Campus Improvement Plan
2023-2024

SAISD

Steele Montessori Academy

Table of Contents

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 District and Campus Goals

SAISD 5 Year Board Goals

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

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2023, to ___ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2023, to ___ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2023, to ___ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2023, to ___ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2023, to ___ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2023, to ___ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Development Dates	Meeting Topics and Actions
Meeting #1 **June 13, 2023 at 9:00 am**	CNA Discussion of 2 areas of focus: Demographics and Student Learning. We reviewed multiple data sets to include MAP, CIRCLE and Interim Assessments. We also reviewed demographic, attendance and membership. The review of this data allowed us to see that our biggest area of focus is Math as a campus. We were also able to see that based on data, we need a plan to support attendance and the retention of students up through 5th grade.
Meeting #2 **June 13, 2023 at 10:30 am**	CNA Discussion of 2 areas of focus: Perceptions and Processes and Programs. We reviewed data surrounding behavior and how our campus wide routines and procedures impact the overall operation of our school. We concluded that having a proactive approach to support social emotional learning in Circle Time could benefit our students and how they resolve conflict with one another. We also determined areas of improvement for the school wide dismissal process.

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

We used the 2022-2023 Summative evaluation to determine the effectiveness of the objectives and strategies identified in the CIP. The following are the results of the findings:

We will continue to utilize a variety of resources and/or media to enhance student learning of grade level content by 10%. Field trips and extra curricular activities will used to enrich and expand the curriculum, strengthen observation skills by immersing students into sensory activities, and increase children's knowledge in a particular subject area by 5%. Professional development opportunities targeting campus areas of need will be provided to teachers and staff to ensure an increase of academic (83%) and social emotional growth for all students. Social and Emotional Resources will be used to decrease student misbehavior and support students and families with a variety of needs such as social emotional support, positive behavior choices, counseling support, and attendance motivators.

Parent informational meetings will continue next year. Parents will be given the opportunity to increase their knowledge and understanding of Montessori expectations of their student while attending campus academic events. Steele families and staff has modified the current Family Engagement Policy to reflect the current needs of the campus.

Steele Attendance is 93% up from 88.5% during the 2021-2022 school year. Attendance strategies will be used more frequently- weekly, monthly, each 9-weeks,and at the end of the year.

Our SpEd sub population is of growing concern and needs to be supported in the upcoming school year.
As we are growing, how can we retain our enrollment and create a middle school program that attracts and retains middle school students.

Attention to Math will continue through the 2023-2024 School year. We will develop a problem solving strategy, campus wide. PK-1st grade will continue to receive explicit instruction in phonological awareness, phonics, and listening comprehension in order to increase achievement and meet individual growth goals.

Steele will continue to use MAP as a progress monitor for Reading and Math.

Comprehensive Needs Assessment – Demographics

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Attendance	Attendance report YTD	PS DE-1	Lower Elementary students had a higher absenteeism rate (about 6% higher) than any of the other student groups at Steele.
		RC DE-1	We have failed to create and implement a strategy to improve student attendance.
Demographics	Demographic Snapshot 22-23 Demographics Percent of Student Body 22-23 Race/Ethnicity Report 2-23	PS DE-2	Our Special Education sub population has increased to 59 students, some of which are not able to work independently and the need for appropriate support is needed.
		RC DE-2	Inconsistent use of the IEPS and strategies learned to support struggling students. Students are not able to work independently and not having enough specialized support for some of our high need students.
Membership	Membership by grade level 22-23	PS DE-3	At grade 5, student enrollment begins to decline at about 40%.
		RC DE-3	We have not established access to sports and other Middle School type offerings that engage students.
		PS DE-4	
		RC DE-4	
Data Determinations	Steele will increase its attendance rate of 91% to meet or exceed 95% by the end of the 2023-2024 school year. This will be accomplished by providing students more opportunities to extend learning during and after school. We will also focus on supporting our increasing SpEd sub pop.		

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	**Data Sources**		**Problem Statements and Root Causes**
Math	MAP Data, CiRCLE data, Interim Data, STAAR Preliminary Scores	**PS SL-1**	Preliminary STAAR scores indicate that 65% of students scored a the Approaches level and 32% of them scored at the Meets grade level expectation on the Math assessment.
		RC SL-1	Student Math gaps are not being effectively addressed through a campus wide problem solving approach. .
Reading	MAP Data, CIRCLE data, Interim Data, STAAR Preliminary Scores	**PS SL-2**	52% of Kinder - 6th grade students scored at Tier I levels (Meets or higher) on both the EOY MAP and STAAR Reading tests based on Preliminary scores.
		RC SL-2	Students are not performing at higher levels due to lack of opportunities for extended lessons and projects being provided.
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	Steele will increase student achievement on all formative assessments to 70% of the students at approaches, 45% at meets, and 25% at masters by the end of the 2023-2024 school year by providing quality, equitable instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology. By the end of the 2023-24 school year, the percentage of students at Tier I in grades K-7th will increase by 20% from BOY to EOY in Math.		

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 and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Campus wide routines	21-22 Insight Survey Campus Procedures	**PS PP-1**	Staff Peer Culture was the lowest 30% rated area of the Insight Survey for the 2021-22 school year.
		RC PP-1	There is not a campus wide system that encourages peer/teacher observations and support.
Student Engagement	Student interests in connection with school notes	**PS PP-2**	Student enrollment in upper grades decline between 30-40% due to lack of student interest offerings.
		RC PP-2	We are not connecting student interests to learning opportunities in the upper grades.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Insight Survey 30% in peer culture Campus End of Year meeting indicated that teachers want more opportunities to learn and grow from one another.		

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	Data Sources		Problem Statements and Root Causes
Student Behavior	YTD PEIMS Discipline Report Threat Assessment Report Discipline by SPed Discipline by Ethnicity	PS PE-1	46% of our discipline referrals for the school year were from our SPed demographic..
		RC PE-1	Frequent behavior incidents stem from the lack of proper SPed support for struggling students and opportunities for de-escalation. .
Staff Perception	21-22 Insight Survey End of Year Staff Meeting Notes	PS PE-2	Frustration continues to mount with the Steele Montessori community (teachers, parents, and administration) due to the lack of growth students make year to year and need support in the consistent implementation of the Montessori model.
		RC PE-2	The Montessori model is not aligned to any TEKS system that promotes knowledge rich learning for school dependent learners.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Data from discipline referrals indicates that most of them came from our SpEd students. Due to new teachers both to the profession and to the campus, positive relationships weren't built and staff struggled with how to respond to students who had behavior concerns. IEPs were not always followed and/or understood. Data from the insight survey and end of year staff discussions reflect that there is a sense of frustration of students not reaching their full potential. Reasons such as teachers not having proper Montessori training continued to surface. TEKS and Montessori lessons are not aligned to help streamline student learning.		

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**				
#	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
DE-1	1,2,3,4	Steele will increase its attendance rate of 93% to meet or exceed 95% by the end of the 2023-2024 school year. DE-1	1. Attendance Committee will meet at least once a month and will contact chronically absent families. An effort will be made to emphasize the importance of attendance with families. A letter stating the why behind attending school everyday using Montessori philosophy will also be given to the parents.	Administrators Counselor Data Clerk	
		Quarterly KPIs	Q1- We will have communicated the importance of attendance during a parent meeting or event at least once. Q2 - The attendance committee will have met at least 4 times with agendas as evidence. Q3- Evidence of contact for chronically absent families. Q4 - By the end of the year, our attendance will increase to 95%.		
DE-2	1,2,3,4	Steele will increase the number of professional development opportunities for teachers by 15% in order to create equitable, student-driven learning environments where exemplary teaching and Montessori practices are evident and used consistently across all classrooms. DE-2	1. Steele will create a unified vision of total participation in instructional strategies to engage all learners while utilizing technology and the physical environment to support learning resulting in 75% of the students showing growth in all content areas. 2. First Thursday informational sessions for families. 3. Peace Areas 4. Understanding IEPs 5. Professional Development (SpEd) 6. Grace and Courtesy Lessons	Administrators Instructional Coach Teachers	
		Quarterly KPIs	Q1- Teachers will have had at least one professional development opportunity. Q2- Teachers will have had at least two professional development opportunities. Q3- Data will reflect at least 65% of students to show growth in all content areas. Q4- Teachers will have received 15% more professional development opportunities by the end of the school year.		

Plan for Improvement – Student Learning

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the 2023-2024 school year, the percentage of students at Tier 1 in grades K-7th will increase by 20% from BOY to EOY in Math. SL-1	RC - Student Math deficits are not being addressed through a campus wide problem solving approach. 1. As a campus we will decide on and implement research based, Montessori aligned, problem solving approach to support students mathematical thinking. We will begin after-school tutoring beginning January-March 2024, twice a week. 2. Teachers will analyze student work that includes use of the problem solving process during PLCs. 3. Teachers will begin their Montessori Certification Program this Fall to support Montessori instruction.	Admin Instructional Coach	282 ESSER Funds After-School Tutoring twice a week. $6000.00
		Quarterly KPIs	By the end of Quarter 1 as a campus we will decide on a math solving process that all grade levels can implement. Q2 60% of classes are successfully implementing the problem solving process in math classes Q3 students will successfully use the problem solving process with little to no scaffolding Q4 By the end of year there will be a 20% increase in Math STAAR at the meets level.		
SL-2	1,2,3	By the end of the 2023-2024 school year, the percentage of students at Tier 1 in grades K-7th will increase by 20% from BOY to EOY in Reading. SL-2	1. Teachers, with the support of PMAI and the Montessori Collective, will develop and implement Montessori TEKS/Standards aligned scope and sequence for Tier I instruction, camus and district resources for lesson planning and the development of student work plans. 2. Provide guidance in planning for extension of student work within/beyond the Montessori work plan. Purchase Reading Materials/Books for independent reading. 3. Teachers will analyze student work and plan ahead for projects.	Admin Instructional Coach	282 ESSER Funds Reading Materials/Books/Sentence Building $8000.00
		Quarterly KPIs	By end of Q1 teachers will utilize the TEKS/Montessori aligned scope and sequence for planning. Q2 in PLC teachers will have had three opportunities to analyze student work.		

Plan for Improvement – Processes & Programs

			2.1 - Campus Improvement Plan (CIP) The CAC will create **Processes and Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes		
#	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
PP-1		Student enrollment in upper grades decline between 30-40% due in part to lack of student interest and engagement opportunities.. PP-2	1. Students will attend engaging Montessori outings (field trips) that they will plan and execute based on knowledge rich experiences and coordinate with the curriculum. Students will participate in instructional activities that express acts of kindness amongst their peers.	Administrators Counselor	
		Quarterly KPIs	Q1 - Fieldtrips for the school year will be planned for each grade level Q2 - Each grade level will have taken at least 1 outing (field trip) Q3 - Each grade level will have taken at least 2 outings (field trips) Q4 - Students in grades Kinder - 6th will have participated in Montessori outings.		
PP-2					
		Quarterly KPIs			
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the 23-24 school year, SpEd related discipline incidents will decrease 20% PE-1	RC - Frequent behavior incidents stem from the lack of proper SPed support for struggling students. 1. We will utilize classroom meetings to proactively address and reinforce appropriate student interactions and behaviors. 2. The classroom Peace Areas will be a calm space for students to use in efforts to support Social Emotional development and support.	Admin Counselor	282 ESSER Funds Wellness and Self-Care $3100.00
		Quarterly KPIs	By the end of Q1 ensuring that 75% OF STUDENTS ARE ENGAGING IN CLASSROOM MEETINGS Q2 incident data will be reviewed to reflect a decrease in incident reports of SpEd Q3 Rhithm start of the school day data will be analyzed for student trends in positive outlooks Q4 By the end of the 23-24 school year, SpEd related discipline incidents will decrease 20%		
PE-2	1,2,3,4	Throughout the 2023-24 school year, teachers will receive consistent support in Montessori instructional implementation. PE-2	1. Teachers will attend Montessori professional development to deepen their knowledge around Montessori. Selected teachers will become trained through a Montessori program to more efficiently be able to present lessons using Montessori materials.	Admin Instructional Coach	
		Quarterly KPIs	Q1-Selected teachers will have started the Montessori certification program. Q2- 50% of teachers receiving Montessori training are using Montessori materials in the classroom. Q3- 75% of teachers receiving Montessori training are using Montessori materials in the classroom. Q4-		

Quarter 1 Formative Review

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of Quarter 1 as a campus we will decide on a math solving process that all grade levels can implement.	SP	CAC discussion goes here
PE-1	By the end of Q1 ensuring that 75% OF STUDENTS ARE ENGAGING IN CLASSROOM MEETINGS		

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 2 Formative Review

	2.2 – Second Quarterly Review Meeting		
	The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 2 KPI**	**Q2 Rating**	**Findings / Next Steps**

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 3 Formative Review

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

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

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

Quarter 4 Formative Review

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives
The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

Quarter 4 Summative Review

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

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.

Always Learning GPS	Problem Statement & Root Cause	

#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist

Quality Checklists

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.		All are based on the success criteria of the ESF.	
All are based on issues that the campus can control and improve on.		All talk to adult systems and behaviors.	

Improvement Plan – Performance Objectives

All are in SMART format		All are tied to at least one problem statement.	
All are measured by a data source.			

Improvement Plan – Strategies

All are in BEST format.		All strategies are targeted to eliminate at least one root cause.	
All are measured by quarterly KPI outcomes.		Entire plan has been checked for spelling and grammar.	

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning	X	Support for Special Populations	X	Parent & Family Engagement		Students Not On Grade Level	X
Recruiting/Retaining Teachers	X	Violence Prevention/Intervention	X	Professional Development	X	Dropout Prevention / Enrollment	
Physical Activity		Social and Emotional Support	X	Student Attendance	X	Transition PK to Elementary	X
Quality of Learning Environment	X	CCMR - Secondary		MTSS – Behavioral Interventions	X		

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	Front Office and Campus Website
Languages Available	English and Spanish upon request
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	Front Office	How and When was the PFE Policy Distributed
Languages Available	English and Spanish upon request	
URL to Online Version		

Documentation and Submissions

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**	Yes
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	Yes
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		Yes
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		Yes
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		Yes
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions

Title I Compliance Documentation and Submissions			
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		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information

Assistant Superintendent Assurance

As Assistant Superintendent 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 Assistant Superintendent 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
Steele Montessori Academy	15907- #166
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Angelica Romero
Principal	**SAISD Board Approval Date**
Natasha Dennis	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**

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

Name	Role		Name	Role
Natasha Dennis	Principal			
Pat Forero	Instructional Coach			
Carlissa Alonso	Primary Teacher			
Jasmine Lafuente	Lower Elementary Teacher			
Anna Narvaiz	Upper Elementary Teacher			
Mrs. Dunne	Parent			
Alissa Smith	Parent			
Brayden Boren	Assistant Principal			

Committee Members