attendance and below will have a MTSS for attendance created and interventions implemented for attendance.	Choose One	
DE-3	By the end of the third quarter, classes will be seen for at least 4 sessions by the counselor during rotations. Small groups will continue to be seen based on need and	Choose One	
DE-4	By the end of the third quarter, teachers will continue to meet during PLCs for effective planning.	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, lesson plans will continue to be reviewed for learning centers and transitional activities. 75% of four year olds will be able to rote count to	Choose One	
SL-2	By the end of the third quarter, students will be regrouped based on MOY MAP scores and after school tutoring will be implemented. Growth on MAP will be at 50% in Math	Choose One	
SL-3	By the end of the third quarter, classroom walkthrough will continue and teachers will attend at least 4 professional developments in areas of need.	Choose One	
SL-4	By the end of the third quarter, continue to monitor and assess the program and student growth.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, targeted students will continue to receive interventions and new students will be identified for interventions if needed.	Choose One	
PP-2	By the end of the third quarter, at least 3 instructional rounds will be completed for all teachers and 50% of teachers will participate in a coaching cycle.	Choose One	
PP-3	By the end of the third quarter, 80% of at-risk students will have an open MTSS for Tier 3 behavior or attendance.	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, Margil will offer 8 parent sessions.	Choose One	
PE-2	By the end of the third quarter, 75% of students will attend the parent conferences and a training session.	Choose One	
PE-3	By the end of the third quarter, behavior incidents in Branching mInds will decrease by 5%. Professional development on active student engagement and at least 4	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Fourth Quarterly Review

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, attendance rate will increase to 93% due to interventions, communication and incentives.	Choose One	
DE-2	By the end of the fourth quarter, students with 85% attendance and below will have a parent conference about possible retention.	Choose One	
DE-3	By the end of the fourth quarter, classes will be seen for at least 8 sessions by the counselor during rotations. Small groups will continue to be seen based on need and	Choose One	
DE-4	By the end of the fourth quarter, EOY RII scores on MAP will improve by 10 points. Teachers will assess the new process and make possible changes for next year.	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, lesson plans will continue to be reviewed for learning centers and transitional activities. 100% of four year olds will be able to rote count to	Choose One	
SL-2	By the end of the fourth quarter, all teachers will continue the data analysis procedures to target student needs and growth. Data will be analyzed using the	Choose One	
SL-3	By the end of the fourth quarter, 100% of Margil teachers will implement effective strategies from professional development.	Choose One	
SL-4	By the end of the fourth quarter, 70% of students will show progress on TELPAS.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, targeted students will increase their performance by 20 points on EOY MAP.	Choose One	
PP-2	By the end of the fourth quarter, at least 4 instructional rounds will be completed for all teachers and 75% of teachers will participate in a coaching cycle.	Choose One	
PP-3	By the end of the fourth quarter, 100% of at-risk students will have an open MTSS for Tier 3 behavior or attendance.	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, Margil will offer 15 sessions total for the school year.	Choose One	
PE-2	By the end of the fourth quarter, 90% of students in a classroom will attend a parent training session and a parent training session.	Choose One	
PE-3	By the end of the fourth quarter, Branching Minds will decrease in incidents by at least 100 incidents. Professional development on active student engagement and at least	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment

The CAC will use artifacts and data to evaluate all Performance Objectives.

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year 2024-2025 school year, attendance rate will increase from 89.4% to 93%.	Choose One	
DE-2	By the end of the year, Margil will host at least 2 parent attendance sessions for parents to discuss the Texas Attendance Compulsory Law.	Choose One	
DE-3	By the end of the year, at-risk students in need of assistance such as trauma, behavior or counseling will be identified and receiving services.	Choose One	
DE-4	By the end of the year, Reading MAP performance will increase from 35% to 45% with 60% percent of students making growth. Math MAP performance will increase from	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, Head Start will increase letter identification, sound identification and rote counting and rhyming by 15%.	Choose One	
SL-2	By the end of the year, Margil will increase scores on MAP and EOY assessments by 5%.	Choose One	
SL-3	By the end of the year, all Margil classrooms will see a 5% increase in students at Tier 1 based on EOY assessments.	Choose One	
SL-4	By the end of the year, yearly progress on TELPAS will increase by 8% to 70%.	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, according to MAP Data, students in tier 1 on MAP and Reading will increase by 10%.	Choose One	
PP-2	By the end of the year, all Margil teachers will receive feedback from classroom walkthroughs, coaching cycles and effective PLCs with collaborative learning to share.	Choose One	
PP-3	By the end of the year, students that did not meet STAAR, have attendance rate below 70%, behavior concern or Tier 3 in Math/Reading will be MTSSed for interventions.	Choose One	
PP-4	0	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, In 2022-2023, family engagement will increase from 2 parent sessions to 15 parent sessions.	Choose One	
PE-2	By the end of the year, Margil will develop and implement Parent Training sessions based on academics, Frontline/Grades/Attendance, MAP and best strategies to help	Choose One	
PE-3	By the end of the year, classroom behaviors will decrease from 125 to 100 in Branching Minds.	Choose One	
PE-4	0	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Andrea Castaneda	Principal	Amber Beck	District Level Professional
Connie Flores	Assistant Principal		
Ronald McQueen	FACE Specialist		
Ilse Faz	Spec. Ed		
Claudia Girela	Pre-Kindergarten Teacher		
Marcella Garcia	Kindergarten Teacher		
Barbara Redondo	First Grade Teacher		
Melissa Villarreal	Second Grade Teacher		
Sandra Garcia	Third Grade Teacher		
Diana Arroyos	Fourth Grade Teacher		
Leticia Solis	Fifth Grade Teacher		
Marissa Rodriguez	Counselor		
Christina Vallejo	Fine Arts Teacher		
Elida Ramos	Instructional Assistant		
Amanda Lazaro	Instructional Assistant		
Mary Yvette Badillo	Parent		
Lilia Ibarra	Parent		
Jordann Tate-Jimenez	ETSY - Business Rep.		
Erika Hernandez	Community Member		
Elizabeth Martinez	Community Member		
Lisa Barrera	Non-Instructional Professional		

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
Antonio Margil Elementary School	15907- 149
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Sonya Mora
Principal	SAISD Board Approval Date
Andrea M. Castaneda	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

District Purchases

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

District Purchases

Compliance Checklist

Compliance Checklist

Federally Required Strategies – Do we have strategies that address -

At-Risk Support	x	Support for Special Populations		Parent & Family Engagement	x	Students Not On Grade Level	x
Recruiting/Retaining Teachers	x	Violence Prevention/Intervention	x	Professional Development	x	Dropout Prevention (Secondary)	
Physical Activity		Social and Emotional Support	x	Student Attendance	x	Transition PK to K	x
Quality of Learning Environment	x	CCMR - Secondary		MTSS – Behavioral Interventions	x	Federally Funded Staff	x

Equitable Availability of the Campus Improvement Plan to Parents

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	<input type="checkbox"/>	Physical Locations of the Compact	
Languages Available		Languages Available	
URL to Online Version		URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy		How and When was the PFE Policy Distributed
Languages Available		
URL to Online Version		

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			
###	Students Not On Grade Level	Method	Date	Method	Date
###	Support for Special Populations				
###	Transition PK to K				
###	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	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names, roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda	Google Shared Folder	
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions