

Campus Improvement Plan

2024 - 2025



Campus: Elma Neal Elementary

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

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

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

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

SAISD 2024-2025 Board Goals

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

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

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

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

SAISD 2024-2025 Campus Goals

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

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

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

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1 5/13/2024</p>	<p>CIP Fourth Quarter and Summative Discussions: The CAC examined the performance objective, strategies and the KPI for the fourth quarter and used data to decide whether a given KPI was met or not. They further decided whether a strategy was to roll over, discontinue or build on next school year. Additionally, the group examine and evaluate performance objectives for our summative review. Here, we decided on ratings of SU, MO, MP, SP, LP and ZP for each performance objective.</p> <p>Review of CNA Root Causes and Problem Statements (First Look): These were analyzed to determine how or if the strategies impacted them.</p>
<p>Meeting #2 5/24/2024</p>	<p>Demographics: Attendance rates for years 2021 through 2024 were examined. Problem statement and root caused were edited/adjusted/created. Branching mind data was reviewed to determine the progress of at-risk students</p> <p>Student Learning: Examined EOY Math and Reading/Science MAP, STAAR and CIRCLE data for 2021, 2022 and 2023 and MAP, CIRCLE, CBA and Countdown data for the 2023-2024 school year. Problem statements and root causes were edited/adjusted/created. Discussed the impact of lack of teachers and volatility of staff at given grade levels.</p> <p>Processes and Programs: Discussed the work of PLCs, grade level meetings and campus PD days in reference to data analysis and effective implementation of strategies learned. The small group noted that the strategies yielded the desired results. Nonetheless, data analysis by all must remain a focus particularly small group instruction and in light of the volatility of the teaching staff at grade levels. Problem statement and root cause edited/ revised/created.</p> <p>Perceptions: Looked at 2023 and 2024 data gained from our SEAD Student Survey and our Family-School Relationships Survey. Discussed the variety of activities in which parents engaged this school year. Reviewed surveys collected by FACE Specialist during the individual engagements she held with parents/community members and Principal Coffees. Problem statements and root causes edited/revised/created</p> <p>The group brainstormed possible solutions that could be part of the new CIP</p>

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

The CAC examined goals and performance objectives of 23-24 CIP to determine their impact and make SU, MO, MP, SP, LP and ZP decisions. The group also examined strategies to decide if they met target, should be rolled over or discontinued.

Root causes and problem statements were analyzed to determine how or if the strategies impacted them.

Based on the summative evaluation, the follow decisions were made for school year 24-25:

Attendance strategies will continue although only one point was gained. A greater focus will be placed on chronic absences and tardies.

Math and reading performance goals (Tier 1/Meets) for some grade levels were not met. Nonetheless, there is growth. Successful strategies will continue to be implemented. In light of the volatility of staff at certain grade levels, writing in response to reading across grade level, conceptual Vs procedural understanding of math, math fluency, a common problem solving format and formative assessment techniques and six high-yield instructional strategies will continue to be our PD focus.

Continue to track the implementation of PDs that are presented.

Collection of data for Small group instruction and formative assessment techniques will be refined

Neal will continue its parent engagement activities and refine the campus parent survey which seek to find out how parents wish to be engaged on campus. Strategy will be designed to support early posting of invitations on website and social media.

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	X	Bilingual Service Records	X	Anecdotal data from programs	
STAAR Domain 3 Data	X	GT Service Records	X	Classroom Observation Data	X	EOY Assessment Data	X
Special Education Service Records		PEIMS Standard Reports	X	CTE Enrollment		Anecdotal data from T-TESS	X
Student Attendance Records	X	Teacher Attendance Records	X	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	X	Other (Indicate to the Right)			
Processes and Programs							
Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle		SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices		Rhythm Data	X
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	X
Parent Volunteers	X	Calendar of Parent Engagement	X	Feedback to Teachers	X	Mission, Values, and Vision	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

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

Demographics (Minimum 2 Areas)

Comprehensive Needs Assessment - Demographics

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	Twenty-five percent of the student body are chronically absent or tardy
	RC DE-1	Systematic communication/home visits to parents and completion of IAPs re chronic absences and tardy is inconsistent. (ESF 3.3)
Programs Student Outcomes	PS DE-2	Fifty-one percent of at-risk students perform below grade level expectations.
	RC DE-2	The use of data to inform small group interventions/enrichments and formative assessment progress monitoring for identified students is not consistent (ESF 5.4)
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	Activities geared towards students yield positive attendance results. Attendance: 2020-2021... 92.1 2021-2022... 88.73% 2022-2023... 92-17 2023-2024... 93.41 This school year yielded one point increase. Many students are chronically absent and tardy. Students are engaged in Web-based intervention and enrichment programs daily. Small group and formative assessment data to inform instruction needs continued focus.	

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

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Grade Level Readiness	PS SL-1	In 2023, thirty percent of Neal's students scored at the meets level on STAAR math. In 2024, fifty-one percent were on tier 1 on EOY MAP assessments.
	RC SL-1	Systematic implementation of concrete through abstract thinking during math instruction to address gaps in learning is inconsistent. (ESF 5.4)
Grade Level Readiness	PS SL-2	In 2023, thirty percent of Neal students performed at meets on STAAR reading. In 2024, forty-nine percent were at TIER 1 on EOY MAP assessment
	RC SL-2	Inconsistent implementation of common systems which govern reading/writing expectations. (ESF 5.4)
EOY Assessment Outcomes	PS SL-3	In 2023, sixteen percent of Neal's students scored at the meets level on STAAR science. In 2024, Thirty-eight percent were on tier 1 on EOY MAP assessments.
	RC SL-3	Regular science instruction and assessment monitoring in grades two through four lacking. (ESF 5.4)
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	Strength: Based on EOY MAP, students had a ten percent growth in reading and math tier one performance remained steady. The campus's focus on a limited number of strategies increase the consistency of teacher implementation. Area of Improvement: Student math fluency proficiency is low. Consistent concrete to abstract math instruction is needed	

Comprehensive Needs Assessment - Student Learning

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	
Implementation of PD	PS PP-1	All teachers attend campus base PD sessions, but sixty-five percent implement the strategies consistently.
	RC PP-1	A systematic, precise plan to monitor how strategies will be implemented and how evidence artifacts will be collected is inconsistent. (ESF 1.2)
Implementation of PD	PS PP-2	Seventy percent of teachers at Neal consistently use data to target specific TEKS and students in small group settings
	RC PP-2	Effective use of data to inform instruction and plan intervention/enrichments groups by all teachers is inconsistent (ESF 5.2)
Implementation of PD	PS PP-3	Sixty percent of grade level teams consistently use formative assessment practices and data from them in whole group teaching settings.
	RC PP-3	Formative assessment PD refreshers or new training does not explicitly show how to use that in the moment data to adjust instruction. New teachers to grade levels may not be trained. (ESF 1.2)
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strength: All teachers were trained in six high-yield strategies for consistency across grade levels. There was an increase in the number of teachers who implement learned strategies consistently (From 55% to 65%). Area of Improvement: Use of data from formative assessment practices or for small group instruction must remain a focus. All of our teachers attend and participate well in our professional development sessions. All teachers also submit practiced artifacts/products that are developed during PDs. Teachers are required to write identified strategies in their lesson plans. We have found that monitoring of implementation and accountability is inconsistent.</p> <p>All teachers engage in data analysis and action planning after CIRCLE, MAP, common assessments/ CBAs are administered. We have found that TEKS used in small groups are not always matched well with students and not all teachers track the mastery of TEKS addressed in small groups.</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	
Parent Survey Results	PS PE-1	Family involvement (described as parent contribution to the campus) measured eighty-eight percent on the spring 2024 survey.
	RC PE-1	Late and irregular promotion of ways parents/families can become involved and interact with our campus. (ESF 3.2)
Student Survey Results	PS PE-2	According to our most recent (Spring 2024) student SEAD data, about forty-eight percent of third-fifth grade students reported feeling safe in school.
	RC PE-2	Consistent implementation of the campus systematic program aimed at developing/addressing social-emotional needs of students is required of all member of Neal. (ESF 3.4)
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>The number of parents/community members who attends events have increased by 25% while volunteers who support classrooms increased by about 15 percent.</p> <p>The 2023-2024 data for Family-School Relationship and Student SEAD surveys were reviewed: Our Spring 2024 Family-School Relationship Survey results revealed the following: Family Efficacy - 95% New category Family Engagement/ Input- 97% Family Involvement (The degree to which families become involved with and interacts with their child's school) 88% (Increased by 54 points) School Climate (Perceptions of the overall social and learning climate of the school) 97% (Increased by 15%) School Fit (Families' perception of how well a school matches their child's development needs) 98% (Increased by 19%) School Safety (Perceptions of student physical and psychological safety at school) 89% (Increased by 7%) There was an increase in all criteria of this measure of this survey.</p> <p>According to our 2023-2024 SEAD student survey data, students in grades 3rd-5th expressed the following: Teacher-Student Relationship- 80% (2021-2022) Sense of belonging- 71% School Safety- 48% Self Management- 64% Social Awareness- 62%</p>	

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	By the end of the year, chronic absences and tardies will decrease by ten percent	Neal will establish a regular schedule for home visit and IAP completion regarding chronically absent and tardy students while implementing a variety of activities to promote and motivate students' daily attendance:	Administrators and Attendance Clerk	Registration and attendance incentives.
	PS #	Quarterly KPIs	By the end of the first quarter, re-identification of chronically absent students, schedules for chronic visits, and admin IAP training will be completed		
			By the end of the second quarter, chronic absence and tardies will decrease by four percent		
			By the end of the third quarter, chronic absence and tardies will decrease by seven percent		
			By the end of the fourth quarter, chronic absence and tardies will decrease by ten percent		
1					
DE-2	3	By the end of school year 24-25, with the implementation of MTSS at-risk students will	Provide interventions/enrichment/ formative assessment practices (including tech supported, web-based platforms/programs, testing headphones, etc. for all students in literacy/math/science to help students	Administrators and Instructional Coach	Librarian-211-12-6119-00-155-30-
	PS #	Quarterly KPIs	By the end of the first quarter, all at-risk students will be identified..		
			By the end of the second quarter, the number of at-risk students who will meet growth and achievement will increase by two percent		
			By the end of the third quarter, the number of at-risk students who will meet growth and achievement will increase by five percent		
			By the end of the fourth quarter, at-risk students will have an eight percent increase in readiness and ten percent in growth.		
2					
DE-3	3	By the end of school year 24-25, with the implementation of MTSS at-risk students will	Purchase reading, math, science instructional supplies and resources and assess (MAP, CBA, CA, Teacher-made assessments, etc.) students periodically to gather data to improve student scores (growth	Administrators and Instructional Coach	Instructional supplies and Resources 211-
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of testing materials will be purchased		
			By the end of the second quarter, tutored students in math and reading will increase their growth and achievement measure by 3 percent.		
			By the end of the third quarter, tutored students (math/reading) will increase their growth and achievement measure by six percent		
			By the end of the fourth quarter, tutored students will increase their growth and readiness scores by ten and eight percent respectively.		
2					
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	2 and 3	Quarterly KPIs	Implement (daily) a balanced math instructional model for all students which includes seven essential components- environment of numeracy, math warm-ups, focused instruction, guided math instruction	Administrators and Instructional Coach	TEKS Supported Practice Materials-211-505A Regular-\$2500.00
	PS #		By the end of the first quarter, 100% of teachers will be trained on the math framework and will include its components in their lesson		
	1		By the end of the second quarter, students on level performance will increase by two percent		
			By the end of the third quarter, students on level performance will increase by four percent		
			By the end of the fourth quarter, students Meets/Tier 1 performance will increase by at least five percent.		
SL-2	2 and 3	Quarterly KPIs	Implement math fluency routines for two to four minutes daily in kg-5th grade levels to increase student addition, subtraction, division and multiplication number facts automaticity. Eg. 1. Skip counting beginning at varied starting points other than zero 2. Practice fact families using movement and songs (Incorporate in PE and Music routines)	Administrators and Instructional Coach	Fluency Resources 211-ESEA Title 1, Part A-Regular \$2:500.00
	PS #		By the end of the first quarter, 100% of teachers will be trained on fluency routines and implement in their classes daily.		
	1		By the end of the second quarter, forty-five percent of students will earn 100 percent on their one-minute fluency drill		
			By the end of the third quarter, sixty percent of student will earn 100 percent on their one-minute fluency drill		
			By the end of the fourth quarter, students Meets/Tier 1 performance will increase by at least five percent.		
SL-3	1 and 3	Quarterly KPIs	Teachers will implement the science of teaching reading to facilitate students' acquisition of the essential components of reading- phonemic awareness, phonics, fluency, vocabulary and comprehension- and writing. TEKS aligned practice items will be bought	Administrators and Instructional Coach	TEKS Aligned Practice Items- 211 ESEA Title 1-Part A Regular-\$2500.00
	PS #		By the end of the first quarter, 100 percent of teachers will be trained on the reading framework and essential components and implement weekly		
	2		By the end of the second quarter, students on level performance will increase by two percent		
			By the end of the third quarter, students on level performance will increase by four percent		
			By the end of the fourth quarter, students Meets/Tier 1 performance will increase by at least five percent.		
SL-4	1 and 3	Quarterly KPIs	Implement science assessments and monitoring in 2nd through fifth grade.	Administrators and Instructional Coach	EKS Aligned Practice Items- 211 ESEA Title 1-Part A Regular-
	PS #		By the end of the first quarter, all teachers in 2nd - 5th grade will have two science observations and one CA		
	3		By the end of the second quarter, all teachers in 2nd - 5th grade will have three science observations and three CAs		
			By the end of the third quarter, all teachers in 2nd - 5th grade will have five science observations and four CAs		
			By the end of the fourth quarter, fifth grade meets science performance will increase by at least 10 percent.		

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, and 3	By the end of the year, the number of teachers who implement learned PD strategies consistently will	Implement a systematic, precise plan of how learned PD will be implemented and monitored and identify the student artifacts that will be collected to evidence student progress. This is aimed at growing and	Administrators	Teacher Supplies Teaching Supplies: 211
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained in three of six high-yield instructional techniques and 30% will implement consistently		
			By the end of the second quarter, 100% of teachers will be trained on six of six high-yield instructional techniques and forty-five percent will implement consistently		
	1		By the end of the third quarter, sixty percent of teachers will be implementing the six high-yield instructional techniques consistently		
			By the end of the fourth quarter, the number of teachers who implement consistently will increase by 15%.		
PP-2	1, 2 and 3	By the end of school year 24-25, the number of teachers who use data consistently to target specific TEKS and students in small group settings will increase by fifteen percent	Implement a system to keep track of TEKS addressed in small group settings and analyze small group student data re mastery of those TEKS. Students maintain data trackers. This is aimed at growing and supporting teachers to increase teacher retention.	Administrator and Instructional Coach	Teaching Supplies: 211 ESEA Title 1-Part A Regular- \$4500.00
	PS #	Quarterly KPIs	By the end of the first quarter, the system described above will be revised and shared with teachers.		
			By the end of the second quarter, the number of teachers who use data consistently to target TEKS and students in small group settings will increase by 5 percent		
	2		By the end of the third quarter, the number of teachers who use data consistently to target TEKS and students in small group settings will increase by 10 percent		
	By the end of the fourth quarter, the number of teachers who use data consistently to target TEKS and students in small group setting will increase by 15 percent.				
PP-3	1, 2 and 3	By the end of the year, 80 percent of teachers will use at least five formative assessment practices during whole group instruction	Train or re-train teachers on the following five formative assessment practices and implement a monitoring system to hold teachers accountable for their use in the classroom. Accountable Talk Cold Call (Randomization)	Administrators and Instructional Coach	
	PS #	Quarterly KPIs	By the end of the first quarter, teachers will be trained in three of five formative assessment techniques		
			By the end of the second quarter, teachers will be trained in five of five formative assessment techniques and forty percent of teacher will be implementing regularly.		
	3		By the end of the third quarter, fifty-five percent of teachers will be implementing the five formative assessment techniques		
	By the end of the fourth quarter, 80 percent of teachers will be using at least five formative assessment practices during whole group instruction.				
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,				

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, the number of parents who share their expertise on campus will increase by five	Create a list of ways parents can contribute to campus and share at all campus parent engagement, post on social media/school website and have each teacher provide to parents via remind, Seesaw, text, etc.	FACE Specialist and Counselor	Supplies 211 - ESEA Title I, Part A - Regular - \$450.00
	PS #	Quarterly KPIs	By the end of the first quarter, a list of ways parent can contribute to campus will be created, posted and shared with parents as described above		
			By the end of the second quarter, with timely promotion of the ways parents can contribute to campus, parent contributions will increase by 2 percent.		
			By the end of the third quarter, with timely promotion of the ways parents can contribute to campus, parent contributions will increase by 3 percent.		
			By the end of the fourth quarter, parent contributions will increase by five percent.		
1					
PE-2	4	By the end of the year, the number of parents who share their expertise on campus will increase by five percent and involvement by at least five percent..	Host parent events such as Meet the Teacher, Open House, Academic Night Out, Fall Fest, Parent Awareness Sessions, Monthly Armadillo-Parent Coffees (Staggered days (M/T/W/T/F) and times (8:30/1:30/5:30/etc. In person or zoom) Grade Level Musical Performances, and Monthly PTO Meetings (1st Tuesday of each month) to engage parents and community members in the school community.	FACE Specialist and Administrators	Supplies 211 - ESEA Title I, Part A - Regular - \$450.00
	PS #	Quarterly KPIs	By the end of the first quarter, send calendar of events to parents and post on all Neal's communication platforms iat least one week before events		
			By the end of the second quarter, arent involvement will increase by 2 percent		
			By the end of the third quarter, parent involvement will increase by 3 percent.		
			By the end of the fourth quarter, parent involvement will increase by at least five percent.		
1					
PE-3	4	By the end of the year 23-24, 100% of our students will be supported through PBIS practices resulting in a ten percent increase in student safety ratings and a ten percent decrease in student discipline referral	All classroom teachers will implement daily Rhithm lessons and Morning Meetings (Mascot Time); campus will operate a weekly Kindness Store in grades pre-k - 5th, counselor will provide guidance lessons and resources will be bought to help foster individual responsibility and promote safety and social-emotional wellness. These efforts are in collaboration with CIS. Recognition, celebration, instructional, wellness and self-care materials needed.	Administrators and Counselor	Counselor 211-31-6119-47-155-30-000
	PS #	Quarterly KPIs	By the end of the first quarter, 100 percent of classrooms will establish routines for rhithm and Morning Meetings, counselor will share guidance schedule with teachers and the Kindness Store will be stocked and procedures established		
			By the end of the second quarter, student safety rating will increase by five percent, discipline decreased by five percent		
			By the end of the third quarter, student safety rating will increase by seven percent and discipline decrease by 7 percent		
			By the end of the fourth quarter, student safety rating will increase by 10 percent and discipline referrals decrease by 10 percent.		
2					
PE-4	4	By the end of the year, 100% of our students will be supported through PBIS practices resulting in a ten percent increase in student safety ratings and a ten	Design and use school culture self assessment tools to monitor and track implementation of the tenets of PBIS in classroom, breakfast, morning meetings, hallway, lunch, recess and dismissal. Recognition, celebration, instructional, wellness and self-care materials needed.	Administrators and Counselor	Counselor 211-31-6119-47-155-30-000 Teaching supplies a
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of our self-assessment monitorin1g tools will be revised and discussed with faculty and staff.		
			By the end of the second quarter, all classroom teachers will rate their PBIS implementation success rate at least 70 percent		
			By the end of the third quarter, all classroom teachers will have a rating of at least 80%		
			By the end of the fourth quarter, student safety rating will increase by 10 percent and discipline referrals decrease by 10 percent.		
2					

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, re-identification of chronically absent students, schedules for chronic visits and admin IAP training will be completed	Choose One	
DE-2	By the end of the first quarter, all at-risk students will be identified..	Choose One	
DE-3	By the end of the first quarter, 100% of testing materials will be purchased	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% of teachers will be trained on the math framework and will include its components in their lesson	Choose One	
SL-2	By the end of the first quarter, 100% of teachers will be trained on fluency routines and implement in their classes daily	Choose One	
SL-3	By the end of the first quarter, 100 percent of teachers will be trained on the reading framework and essential components and implement weekly	Choose One	
SL-4	By the end of the first quarter, all teachers in 2nd - 5th grade will have two science observations and one CA	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 100% of teachers will be trained in three of six high-yield instructional techniques and 30% will implement consistently	Choose One	
PP-2	By the end of the first quarter, the system described above will be revised and shared with teachers	Choose One	
PP-3	By the end of the first quarter, teachers will be be trained in three of five formative assessment techniques	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, a list of ways parent can contribute to campus will be created, posted and shared with parents as described above	Choose One	
PE-2	By the end of the first quarter, send calendar of events to parents and post on all Neal's communication platforms at least one week before events	Choose One	
PE-3	By the end of the first quarter, 100 percent of classrooms will establish routines for rhythm and Morning Meetings, counselor will share guidance schedule with	Choose One	
PE-4	By the end of the first quarter, 100% of our self-assessment monitoring tools will be revised and discussed with faculty and staff	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, chronic absence and tardies will decrease by four percent	Choose One	
DE-2	By the end of the second quarter, the number of at-risk students who will meet growth and achievement will increase by two percent	Choose One	
DE-3	By the end of the second quarter, tutored students in math and reading will increase their growth and achievement measure by 3 percent	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, students on level performance will increase by two percent	Choose One	
SL-2	By the end of the second quarter, forty-five percent of students will earn 100 percent on their one-minute fluency drill	Choose One	
SL-3	By the end of the second quarter, students on level performance will increase by two percent	Choose One	
SL-4	By the end of the second quarter, all teachers in 2nd - 5th grade will have three science observations and three CAs	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 100% of teachers will be trained on six of six high-yield instructional techniques and forty-five percent will implement consistently	Choose One	
PP-2	By the end of the second quarter, the number of teachers who use data consistently to target TEKS and students in small group settings will increase by 5	Choose One	
PP-3	By the end of the second quarter, teachers will be trained in five of five formative assessment techniques and forty percent of teacher will be implementing regularly	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, with timely promotion of the ways parents can contribute to campus parent contributions will increase by 2 percent	Choose One	
PE-2	By the end of the second quarter, arent involvement will increase by 2 percent	Choose One	
PE-3	By the end of the second quarter, student safety rating will increase by five percent discipline decreased by five percent	Choose One	
PE-4	By the end of the second quarter, all classroom teachers will rate their PBIS implementation success rate at least 70 percent	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, chronic absence and tardies will decrease by seven percent.	Choose One	
DE-2	By the end of the third quarter, the number of at-risk students who will meet growth and achievement will increase by five percent.	Choose One	
DE-3	By the end of the third quarter, tutored students (math/reading) will increase their growth and achievement measure by six percent.	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, students on level performance will increase by four percent.	Choose One	
SL-2	By the end of the third quarter, sixty percent of student will earn 100 percent on their one-minute fluency drill.	Choose One	
SL-3	By the end of the third quarter, students on level performance will increase by four percent.	Choose One	
SL-4	By the end of the third quarter, all teachers in 2nd - 5th grade will have five science observations and four CAs.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, sixty percent of teachers will be implementing the six high-yield instructional techniques consistently.	Choose One	
PP-2	By the end of the third quarter, the number of teachers who use data consistently to target TEKS and students in small group settings will increase by 10 percent.	Choose One	
PP-3	By the end of the third quarter, fifty-five percent of teachers will be implementing the five formative assessment techniques.	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, with timely promotion of the ways parents can contribute to campus, parent contributions will increase by 3 percent.	Choose One	
PE-2	By the end of the third quarter, parent involvement will increase by 3 percent.	Choose One	
PE-3	By the end of the third quarter, student safety rating will increase by seven percent and discipline decrease by 7 percent.	Choose One	
PE-4	By the end of the third quarter, all classroom teachers will have a rating of at least 80%.	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, chronic absence and tardies will decrease by ten percent	Choose One	
DE-2	By the end of the fourth quarter, at-risk students will have an eight percent increase in readiness and ten percent in growth	Choose One	
DE-3	By the end of the fourth quarter, tutored students will increase their growth and readiness scores by ten and eight percent respectively	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, students Meets/Tier 1 performance will increase by at least five percent	Choose One	
SL-2	By the end of the fourth quarter, students Meets/Tier 1 performance will increase by at least five percent	Choose One	
SL-3	By the end of the fourth quarter, students Meets/Tier 1 performance will increase by at least five percent	Choose One	
SL-4	By the end of the fourth quarter, fifth grade meets science performance will increase by at least 10 percent	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, the number of teachers who implement consistently will increase by 15%	Choose One	
PP-2	By the end of the fourth quarter, the number of teachers who use data consistently to target TEKS and students in small group setting will increase by 15 percent	Choose One	
PP-3	By the end of the fourth quarter, 80 percent of teachers will be using at least five formative assessment practices during whole group instruction	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, parent contributions will increase by five percent.	Choose One	
PE-2	By the end of the fourth quarter, parent involvement will increase by at least five percent	Choose One	
PE-3	By the end of the fourth quarter, student safety rating will increase by 10 percent and discipline referrals decrease by 10 percent	Choose One	
PE-4	By the end of the fourth quarter, student safety rating will increase by 10 percent and discipline referrals decrease by 10 percent	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, chronic absences and tardies will decrease by ten percent	Choose One	
DE-2	By the end of school year 24-25, with the implementation of MTSS at-risk students will increase math and reading readiness by eight percent and growth by ten	Choose One	
DE-3	By the end of school year 24-25, with the implementation of MTSS at-risk students will increase math and reading readiness by eight percent and growth by ten	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 school year 24-25, increase on level (Tier 1/Meets) mathematics performance of all Pre-k students from 79% - 84% to K1 students from 71% - 76%	Choose One	
SL-2	By the end of school year 24-25, increase on level (Tier 1/Meets) mathematics performance of all Pre-k students from 79% - 84% to K1 students from 71% - 76%	Choose One	
SL-3	By the end of school year 23-24, increase on level (Tier 1/Meets) reading performance of all Pre-k students from 77% - 82% to K1 students from 63% - 68%	Choose One	
SL-4	By the end of the year, fifth grade science meets performance will increase by ten percent as measured by STAAR and MAP	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, the number of teachers who implement learned PD strategies consistently will increase by fifteen percent	Choose One	
PP-2	By the end of school year 24-25, the number of teachers who use data consistently to target specific TEKS and students in small group settings will increase by fifteen	Choose One	
PP-3	By the end of the year, 80 percent of teachers will use at least five formative assessment practices during whole group instruction	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, the number of parents who share their expertise on campus will increase by five percent	Choose One	
PE-2	By the end of the year, the number of parents who share their expertise on campus will increase by five percent and involvement by at least five percent	Choose One	
PE-3	By the end of the year 23-24, 100% of our students will be supported through PBIS practices resulting in a ten percent increase in student safety ratings and a ten	Choose One	
PE-4	By the end of the year, 100% of our students will be supported through PBIS practices resulting in a ten percent increase in student safety ratings and a ten	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Jennifer Suarez	Community Member	Robert Alfaro	Assistant Principal
Leticia Espinoza	Community Member	Valerie Henry	Principal
Gabriela Gonzalez	Parent		
Alexa Martinez	Parent		
Tania Alvarado	Business Rep		
Maria Guajardo	Pre-K Teacher		
Jorge Triana	1st Teacher		
Claudia Martinez	Kinder Teacher		
Christina Jenkins	2nd Grade Teacher		
Giselle Fernandez	FACE Specialist		
Margo Parhan	Instructional Assistant		
Jessica Villalobos	Library Assistant		
Josefina De La Garza	Dual Language Rep		
Maria Lopez	3rd Teacher		
Lucy Smith	Instructional Coach		
Karla Alvarez	4th Teacher		
Valerie Rincon	5th Teacher		
Mateo Magallan	Specials		
Mary Munoz	Counselor and GT		
Jennifer Perkins	SAISD Math Specialist		
Denise Neaves	Special Education		

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
Elma Neal Elementary	15907- 155
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Rose Engelbrecht
Principal	SAISD Board Approval Date
Valerie Henry	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
August 5, 2024 and August 7, 2024	

Data Tables

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

Compliance Checklist									
Federally Required Strategies – Do we have strategies that address -									
Compliance Checklist	At-Risk Support	X	Support for Special Populations	X	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	X	Social and Emotional Support	X	Student Attendance	X	Transition PK to K	X	
	Quality of Learning Environment		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	Front Office and Face Specialist Office			Physical Locations of the Compact	Front Office and Face Specialist Office			
	Languages Available	English			Languages Available	English and Spanish			
	URL to Online Version				URL to Online Version	https://schools.saisd.net/upload/template/0286/docs/NealSchoolParentCompact024-25.pdf			
	Equitable Availability of Parent-Family Engagement Policy to Parents								
	Physical Locations of the Policy	Front Office and FACE Specialist Office			How and When was the PFE Policy Distributed: The PFE Policy and Compact were distributed in May, 2024 when they were revised. They will be distributed on August 9th during our Meet the Teacher event. The named documents will also be distributed during				

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version		https://schools.saisd.net/upload/template/0286/docs/FinalNealFamilyEngagementPolicy24-25.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			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version		https://schools.saisd.net/upload/template/0286/docs/NealSchoolParentCompact024-25.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				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	X
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
	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	X
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	X
	Dated agenda and minutes from the meeting documenting discussion and decisions		X
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		X
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	X
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	X
	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	X
	Dated agenda and minutes from the meeting documenting discussion and decisions		X
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		X
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

Documentation and Submissions

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