



Campus Improvement Plan

2024 - 2025



Steele Montessori Academy

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	

Board of Trustees



**President
Christina Martinez
District 6**



**Vice President
Alicia Sebastian
District 2**



**Secretary
Arthur Valdez
District 4**



**Trustee
Sarah Sorenson
District 1**



**Trustee
Leticia Ozuna
District 3**



**Trustee
Stephanie Torres
District 5**



**Trustee
Ed Garza
District 7**



**Superintendent of Schools
Dr. Jaime Aquino**

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	<p>Perception Data and Artifacts</p> <p>https://www.canva.com/design/DAGCDq9rFBc/VnrZr5_qaDGbDS6Wj0faQQ/edit?utm_content=DAGCDq9rFBc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <p>Steele enrollment demographic and subpopulation data was shared as well as absence data which was broken down by doctor’s note, parent note, COVID related and others. Unexcused absences account for the largest percentage of all absences.</p> <p>A question was raised about absences as the total absences is 43,527 and what that number includes.</p> <p>Discipline data was shared and broken down by SPED and Non-SPED incidences which account for 6 and 7 incidences respectively.</p> <p>Positive Behavioral Interventions and Supports methods were shared including counselor supports and Tier 1 classroom supports and the emphasis on developing social and emotional skills.</p> <p>Staff engagement data shows a decline from 2023 to 2024 in observation and feedback, and the hiring process, both of which are below the SAISD average.</p> <p><u>Parent/Guardian/Community Engagement participation is measured through school events, performances, 1st Thursdays, and CAC meetings.</u></p>
Meeting #2	<p>Part 2 of CNA. Take away was professional development. We went back to look at data and 30% of teachers weren’t happy with professional development. 1st Thursday maybe 5 parents so up. We get larger numbers for other events. Feedback: events aren’t engaging enough.</p> <ul style="list-style-type: none"> - Jasmine facilitator- processes and programs, covered what is included in this bucket (Brayden, Mrs. Loredo, Mrs. LaGuardia, and Bird were participants in this group. - Recruiting process- job fairs, interviews on the spot, plus if willing to be trained, getting difficult to fill, covered 1 day interview process for candidates - Retention- guides in training asked to sign contract - Covered CAC and team leads committee responsibilities, showed 23-24 campus committee reps, question from Bird- how are committee leads determined- answer lead is assigned others on team sign up - Track progress- state assessment, CBA, and obs - Operating program- Montessori, sending more guides thru training - How are at-risk students supported- in class support, covered 50/50 model, multi age and additional offerings like GT, showed graph on sub pops no questions at this time.

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

We were able to review the progress made towards the set goals for the year through each of our Quarter reviews. Looking at data from the previous year helps to identify trends and areas that remain a concern for the campus. For example, Math continues to be an area of attention and growth for us at Steele. We have been able to discuss what we were doing to achieve certain goals and what we've done this year - all this helps to determine areas that need to be addressed in efforts to see student growth in this area.

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

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

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	X
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results		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	X	Sign-Ins / Minutes		Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)	X	Campus Committee's		Other (Indicate to the Right)	X	Communities in Schools Report	

Perceptions

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

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	The problem is that we have not met our daily attendance goal of 95%.
	RC DE-1	We have an inconsistent campus attendance plan.
Choose One	PS DE-2	
	RC DE-2	
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	Our attendance goal for this school year was 95%. We came up short at 93%. This goal was Not Met and we will continue next year. This year we used student attendance cards but not to fidelity. We lacked a process to formally address and document our response to chronic attendance concerns. Highest attendance percentage: 7th grade Second highest attendance percentage: 4th grade Lowest attendance percentage: Pre-K We know that when students are in school, they are learning. Next year we want to create an attendance plan to follow and track to support this area.	

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	Less than half of our students are showing growth in math at 38%.
	RC SL-1	We have not explicitly taught students to understand/comprehend the meaning of vocabulary in 2 step or multi-step problems across all levels.
EOY Assessment Outcomes	PS SL-2	Less than half of our students are showing growth in reading at 42%.
	RC SL-2	We have not explicitly focused on comprehension and vocabulary within the components of reading.
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	Based on end of year MAP scores, our students are not showing adequate growth in both Reading and Math. Our middle school students seem to be making progress and performing at higher levels. Conversations had about the blending of Montessori instruction and ways to ensure that students are learning based on the state standards that they will be assessed on. MAP scores indicate the following: In Math 39% of students showed expected growth at end of year. In Reading 40% of students showed expected growth at end of year. Rather than focusing on students who "meet" grade level expectations, we want to focus on student growth which will impact student achievement.	

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	Middle School parents have concerns on when the best time to transition their child to traditional learning and what are the resources to support students. Students surveyed also have concerns about transition. Lack of resources.
	RC PP-1	Each year we have added a grade to the school. 2024-25 will be the first year that we will have a finishing 8th grade class.
Choose One	PS PP-2	
	RC PP-2	
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	Make path to early college high schools, early college, school counseling will pay a field trip to Highlands High School. 6th grade family meetings to give info on STAAR and high school info to give brochures. Academics were shared with families to better understand STAAR scores moving forward. Career fairs will come in to meet with students, they already had a Fox Tech Meeting. Experience SAISD? Is it something that can be offered to our students? High school counselors will need to be contacted ASAP next year in order to help with high school transitions for our 8th graders. We will reach out to see what we can do. Staff mentors with 8th graders to let them know what options are available. 2 activities will be offered to students making the transition.	

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

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	First Thursday Montessori informational nights average about 5 parents per session while other events are well above goals.
	RC PE-1	Topics selected by the campus have not been engaging for families and do not meet their areas of interest.
Staff Survey Results	PS PE-2	About 30% of teachers felt professional development days support their work and growth.
	RC PE-2	A lack of differentiated professional development and greater flexibility to change classroom practices that aren't working.
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	We notice that social type events bring a great deal of parent interest. Our monthly Montessori informational sessions are not as highly attended. This is an area of interest for us to improve in. It was mentioned to offer incentives to parents/students to increase parent participation in different campus events - Free Dress, offering snacks, possible child care may also increase parent attendance. 17 parents present on each first Thursday. We want to improve the First Thursday's by including topics of high parent interest.	

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	1,2,3	By the end of the year we will increase attendance to 95%.	We will work collaboratively using the school-wide protocol with families to increase student daily attendance by calling/texting families daily, hosting two family meetings, utilizing Class Tag as a family	Data Clerk Administration	
	PS #	Quarterly KPIs	By the end of the first quarter, attendance will be at 92%		
			By the end of the second quarter, attendance will be at 93%		
	DE-1		By the end of the third quarter, attendance will be at 94%		
			By the end of the fourth quarter, attendance will be at 95%		
DE-2		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-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	PS #	By the end of the year, 45% of students will have met their growth goal on Reading assessments such as MAP and STAAR.	We will ensure that vocabulary and comprehension are key components to reading instruction.	Instructional Coach Administration	
		Quarterly KPIs	By the end of the first quarter, 40% of students will have met expected Reading growth.		
			By the end of the second quarter, 42% of students will have met expected Reading growth.		
			By the end of the third quarter, 43% of students will have met expected Reading growth.		
			By the end of the fourth quarter, 45% of students will have met expected Reading growth.		
SL-2	PS #	By the end of the year, 45% of students will have met their growth goal on Math assessments such as MAP and STAAR.	We will incorporate a problem solving process that all students follow to work through word problems.	Instructional Coach Administration	
		Quarterly KPIs	By the end of the first quarter, 40% of students will have met expected Math growth.		
			By the end of the second quarter, 42% of students will have met expected Math growth.		
			By the end of the third quarter, 43% of students will have met expected Math growth.		
			By the end of the fourth quarter, 45% of students will have met expected Math growth.		
SL-3	PS #	By the end of the year,			
		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,		
SL-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, middle school students will have been offered at least 2 activities to support their choice and transition to high school.	We will ensure that planning and resources are used to support the activities and work around 8th grade students transitioning to middle school.	Counselor Administration	
	PS #	Quarterly KPIs	By the end of the first quarter, a plan will be shared regarding transition support to high school for the year.		
			By the end of the second quarter, middle school students will have been offered at least 1 activity to support their choice and transition to high school.		
			By the end of the third quarter, middle school students/parents will have met with the Counselor to discuss their choice and transition to high school.		
			By the end of the fourth quarter, middle school students will have been offered at least 2 activities to support their choice and transition to high school.		
PP-2		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,		
PP-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,		
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,		

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	PS #	By the end of the year, we will have an average of at least 17 parents present at family engagement sessions.	We will tailor some First Thursday and Principal Coffee topics to meet the needs and interests of our parents and families to support improved attendance of these sessions.	Administration	211- 6399 - \$846 211-6499 - \$846	
		Quarterly KPIs	By the end of the first quarter, we will have an average of 14 parents present at First Thursday informational sessions.			
			By the end of the second quarter, we will have an average of 15 parents present at First Thursday informational sessions.			
			By the end of the third quarter, we will have an average of 16 parents present at First Thursday informational sessions.			
			By the end of the fourth quarter, we will have an average of 17 parents present at First Thursday informational sessions.			
PE-2	PS #	By the end of the year, 60% of all teachers will rate PD offerings have met their professional needs.	We will utilize surveys and feedback forms from participants to rate the effectiveness of our campus PD offerings.	Administration		
		Quarterly KPIs	By the end of the first quarter, 40% of all teachers will rate PD offerings having met their professional needs.			
			By the end of the second quarter, 45% of all teachers will rate PD offerings having met their professional needs.			
			By the end of the third quarter, 50% of all teachers will rate PD offerings having met their professional needs.			
			By the end of the fourth quarter, 60% of all teachers will rate PD offerings having met their professional needs.			
PE-3	PS #	By the end of the year,				
		Quarterly KPIs	By the end of the first quarter,			
			By the end of the second quarter,			
			By the end of the third quarter,			
			By the end of the fourth quarter,			
PE-4	PS #	By the end of the year,				
		Quarterly KPIs	By the end of the first quarter,			
			By the end of the second quarter,			
			By the end of the third quarter,			
			By the end of the fourth quarter,			

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, attendance will be at 92%	Choose One	
DE-2	By the end of the first quarter,	Choose One	
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 end of the first quarter, 40% of students will have met expected Reading growth	Choose One	
SL-2	By the end of the first quarter, 40% of students will have met expected Math growth	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, a plan will be shared regarding transition support to high school for the year	Choose One	
PP-2	By the end of the first quarter,	Choose One	
PP-3	By the end of the first quarter,	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, we will have an average of 14 parents present at First Thursday informational sessions	Choose One	
PE-2	By the end of the first quarter, 40% of all teachers will rate PD offerings having met their professional needs	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, attendance will be at 93%	Choose One	
DE-2	By the end of the second quarter,	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, 42% of students will have met expected Reading growth	Choose One	
SL-2	By the end of the second quarter, 42% of students will have met expected Math growth	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, middle school students will have been offered at least 1 activity to support their choice and transition to high school.	Choose One	
PP-2	By the end of the second quarter,	Choose One	
PP-3	By the end of the second quarter,	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, we will have an average of 15 parents present at First Thursday informational sessions.	Choose One	
PE-2	By the end of the second quarter, 45% of all teachers will rate PD offerings having met their professional needs.	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, attendance will be at 94%	Choose One	
DE-2	By the end of the third quarter,	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, 43% of students will have met expected Reading growth	Choose One	
SL-2	By the end of the third quarter, 43% of students will have met expected Math growth	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, middle school students/parents will have met with the Counselor to discuss their choice and transition to high school.	Choose One	
PP-2	By the end of the third quarter,	Choose One	
PP-3	By the end of the third quarter,	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, we will have an average of 16 parents present at First Thursday informational sessions.	Choose One	
PE-2	By the end of the third quarter, 50% of all teachers will rate PD offerings having met their professional needs.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, attendance will be at 95%	Choose One	
DE-2	By the end of the fourth quarter,	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, 45% of students will have met expected Reading growth	Choose One	
SL-2	By the end of the fourth quarter, 45% of students will have met expected Math growth	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, middle school students will have been offered at least 2 activities to support their choice and transition to high school	Choose One	
PP-2	By the end of the fourth quarter,	Choose One	
PP-3	By the end of the fourth quarter,	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, we will have an average of 17 parents present at First Thursday informational sessions	Choose One	
PE-2	By the end of the fourth quarter, 60% of all teachers will rate PD offerings having met their professional needs	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year we will increase attendance to 95%.	Choose One	
DE-2	By the end of the year,	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, 45% of students will have met their growth goal on Reading assessments such as MAP and STAAR	Choose One	
SL-2	By the end of the year, 45% of students will have met their growth goal on Math assessments such as MAP and STAAR	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, middle school students will have been offered at least 2 activities to support their choice and transition to high school.	Choose One	
PP-2	By the end of the year,	Choose One	
PP-3	By the end of the year,	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, we will have an average of at least 17 parents present at family engagement sessions.	Choose One	
PE-2	By the end of the year, 60% of all teachers will rate PD offerings have met their professional needs.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Natasha Dennis	Principal		
Brayden Boren	Assistant Principal		
Anna Narvaiz	Teacher		
Carlissa Alonso	Teacher		
Erica Rocha	Teacher		
Jasmine Lafuente	Teacher		
Lisa Dunne	Parent		
Christina Escobedo	Parent		
Selina Guardia	Business Owner		
Renee Nava	Paraprofessional		
Maribell Mora	Paraprofessional		
Ashley Bird	1882 Partner Representative		

--	--	--	--	--

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
Steele Montessori Academy	15907- 166
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Melissa Alcala
Principal	SAISD Board Approval Date
Natasha Dennis	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
September 5, 2024	September 13, 2024

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

Title I Campus Program Requirements

Title I Campus Program Requirements

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

Title I Compliance Documentation and Submissions

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

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

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		