

Campus Improvement Plan

2024 - 2025



Maverick Elementary

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4
SAISD Goals	5
Comprehensive Needs Assessment (CNA) Processes	6
Demographics - CNA Problem Statements and Root Causes	
Student Learning - CNA Problem Statements and Root Causes	
Processes and Programs - CNA Problem Statements and Root Causes	
Perceptions - CNA Problem Statements and Root Causes	
Demographics - Plan for Improvement	
Student Learning - Plan for Improvement	
Processes and Programs - Plan for Improvement	
Perceptions - Plan for Improvement	
First Quarterly Review	
Second Quarterly Review	
Third Quarterly Review	
Fourth Quarterly Review	
Annual Summative Review	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2024, to ____ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2024, to ____ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2024, to ____ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2024, to ____ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2024, to ____ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in 2024, to ____ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 May 13, 2024	CIP Summative Review, CNA Process, Reviewed and completed the Demographic portion of the CNA by creating problem statements/root cause statements by using the following data resources: special programs reports, student data results, attendance data, at-risk data. Reviewed and completed Processes and Programs portion of the CNA by creating problem statements/root cause statements by using the following data resources: T-TESS & Walk Through Data, Insight Survey data, MAP Growth results, coaching cycle data, MTSS Data, Branching Minds Data, SEAD activities and data,.
Meeting #2 May 20, 2024	CIP Summative Review, CNA Process, Reviewed and completed the Student Learning portion of the CNA by creating problem statements/root cause statements by using the following data resources: Reading and Math MAP and CIRCLE, Branching Minds Interventions. Reviewed and completed the Perceptions portion of the CNA by creating problem statements/root cause statements by using the following data resources: Insight Survey data, Parent-Student Surveys, Classroom Observations, and Feedback to Teachers. Logs.

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

Based on the summative evaluation of the 2023-2024 CIP: 1. We will focus on scheduling collaboration time for special programs with general education teachers and collaborate more with all special programs. 2. We will focus on implementing a streamlined attendance process for teachers to focus on chronic absentee students. 3. We will continue our focus with PD Tier 1 instructional strategies. 4. The campus will continue to focus on increasing fluency achievement for students. 5. Teachers in need of systems of support will participate in coaching cycles that target high-leverage strategies. 6. Establish a system/procedure for analyzing data after formal assessments, unit assessments, etc. 7. We will continue to work towards equitable family engagement activities across all grade levels and content areas. 8. Establish a system/procedure for analyzing data after formal assessments, unit assessments, etc. to ensure continuous student growth.

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

Processes and Programs

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

Perceptions

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

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

Demographics (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	In 2023, 29% of students had less than a 90% yearly attendance rate. In 2024, the percentage of students with less than a 90% yearly attendance rate dropped to 23%.
	RC DE-1	The campus has an inconsistent campus-wide attendance intervention flowchart that needs to be revised for easier utilization by staff. The campus is not consistently implementing the campus-wide attendance systems to address chronic absences.(ESF: 3.2d 5.1a 5.4b 5.4d)
Programs Student Outcomes	PS DE-2	Only 60% of Special Education Teachers attend PLCs regularly with General Education teachers and do not collaborate regularly pertaining to IEP services.
	RC DE-2	The campus has not developed expectations and procedures for what collaboration time will look like. (ESF: 3.3b 3.3c 4.1b 5.4a)
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	Student Attendance data strength was an improved overall attendance rate for the campus. An area for improvement is to focus on students who have consistent absences. ***what strengths on sped collab	

Comprehensive Needs Assessment - Demographics

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	51% of students demonstrate a years growth as evidenced by EOY Math and Reading MAP Growth assessments.
	RC SL-1	The implementation of math and reading intervention is inconsistent. (ESF 5.4a)
EOY Assessment Outcomes	PS SL-2	The amount of students ending the year on grade level decreased from BOY.
	RC SL-2	The implementation of tier 1 Reading and Math instruction is inconsistent. -(ESF 5.3c, 4.1a)
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	Strengths - 75% of 3rd grade students demonstrated 20+ points of growth from BOY to EOY as evidenced by EOY MAP Math Growth. 70% of 2nd grade students demonstrated 20+ points of growth from BOY to EOY as evidenced by EOY MAP Math Growth. Areas of Improvement - 83% of the campus is not meeting expected growth goals of 70% as evidenced on EOY MAP Growth.	

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	In 100% of measured domains targeting the growth mindset of students, data demonstrates that students do not believe they have the potential to change factors central to their performance in school.
	RC PP-1	Students have not been provided with clear achievement and growth goals. (ESF 3.1b)
Implementation of PD	PS PP-2	Less than 50% of first-grade students are moving into the adaptive oral reading portion on MAP fluency by the end of the year.
	RC PP-2	Reading Language Arts plans have not been monitored and adjusted in response to student data. (ESF 4.1b)
TTESS Skew	PS PP-3	Only 85% of teaching staff participated in observation feedback cycles with an administrator or coach.
	RC PP-3	A system for follow-up has not been created or consistently implemented.
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths - 62% of DL students in 1st grade are moving into oral reading participation on MAP Fluency. Of the 34% of students in monolingual 1st grade who move into Oral Reading, 86% of students are reading fluently. Areas of Improvement - 34% of 1st grade monolingual students are moving into Oral Reading participation for MAP Reading Fluency. 66% of students in 1st grade monolingual classes remain on the Foundational Skills measures on MAP Reading Fluency. Strengths: On the SEAD survey 63% of students reported favorably in the area of Sense of Belonging that reviewed how much students feel that they are valued members of the school community. Areas of Improvement: On the SEAD survey less than 50% of students reported favorably with respect to Growth Mindset that reviewed student perception of whether they have the potential to change those factors that are central to their performance in school.</p>	

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

Perceptions (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Student Survey Results	PS PE-1	58% of students say they struggle clearly describing their feelings
	RC PE-1	The campus has not established a process for students to practice emotional and social awareness for conflict resolution. (ESF)
Teacher Support	PS PE-2	Of 221 snapshot and comprehensive walkthroughs, an overwhelmingly amount of walkthrough feedback showed a need in Dimension 2.1: setting high expectations, mastery of objectives, addressing student mistakes and student initiative/self-monitoring and Dimension 2.3: two-way communication, anticipating misunderstanding, questioning/wait time, and technology /visual tools.
	RC PE-2	The campus has not explicitly identified expectations for a rigorous student-led classroom. (ESF)
Staff Survey Results	PS PE-3	48% of teachers agree that students can achieve grade level expectations.
	RC PE-3	There is not an established campus culture that consistently affirms students and staff. (ESF)
Engagement Opportunities	PS PE-4	Equitable family engagement activities was not provided by all grade levels and content areas.
	RC PE-4	By leaving the approach for family engagement to each grade, we inadvertently created variations in the outreach and involvement opportunities provided to family.
Strengths & Areas for Improvement Based on your Data Analysis	Sead Survey: Strengths are 79% support from adults at school, 83% of students follow directions in class, 82% are polite to adults, 73% feel there is a possibility to change behavior, 81% care about others' feelings, 79% think bullying online is not an issue. Growth Mindset and School Safety- disrespect; self-management; remaining calm when bothered; social skills/emotional feelings. TTESS walkthrough feedback strengths were procedures, routines and transitions, management of supplies/equipment, and safety and organization. TTESS walkthrough feedback areas for improvement were two-way communication teacher to student and peer to peer, anticipating misunderstandings, questioning/wait time, technology/visual tools, high, challenging expectations and mastery of the objective, student mistakes/self-corrections ,and student initiative/self-monitoring. The Insight survey strengths are peer culture, family and community engagement. Areas for improvement in the Insight survey are academic opportunity, leadership/observation feedback, valuing others' feedback, and acknowledging work being done.	

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	Readiness for Students	By the end of the year, 100% of teachers will be trained and utilizing the SAISD Teacher Dashboard	The campus will use the SAISD Teacher Dashboard to monitor and track attendance and identify trends/patterns in an effort to organize incentives and address concerns with families.	Admin, Teachers, Attendance	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained on the SAISD Teacher Dashboard and the attendance committee will organize campus-wide attendance incentives.		
			By the end of the second quarter, 50% of teachers will be actively utilizing the SAISD Teacher Dashboard to monitor student attendance.		
	1		By the end of the third quarter, 75% of teachers will be actively utilizing the SAISD Teacher Dashboard to monitor student attendance.		
			By the end of the fourth quarter, 100% of teachers will be actively utilizing the SAISD Teacher Dashboard to monitor student attendance.		
DE-2	Emotional Readiness	By the end of the year, service providers of special populations and General Education teachers will	The campus will create and establish norms for collaboration between classroom teachers and service providers.	Admin, Teachers, Attendance	
	PS #	Quarterly KPIs	By the end of the first quarter, a meeting will be scheduled and 100% of teachers will have participated and provided input in the development of campus norms for collaboration between General Education Teachers and Service Providers of Special Populations.		
			By the end of the second quarter, 35% of teachers will provide artifacts of collaboration via MES Drive.		
	2		By the end of the third quarter, 60% of teachers will provide artifacts of collaboration via MES Drive.		
			By the end of the fourth quarter, 100% of teachers will provide artifacts of collaboration via MES Drive.		
DE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	writing outcome s, 2 - improve math	By the end of the year, 70% of students will demonstrate a year's growth in Math and Reading as demonstrated by End of Year (EOY) MAP Growth and EOY CIRCLE.	The campus will use EOY MAP and CIRCLE data from previous school year to enable immediate remediation before BOY assessments take place.	Admin, ICs, Teacher	
	PS	Quarterly KPIs	By the first day of school, teachers , administrators, and other instructional staff will meet to analyze EOY data from the previous school year.		
	1		By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-1	writing outcome s, 2 - improve math	By the end of the year, 70% of students will demonstrate a year's growth in Math and Reading as demonstrated by End of Year (EOY) MAP Growth and EOY CIRCLE.	The campus will create and support strategic intervention and enrichment groups for Reading and Math.	Admin, ICs, Teacher	
	PS #	Quarterly KPIs	By the end of the first quarter, a campus-wide schedule for interventions will have been implemented and 100% of teachers will have used Beginning of Year (BOY) assessment data to create strategic intervention and enrichment groups for Math and Reading.		
	1		By the end of the second quarter, 70% of students will have met their Middle of the Year (MOY) growth goal in Math and Reading. 100% of teachers will have Progress Monitored targeted groups at least twice and documented progress in Branching Minds.		
			By the end of the third quarter, 100% of teachers will have used MOY assessment data to adjust strategic intervention and enrichment groups for Math and Reading. 100% of teachers will have Progress Monitored targeted groups at least twice since MOY assessments and documented progress in Branching Minds.		
			By the end of the fourth quarter, 70% of students will have met their EOY growth goal in Math and Reading.		
SL-1	writing outcome s, 2 - improve math	By the end of the year, 100% of grade levels will implement intervention and enrichment blocks to target growth math and reading.	The campus will choose the intervention and enrichment resources for the 2024-2025 school year.	Admin, ICs, Teacher	
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will select a research-based intervention and enrichment resource for teachers to use in the gereal education reading and math classroom; in English and Spanish.		
	1		By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-1	writing outcome s, 2 - improve math	By the end of the year, 100% of grade levels will implement intervention and enrichment blocks to target growth math and reading.	All teachers will be trained on the use and implementation of intervention and enrichment resources, to include progress monitoring.	Admin, ICs & Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, all reading and math teachers will have been trained on the use and implementation of the selected campus resource for intervention and enrichment.		
	1		By the end of the second quarter, 50% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.		
			By the end of the third quarter, 75% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.		
			By the end of the fourth quarter, 100% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.		
SL-2	writing outcome s, 2 - improve math	By the end of the year, each grade level will demonstrate a 5% increase in the number of tier 1 students from BOY to EOY in Math and Reading as evidenced by EOY assessments.	The campus will create and outline times for planning and monitoring curriculum implementation through designated planning days, PLCs, and observations.	Admin. & ICs	
	PS #	Quarterly KPIs	By the end of the first quarter, all grade levels will have participated in a structured planning time with Instructional Leaders to engage in data driven		
	2		By the end of the second quarter, all grade levels will have participated in a structured planning time with Instructional Leaders to engage in data driven		
			By the end of the third quarter, all grade levels will have participated in a structured planning time with Instructional Leaders to engage in data driven		
			By the end of the fourth quarter, all grade levels will have participated in a structured planning time with Instructional Leaders to engage in data driven		

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	Goal 1-Improve Reading and Writing Outcomes for all Students Goal 2-Improve Math Outcomes for Black Students Goal 4-Improve Social Emotional Readiness in all Students	By the end of the year, 100% of students will monitor their growth and achievement goals using campus goal setting system and procedures.	The campus will establish a system for students to monitor, understand, and celebrate growth and achievement.	Administrator, Instructional Staff, Teachers	
	PS # 1	Quarterly KPIs	By the end of August, 100% of staff will have developed a primary grade level and intermediate grade level system for students to monitor and track growth and achievement on programmatic and formative assessments. By the end of the first quarter, 100% of student on campus will utilize the growth and achievement tracker.		
			By the end of the second quarter, 100% of students will be able to explain their performance and growth as evidenced by the information inputted by the student on their tracker.		
			By the end of the third quarter, 100% of students will have facilitated a student led conference to discuss their learning and progress with their teacher and family representative.		
	By the end of the fourth quarter, 100% of students will have a completed tracker for the year and can describe their progress from BOY to EOY.				
PP-2	Goal - Improve Reading and Writing Outcomes for all Students Goal - 2 Improve Math Outcomes for Black Students Goal 3- Improve College Readiness for Students with Disabilities	By the end of the year, 100% of classrooms will implement opportunities Fluency Intervention and Enrichment as outlined in daily lesson plans.	The campus will establish a schedule through a centralized PLC and Planning Calendar to develop, monitor implementation, and adjust Fluency Intervention and Enrichment Plans.	Administrator, Instructional Staff, Teachers	
	PS #	Quarterly KPIs	By August 13th, the campus will outline a PLC Calendar and Intervention Schedule to target the planning and implementation of Intervention and Enrichment for Fluency in grades K-5. By the end of the first quarter, 100% of classroom teachers will be trained on how to plan, implement, and monitor Fluency Intervention and Enrichment programs.		
			By the end of the second quarter, 50% of teachers will have planned, implemented, and monitored Fluency Intervention and Enrichment Cycles as evidenced by PLC meeting minutes and Branching Minds documentation.		
	2		By the end of the third quarter, 75% of teachers will have planned, implemented, and monitored Fluency Intervention and Enrichment Cycles as evidenced by PLC meeting minutes and Branching Minds documentation.		
	By the end of the fourth quarter, 100%of teachers will have planned, implemented, and monitored Fluency Intervention and Enrichment Cycles as evidenced by PLC meeting minutes and Branching Minds documentation.				
PP-3	Goal - Improve Reading and Writing Outcomes for all Students Goal - 2 Improve Math Outcomes for Black Students Goal 3- Improve College Readiness for Students with Disabilities	By the end of the year, 100% of teachers will have the opportunity to receive systems of support through feedback cycles with appraisers.	Maverick will implement a teacher support system for the development and advancement of all teachers.	Administrator, Instructional Staff, Teachers	
	PS #	Quarterly KPIs	By the end of September, all teachers will meet with their appraiser and discuss instructional and professional practice goals for advancement for the 2024-2025 school year. By the end of the first quarter, the campus will establish a system of support for the development and advancement of educators.		
			By the end of the second quarter, 50% of teachers are actively participating in the system of support that has been collaboratively outlined with their appraiser.		
	3		By the end of the third quarter, 70% of teachers are actively participating in the system of support that has been collaboratively outlined with their appraiser.		
	By the end of the fourth quarter, 100% of teachers are actively participating in the system of support that has been collaboratively outlined with their appraiser.				
PP-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,				

The campus will offer

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	e of all students who meet the "to be determined" SAISD Standard for Social	By the end of the year, 100% of students will be actively practicing our campus conflict resolution procedure.	The campus will create and implement a conflict resolution procedure to integrate campus wide.	Admin, Counselors, and Teachers	
		Quarterly KPIs	By the end of the first quarter, 100% of teachers and IAs will have been trained on the campus' student conflict resolution procedure.		
			By the end of the second quarter, the campus' student conflict resolution procedure will be implemented in all classrooms including specials and counseling classes.		
			By the end of the third quarter, the campus' student conflict resolution procedure will be reingorced via print, morning announcements, and in all campus areas such as the cafeteria.		
			By the end of the fourth quarter, there will be a decrease in frequency of behavior incidents documented in Branching Minds and SEAD survey results.		
1					
PE-2	e of all students who meet the "to be determined" SAISD Standard for Social	By the end of the year, 100% of staff will be trained in how to facilltate and implement strategies that foster a growth-mindset of both leaders, teachers, and students.	The campus will create and implement a professional development sequence for all Maverick community that fosters a growth mindset.	Admin , ICs	
		Quarterly KPIs	By the end of the first quarter, the campus will create a Year at a Glance and train for fostering growth mindset.		
			By the end of the second quarter, the campus will provide an opportunity for 100% of teachers and students.		
			By the end of the third quarter, the campus will provide an opportunity for all Maverick families.		
			By the end of the fourth quarter, the campus will provide a culminating opportunity for all Maverick families, students, and teachers.		
2					
PE-3	e of all students who meet the "to be determined" SAISD Standard for Social	By the end of the year, 100% of students and staff will have participated in celebrations for praise.	The campus will adopt the norm of using positive affirmations and celebrations to improve mindsets of students and staff.		
		Quarterly KPIs	By the end of the first quarter, 100% of teachers will have established classroom systems for celebrations and praise. By the end of the first quarter, the campus will have established a staff system for celebrations/affirmations.		
			By the end of the second quarter, 50% of students and teachers will have been affirmed.		
			By the end of the third quarter, 75% of students and teachers will have been affirmed.		
			By the end of the fourth quarter, 100% of students and teachers will have been affirmed.		
1 and 3					
PE-4		By the end of the year, the campus will work to increase equitable family engagement by ensuring all grade levels and content areas implement at least one meaningful family engagement activity.	The campus will offer family engagement activities to foster inclusive participation, promote academic support, and strengthen school-home partnerships, to improve communication and collaboration between families and the school. The campus will offer professional development opportunities to the Family and Community Engagement (FACE) specialist to enhance family engagement efforts at our campus. Success will be measured by increased family attendance, feedback from participants, and evidence of student progress linked to family involvement.	Admin, ICs, Teacher, and FACE specialist	211 Funds; Refreshments \$1591, Supplies: \$1591
		Quarterly KPIs	By the end of the first quarter, the family connections team will have met to plan activites and engage with PTA.		
			By the end of the second quarter, at least 50% of grade levels and content areas will have offered a meaningful family engagement activity.		
			By the end of the third quarter, at least 75% of grade levels and content areas will have offered a meaningful family engagement activity.		
			By the end of the fourth quarter, at least 100% of grade levels and content areas will have offered a meaningful family engagement activity.		
4					

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, 100% of teachers will be trained on the SAISD Teacher Dashboard and the attendance committee will organize campus-wide attendance incentives.	Met Target (100%)	Findings: 100% of teachers have been trained to utilize the SAISD Teacher Dashboard and the attendance committee organized campus-wide attendance incentives for the school year. Next Steps: Training will be provided on the SAISD Teacher Dashboard for any new employees, or employees who were out on leave the first quarter. We will communicate the attendance incentive details to all students, teachers, and parents to ensure awareness and encourage participation.
DE-2	By the end of the first quarter, a meeting will be scheduled and 100% of teachers will have participated and provided input in the development of campus norms for collaboration between General Education Teachers and Service Providers of Special Populations.	Met Target (100%)	Findings: 100% of teachers participated and provided input in the development of campus norms for collaboration between General Education Teachers and Service Providers of Special Populations. Next Steps: We will share with teachers that artifacts of collaboration will be our next steps in the collaboration process.
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the first day of school, teachers, administrators, and other instructional staff will meet to analyze EOY data from the previous school year.	Met Target (100%)	Findings: Teachers, administrators, and other instructional staff met to analyze EOY data from the 2023-2024 school year. Next Steps: Continue to review data throughout the year.
SL-2	By the end of the first quarter, a campus-wide schedule for interventions will have been implemented and 100% of teachers will have used Beginning of Year (BOY) assessment data to create strategic intervention and enrichment groups for Math and Reading.	Met Target (100%)	Findings: A campus-wide schedule for interventions was created and implemented and 100% of teachers used Beginning of Year (BOY) assessment data to create strategic intervention and enrichment groups for Math and Reading. Next Steps: Middle of the Year (MOY) growth goals in Math and Reading will have 70% of students meeting their goal and 100% of teachers will have Progress Monitored targeted groups at least twice and documented progress in Branching Minds.
SL-3	By the end of the first quarter, the campus will select a research-based intervention and enrichment resource for teachers to use in the general education reading and math classroom; in English and Spanish.	Met Target (100%)	Findings: The campus selected a research-based intervention and enrichment resource for teachers to use in the general education reading and math classroom in English and Spanish. Next Steps: The campus will continue to use the selected research-based intervention and enrichment resources for general education reading and math classrooms in English and Spanish.
SL-4	By the end of the first quarter, all reading and math teachers will have been trained on the use and implementation of the selected campus resource for intervention and enrichment.	Met Target (100%)	Findings: All reading and math teachers were trained on the use and implementation of the selected campus resources for intervention and enrichment. Next Steps: Continue to have teachers utilize the selected intervention and enrichment resources for reading and math with 50% of teachers utilizing with fidelity.

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of August, 100% of staff will have developed a primary grade level and intermediate grade level system for students to monitor and track growth and achievement on programmatic and formative assessments. By the end of the first quarter, 100% of student on campus will utilize the growth and achievement tracker.	Met Target (100%)	Findings: 100% of staff developed primary and intermediate grade level systems for students to monitor and track growth and achievement on programmatic and formative assessments, with 100% of students on campus utilizing the growth and achievement trackers. Next Steps: Teachers will expose and meet with students to be able to explain their performance and growth as evidenced by the information input by the student on their tracker.
PP-2	By August 13th, the campus will outline a PLC Calendar and Intervention Schedule to target the planning and implementation of Intervention and Enrichment for Fluency in grades K-5. By the end of the first quarter, 100% of classroom teachers will be trained on how to plan, implement, and monitor Fluency Intervention and Enrichment programs.	Met Target (100%)	Findings: The campus outlined a PLC Calendar and Intervention Schedule to target the planning and implementation of Intervention and Enrichment for Fluency in grades K-5. 100% of classroom teachers were trained on how to plan, implement, and monitor Fluency Intervention and Enrichment programs. Next Steps: Teachers will continue to plan, implement, and monitor Fluency Intervention and Enrichment Cycles as evidenced by PLC meeting minutes and Branching Minds documentation.
PP-3	By the end of September, all teachers will meet with their appraiser and discuss instructional and professional practice goals for advancement for the 2024-2025 school year. By the end of the first quarter, the campus will establish a system of support for the development and advancement of educators.	Met Target (100%)	Findings: All teachers met with their appraiser and discussed instructional and professional practice goals. The system of support for the development and advancement of educators was established. Next Steps: At least 50% of teachers will have actively participated in the system of support that has been collaboratively outlined with their appraiser.
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, 100% of teachers and IAs will have been trained on the campus' student conflict resolution procedure.	Good Progress (51% - 75%)	Findings: Not all teachers and IAs have been trained on the campus student conflict resolution procedure. Next Steps: Remaining staff who have not been trained in the campus student conflict resolution procedure will be trained. The campus will work to have all classrooms including specials and counseling classes implement the campus student conflict resolution procedure.
PE-2	By the end of the first quarter, the campus will create a Year at a Glance and train for fostering growth mindset.	Good Progress (51% - 75%)	Findings: The campus began working on creating a Year at a Glance and training of teachers for fostering a growth mindset. Next Steps: The campus will continue to create a Year at a Glance and training for fostering a growth mindset.
PE-3	By the end of the first quarter, 100% of teachers will have established classroom systems for celebrations and praise. By the end of the first quarter, the campus will have established a staff system for celebrations/affirmations.	Met Target (100%)	Findings: 100% of teachers have established classroom systems for celebrations and praise. The campus established a staff system for celebrations/affirmations. Next Steps: Classrooms and the campus will continue to implement systems for celebrations/praise and affirmations.
PE-4	By the end of the first quarter, the family connections team will have met to plan activities and engage with PTA.	Met Target (100%)	Findings: The Family Connections Team met to plan activities and engage with the PTA. Next Steps: Grade levels will begin to offer meaningful family engagement activities.

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, 50% of teachers will be actively utilizing the SAISD Teacher Dashboard to monitor student attendance.	Choose One	
DE-2	By the end of the second quarter, 35% of teachers will provide artifacts of collaboration via MES Drive.	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter,	Choose One	
SL-2	By the end of the second quarter, 70% of students will have met their Middle of the Year (MOY) growth goal in Math and Reading. 100% of teachers will have Progress Monitored targeted groups at least twice and documented progress in Branching Minds.	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter, 50% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 100% of students will be able to explain their performance and growth as evidenced by the information inputted by the student on their tracker.	Choose One	
PP-2	By the end of the second quarter, 50% of teachers will have planned, implemented, and monitored Fluency Intervention and Enrichment Cycles as evidenced by PLC meeting minutes and Branching Minds documentation.	Choose One	
PP-3	By the end of the second quarter, 50% of teachers are actively participating in the system of support that has been collaboratively outlined with their appraiser.	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, the campus' student conflict resolution procedure will be implemented in all classrooms including specials and counseling classes.	Choose One	
PE-2	By the end of the second quarter, the campus will provide an opportunity for 100% of teachers and students.	Choose One	
PE-3	By the end of the second quarter, 50% of students and teachers will have been affirmed.	Choose One	
PE-4	By the end of the second quarter, at least 50% of grade levels and content areas will have offered a meaningful family engagement activity.	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 75% of teachers will be actively utilizing the SAISD Teacher Dashboard to monitor student attendance.	Choose One	
DE-2	By the end of the third quarter, 60% of teachers will provide artifacts of collaboration via MES Drive.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter,	Choose One	
SL-2	By the end of the third quarter, 100% of teachers will have used MOY assessment data to adjust strategic intervention and enrichment groups for Math and Reading.	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter, 75% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 100% of students will have facilitated a student led conference to discuss their learning and progress with their teacher and family.	Choose One	
PP-2	By the end of the third quarter, 75% of teachers will have planned, implemented, and monitored Fluency Intervention and Enrichment Cycles as evidenced by P.I.C.	Choose One	
PP-3	By the end of the third quarter, 70% of teachers are actively participating in the system of support that has been collaboratively outlined with their appraiser.	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, the campus' student conflict resolution procedure will be reinforced via print morning announcements and in all campus areas such as	Choose One	
PE-2	By the end of the third quarter, the campus will provide an opportunity for all Maverick families.	Choose One	
PE-3	By the end of the third quarter, 75% of students and teachers will have been affirmed.	Choose One	
PE-4	By the end of the third quarter, at least 75% of grade levels and content areas will have offered a meaningful family engagement activity.	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 100% of teachers will be actively utilizing the SAISD Teacher Dashboard to monitor student attendance.	Choose One	
DE-2	By the end of the fourth quarter, 100% of teachers will provide artifacts of collaboration via MES Drive.	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter,	Choose One	
SL-2	By the end of the fourth quarter, 70% of students will have met their EOY growth goal in Math and Reading.	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter, 100% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of students will have a completed tracker for the year and can describe their progress from BOY to EOY.	Choose One	
PP-2	By the end of the fourth quarter, 100% of teachers will have planned, implemented, and monitored Fluency Intervention and Enrichment Cycles as evidenced by P.I.C.	Choose One	
PP-3	By the end of the fourth quarter, 100% of teachers are actively participating in the system of support that has been collaboratively outlined with their appraiser.	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, there will be a decrease in frequency of behavior incidents documented in Branching Minds and SEAD survey results.	Choose One	
PE-2	By the end of the fourth quarter, the campus will provide a culminating opportunity for all Maverick families, students, and teachers.	Choose One	
PE-3	By the end of the fourth quarter, 100% of students and teachers will have been affirmed.	Choose One	
PE-4	By the end of the fourth quarter, at least 100% of grade levels and content areas will have offered a meaningful family engagement activity.	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, 100% of teachers will be trained and utilizing the SAISD Teacher Dashboard to consistently monitor chronic absentee students with a 90%.	Choose One	
DE-2	By the end of the year, service providers of special populations and General Education teachers will collaborate monthly to target and monitor IEP services and	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, 70% of students will demonstrate a year's growth in Math and Reading as demonstrated by End of Year (EOY) MAP Growth and EOY	Choose One	
SL-2	By the end of the year, 70% of students will demonstrate a year's growth in Math and Reading as demonstrated by End of Year (EOY) MAP Growth and EOY	Choose One	
SL-3	By the end of the year, 100% of grade levels will implement intervention and enrichment blocks to target growth math and reading.	Choose One	
SL-4	By the end of the year, 100% of grade levels will implement intervention and enrichment blocks to target growth math and reading.	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 100% of students will monitor their growth and achievement goals using campus goal setting system and procedures.	Choose One	
PP-2	By the end of the year, 100% of classrooms will implement opportunities Fluency Intervention and Enrichment as outlined in daily lesson plans.	Choose One	
PP-3	By the end of the year, 100% of teachers will have the opportunity to receive systems of support through feedback cycles with appraisers.	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, 100% of students will be actively practicing our campus conflict resolution procedure.	Choose One	
PE-2	By the end of the year, 100% of staff will be trained in how to facilitate and implement strategies that foster a growth mindset of both leaders, teachers, and	Choose One	
PE-3	By the end of the year, 100% of students and staff will have participated in celebrations for praise.	Choose One	
PE-4	By the end of the year, the campus will work to increase equitable family engagement by ensuring all grade levels and content areas implement at least one	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
	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

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

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	Google Folder and FACE Room		
<input type="checkbox"/> CCMR - Secondary	Languages Available	English and translation in available upon request.		
<input type="checkbox"/> Dropout Prevention (Secondary)	URL to Online Version	https://schools.saisd.net/upload/template/0284/docs/150_07_maverick_cip_2023_2024.pdf		
<input type="checkbox"/> Federally Funded Staff	Equitable Availability of the Parent and Family Engagement Policy to Parents			
<input type="checkbox"/> MTSS – Behavioral Interventions	Physical Locations of the Policy	Google Folder and FACE room		
<input type="checkbox"/> Parent & Family Engagement	Languages Available	English and Spanish		
<input type="checkbox"/> Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0284/docs/24-25MaverickFamilyEngagementPolicy.pdf		
<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	Google Folder and FACE Room		
<input type="checkbox"/> Recruiting/Retaining Teachers	Languages Available	English and Spanish		
<input type="checkbox"/> Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0284/docs/MaverickSchoolCompact24-25.pdf		
<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	Paper Copy-School Compact- Parent Teacher Conferences	10/25/2024		
<input type="checkbox"/> Transition PK to K	October Family Dispatch Newsletter- School Compact and Policy digitally shared	10/1/2024		
<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	
Quarterly Reviews	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
	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		