

Campus Improvement Plan

2024 - 2025



Mission Academy

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

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

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

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

SAISD 2024-2025 Board Goals

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

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

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

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

SAISD 2024-2025 Campus Goals

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

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

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

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

| CNA Meeting Dates | Meeting Topics and Actions |
|-------------------|---|
| Meeting #1 | Campus needs were identified using multiple data sources. Primarily, we used the Insight Survey, Parent Survey, Student Survey, STAAR results, MAP data, student discipline reports, attendance reports, and 2023-24 CNA/CIP. |
| Meeting #2 | Campus needs were identified using multiple data sources. Primarily, we used the Insight Survey, Parent Survey, Student Survey, STAAR results, MAP data, student discipline reports, attendance reports, and 2023-24 CNA/CIP. |

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

Comprehensive Needs Assessment Process

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

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

Comprehensive Needs Assessment Process

Demographics

| | | | | | | | |
|-----------------------------------|---|-----------------------------------|---|-------------------------------|---|------------------------------|---|
| At-Risk Rates (Branching Minds) | x | Student Graduation/Promotion Rate | | Bilingual Service Records | | Anecdotal data from programs | x |
| 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 | | Other (Indicate to the Right) | x | | |

Student Learning

| | | | | | | | |
|-------------------------------|---|---------------------------------|---|-------------------------------|---|-----------------|---|
| STAAR/EOC Results | x | Local Benchmark Results | x | State Interim Results | x | 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 | x |
| Other (Indicate to the Right) | | Quarterly Averages | | Other (Indicate to the Right) | | | |

Processes and Programs

| | | | | | | | |
|-----------------------------------|---|---------------------------------|---|--|---|----------------------------|---|
| Observational Data | x | Sign-Ins / Minutes | x | Calendar of Events | x | RDA (PBMA) Reports | |
| Tutoring/Enrichment Opportunities | | MTSS Data | x | 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 | x | 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 | Mission Academy's attendance rate has dropped to 92.11% for the 2023-24 academic year from 94.71 and 95.41 in 2020, 2021 academic years |
| | RC DE-1 | Data systems do not exist to track attendance, and interventions. The data is not regularly reviewed to identify trends to adapt accordingly. (3.2d) |
| Student Discipline | PS DE-2 | 84% of parents responded that "if a student is bullied at my child's school, I feel they are supported by campus administration and staff." This is 4% points below SAISD average. |
| | RC DE-2 | Campus leaders must establish and ensure that all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity. (3.1) |
| 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 | | |

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 | STAAR data indicates that as a campus we have the potential to increase our Meets and Masters scores on the RLA STAAR test from 50% in 23-24 to 62% in 24-25. |
| | RC SL-1 | Campus instructional leaders must facilitate a consistent process for teachers, individually and in PLC's, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond. (5.3) |
| Grade Level Readiness | PS SL-2 | STAAR math scores indicate that only 37% of our 3rd-8th grade students are performing on grade-level. |
| | RC SL-2 | Campus instructional leaders must facilitate a consistent process for teachers, individually and in PLC's, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.(5.3) |
| Grade Level Readiness | PS SL-3 | STAAR and MAP data reveals that the Instructional Leadership team must ensure that PLC is used for data analysis, planning of lessons and interventions, lesson internalization, and professional development to ensure that lessons, activities, and assessments are on-level, targeted, scaffolded, enriched, and culturally relevant for our students. The ILT must attend professional development in order to provide staff with best practices. |
| | RC SL-3 | Campus leaders must provided training, support, and opportunities to attend PD so that teachers can consistently implement content specific best practices. (5.1) |
| Grade Level Readiness | PS SL-4 | According to 2024 STAAR data, 42% of our students are performing on grade level in RLA, Math, Science, and Social Studies. |
| | RC SL-4 | Teachers must have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations. (4.1) |

| | | |
|--|--|--|
| Strengths & Areas for Improvement Based on your Data Analysis | | |
|--|--|--|

Comprehensive Needs Assessment - Student Learning

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

Processes & Programs (Minimum 2 Areas)

| Area Examined | Problem Statements and Root Causes | |
|--|------------------------------------|--|
| Enrichment Opportunities | PS PP-1 | On the SAISD Student Survey, 56% of students reported that they believe that instruction at Mission Academy "is likely to change their level of intelligence. Parents, on the Parent Survey, responded favorably to "...school is preparing him/her for the next academic year." The Insight Survey revealed that 77% of teachers believe that "students can achieve the academic standards for their grade level. |
| | RC PP-1 | The ILT must conduct consistent classroom observations to generate feedback loops with instructional staff for continuous improvement (1.1c) |
| Teacher PD | PS PP-2 | Mission Academy teacher response to the Professional Development Domain on the Insight survey yielded a 6.5 index score. This was below the SAISD top quartile index score of 7.1. |
| | RC PP-2 | Campus leaders must provide professional development and review lesson plans and give feedback to ensure lesson activities are in alignment with the objective of lesson as well as content-specific research-based instructional strategies. Campus leaders must attend professional development to train staff. (4.1d) |
| Teacher Leadership | PS PP-3 | 9% of teachers reported "put me in charge of something important" as a retention strategy used by campus administration. |
| | RC PP-3 | Targeted and personalized strategies must be employed to retain high performing staff to include leadership opportunities and recognition (2.1c) |
| Behavioral / SEAD Needs | PS PP-4 | 85% of teacher responded favorably to "My school has involved teachers in efforts to improve our school culture." 15% of the responded ranged from somewhat agree (12%) to disagree (3%). |
| | RC PP-4 | Campus leaders must develop teachers to build a sense of belonging in their classrooms through setting high expectations, soliciting, and responding to student feedback, and providing equitable opportunities for classroom participation. (3.1b) |
| Strengths & Areas for Improvement Based on your Data Analysis | | |

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 | |
|--|------------------------------------|---|
| Student Survey Results | PS PE-1 | 51% of Mission Academy students responded favorably to the Sense of Belonging domain on the Student Survey. |
| | RC PE-1 | Campus leaders will develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation. (3.1a) |
| Staff Survey Results | PS PE-2 | 77% of teachers responded favorably to "there is low tolerance for ineffective teaching at my school". 5% points below the SAISD top quartile. |
| | RC PE-2 | Campus leaders must use established tools and processes to conduct observations, capture trends, and track progress of teachers over time. 5.2a |
| Parent Engagement Attendance | PS PE-3 | 90% of parents responded favorably to "My child's school offers family engagement activities at various days and times to accommodate family". 3% points below the SAISD top quartile. |
| | RC PE-3 | The campus leadership team must schedule community meetings both on and off-campus in the languages of the community at varying times throughout the school year to engage families in discussions to ensure that parents are full partners in their child's education. |
| Teacher Support | PS PE-4 | 77% of teachers believe that school leaders provide "the support I need to maintain high standards for student behavior in my classroom." 5% points below the SAISD top quartile. |
| | RC PE-4 | Campus leaders must establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity. 3.1c |
| Strengths & Areas for Improvement Based on your Data Analysis | | |

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) |
|------|------------|---|---|----------------------|
| DE-1 | | By the end of the 2024-25 year, Mission Academy will improve attendance rate to 94%. | During the 24-25 academic year the Attendance Committee will meet bi-weekly to discuss attendance data, analyze information, and implement plans of action to result in a 94% daily attendance rate by the end of year. | |
| | PS # | Quarterly KPIs | By the end of the first quarter, student attendance will be at least 94%. | |
| | | | By the end of the second quarter, student attendance will be at least 94%. | |
| | | | By the end of the third quarter, student attendance will be at least 94%. | |
| | | | By the end of the fourth quarter, student attendance will be at least 94%. | |
| DE-2 | | By the end of the year, Mission Academy will rank in the SAISD top quartile for "feeling supported by | Mission Academy leadership team will select and adopt an anti-bullying course/modules to use as a restrative strategy for students who engage in bullying behaviors. | Counselor, Assistant |
| | PS # | Quarterly KPIs | By the end of the first quarter, curriculum will have been adopted. | |
| | | | By the end of the second quarter, the curriculum will be implemented. | |
| | | | By the end of the third quarter, the curriculum will be implemented. | |
| | | | By the end of the fourth quarter, the curriculum will be implemented. | |
| 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 | 1,3 | By the end of the year, increase the number of students performing on grade-level in reading by 12% | Mission Academy leadership team will provide access to high-quality instructional resources to effectively provide enrichment activities and support to students to deepen content mastery. | Instructional leadership team | 211-\$12000.00 Sirius STAAR Materials |
| | PS # | Quarterly KPIs | By the end of the first quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the second quarter, Mission Academy on-level scores on CBA's will demonstrate a 6% increase over our on-level STAAR scores from 2024. | | |
| | 1 | | By the end of the third quarter, Mission Academy on-level scores on CBA's will demonstrate a 9% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the fourth quarter, Mission Academy on-level scores on STAAR will demonstrate a 12% increase over our on-level STAAR scores from 2024. | | |
| SL-2 | 2 | By the end of the 24-25 academic year, students scoring on grade-level on the math STAAR will increase by 13%. | Mission Academy leadership team will provide access to high-quality instructional resources to effectively provide enrichment activities and support to students to deepen content mastery. | Instructional leadership team | |
| | PS # | Quarterly KPIs | By the end of the first quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the second quarter, Mission Academy on-level scores on CBA's will demonstrate a 6% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the third quarter, Mission Academy on-level scores on CBA's will demonstrate a 9% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the fourth quarter, Mission Academy on-level scores on STAAR will demonstrate a 13% increase over our on-level STAAR scores from 2024. | | |
| SL-3 | 1 | By the end of the 24-25 year, the ILT will ensure that PLC is running optimally, utilizing research-based best practices, resulting student academic and social and emotional growth. | Mission Academy leadership team will provide access to high-quality, research-based professional development on effective data analysis, data-driven instruction, and high-leverage instructional strategies to ensure that students receive instruction on grade level and above. | Instructional leadership team | |
| | PS # | Quarterly KPIs | By the end of the first quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the second quarter, Mission Academy on-level scores on CBA's will demonstrate a 6% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the third quarter, Mission Academy on-level scores on CBA's will demonstrate a 9% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the fourth quarter, Mission Academy on-level scores on CBA's will demonstrate a 13% increase over our on-level STAAR scores from 2024. | | |
| SL-4 | 1,2,3 | By the end of the 24-25 academic year, 52% of Mission Academy students will be on or above grade-level according to STAAR tests in all subjects. | Mission Academy leadership team will provide access to high-quality instructional resources to effectively provide enrichment activities and support to students to deepen content mastery. | Instructional leadership team | |
| | PS # | Quarterly KPIs | By the end of the first quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the second quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the third quarter, Mission Academy on-level scores on CBA's will demonstrate a 9% increase over our on-level STAAR scores from 2024. | | |
| | | | By the end of the fourth quarter, Mission Academy on-level scores on CBA's will demonstrate a 13% increase over our on-level STAAR scores from 2024. | | |

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 | PS # | Quarterly KPIs | By the end of the year, students will be exposed to enrichment activities and lesson extensions to | Instructional leaders will consistently use data tracking tools to gather that and quickly make instructional adjustments to monitor efficacy of lesson enrichment. Resulting in increased student confidence and on- | | |
| | | | By the end of the first quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024. | | | |
| | | | By the end of the second quarter, Mission Academy on-level scores on CBA's will demonstrate a 6% increase over our on-level STAAR scores from 2024. | | | |
| | | | By the end of the third quarter, Mission Academy on-level scores on CBA's will demonstrate a 9% increase over our on-level STAAR scores from 2024. | | | |
| | | | By the end of the fourth quarter, Mission Academy on-level scores on CBA's will demonstrate a 13% increase over our on-level STAAR scores from 2024. | | | |
| PP-2 | PS # | Quarterly KPIs | By the end of the 24-25 academic year, the instructional leadership team will align all professional development campus goals and the TTESS rubric to promote professional growth that | The instructional leadership team and teacher leaders will assess professional development to ensure it is aligned to campus goals, supports professional growth, promotes student achievement. | | |
| | | | By the end of the first quarter, teachers will understand the metric and process for the state MTI designation. | | | |
| | | | By the end of the second quarter, teachers will set professional goals that support student growth and achievement. | | | |
| | | | By the end of the third quarter, teachers will assess progress towards professional growth goals, student achievement, and make any necessary adjustments to ensure goals are attained. | | | |
| | | | By the end of the fourth quarter, Mission Academy will have at least 5 more MTI designated Master Teachers. | | | |
| PP-3 | PS # | Quarterly KPIs | By the end of the 24-25 year, high-performing teachers will be identified and recognized based on improved student outcomes and willingness to learn and develop, resulting in a 20% increase on the | The campus advisory council will adopt criteria for selecting high-performing teachers. Additionally, the CAC will determine how the teachers will be recognized. | | |
| | | | By the end of the first quarter, the leadership time will recognize at least 5 teachers for being high-performing and improving student outcomes. | | | |
| | | | By the end of the second quarter, the leadership time will recognize at least 5 teachers for being high-performing and improving student outcomes. | | | |
| | | | By the end of the third quarter, the leadership time will recognize at least 5 teachers for being high-performing and improving student outcomes. | | | |
| | | | By the end of the fourth quarter, the leadership time will recognize at least 5 teachers for being high-performing and improving student outcomes. | | | |
| PP-4 | PS # | Quarterly KPIs | By the end of the year, | | | |
| | | | 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 | PS # | <p>By the end of the year, 61% of student respondents will answer favorably to "Sense of Belonging" on the Student Survey.</p> <p>Quarterly KPIs</p> | <p>The campus counselor will conduct guidance lessons that focus on the 6 pillars of character, bullying, suicide prevention, and conflict resolution.</p> | | |
| | | | <p>By the end of the first quarter, the campus counselor will have facilitated guidance lessons on bullying</p> | | |
| | | | <p>By the end of the second quarter, the campus counselor will have facilitated guidance lessons on suicide prevention.</p> | | |
| | | | <p>By the end of the third quarter, the campus counselor will have facilitated guidance lessons on conflict resolution and character.</p> | | |
| | | | <p>By the end of the fourth quarter, 61% of student respondents will answer favorably to "Sense of Belonging" on the Student Survey</p> | | |
| PE-2 | PS # | <p>By the end of the year, 87% of teachers will respond favorably to "there is low tolerance for ineffective teaching at my school". Placing Mission Academy in the SAISD top quartile.</p> <p>Quarterly KPIs</p> | <p>The instructional leadership team will ensure that feedback to teachers is aligned across the team, concise, and targeted to refine teacher efficacy and improve student performance.</p> | | |
| | | | <p>By the end of the first quarter, the ILT will conduct WT's together to calibrate look-fors and feedback.</p> | | |
| | | | <p>By the end of the second quarter, the ILT will use the feedback tool to ensure alignment and monitoring of feedback and implementation.</p> | | |
| | | | <p>By the end of the third quarter, the ILT will use the feedback tool to ensure alignment and monitoring of feedback and implementation</p> | | |
| | | | <p>By the end of the fourth quarter, the ILT will use the feedback tool to ensure alignment and monitoring of feedback and implementation</p> | | |
| PE-3 | PS # | <p>By the end of the year, 95% of parents will respond favorably to "My child's school offers family engagement activities at various days and times to accommodate family". Placing Mission Academy in the SAISD top quartile.</p> <p>Quarterly KPIs</p> | <p>Mission Academy leadership team will plan and promote community outreach events to ensure that parents and guardians have access to faculty and staff.</p> | | |
| | | | <p>By the end of the first quarter, Mission Academy will host at least two community outreach events.</p> | | |
| | | | <p>By the end of the second quarter, Mission Academy will host at least two community outreach events.</p> | | |
| | | | <p>By the end of the third quarter, Mission Academy will host at least two community outreach events.</p> | | |
| | | | <p>By the end of the fourth quarter, Mission Academy will host at least two community outreach events.</p> | | |
| PE-4 | PS # | <p>By the end of the year, 87% of teachers will respond that school leaders provide "the support I need to maintain high standards for student behavior in my classroom". Placing Mission Academy in the SAISD top quartile.</p> <p>Quarterly KPIs</p> | <p>Administrators and PBIS team will ensure that all staff members and students understand behavior expectations in every part of the building.</p> | | |
| | | | <p>By the end of the first quarter, the PBIS team will implement a system for rewarding positive behavior.</p> | | |
| | | | <p>By the end of the second quarter, the PBIS team will implement a system for rewarding positive behavior.</p> | | |
| | | | <p>By the end of the third quarter, the PBIS team will implement a system for rewarding positive behavior.</p> | | |
| | | | <p>By the end of the fourth quarter, the PBIS team will implement a system for rewarding positive behavior.</p> | | |

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, student attendance will be at least 94%. | Choose One | |
| DE-2 | By the end of the first quarter, curriculum will have been adopted. | 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, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024 | Choose One | |
| SL-2 | By the end of the first quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024 | Choose One | |
| SL-3 | By the end of the first quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024 | Choose One | |
| SL-4 | By the end of the first quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024 | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PP-1 | By the end of the first quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024 | Choose One | |
| PP-2 | By the end of the first quarter, teachers will understand the metric and process for the state MTI designation | Choose One | |
| PP-3 | By the end of the first quarter, the leadership team will recognize at least 5 teachers for being high-performing and improving student outcomes | 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, the campus counselor will have facilitated guidance lessons on bullying | Choose One | |
| PE-2 | By the end of the first quarter, the ILT will conduct WT's together to calibrate look-fors and feedback | Choose One | |
| PE-3 | By the end of the first quarter, Mission Academy will host at least two community outreach events | Choose One | |
| PE-4 | By the end of the first quarter, the PBIS team will implement a system for rewarding positive behavior | 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, student attendance will be at least 94%. | Choose One | |
| DE-2 | By the end of the second quarter, the curriculum will be implemented. | 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, Mission Academy on-level scores on CBA's will demonstrate a 6% increase over our on-level STAAR scores from 2024 | Choose One | |
| SL-2 | By the end of the second quarter, Mission Academy on-level scores on CBA's will demonstrate a 6% increase over our on-level STAAR scores from 2024 | Choose One | |
| SL-3 | By the end of the second quarter, Mission Academy on-level scores on CBA's will demonstrate a 6% increase over our on-level STAAR scores from 2024 | Choose One | |
| SL-4 | By the end of the second quarter, Mission Academy on-level scores on CBA's will demonstrate a 3% increase over our on-level STAAR scores from 2024 | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PP-1 | By the end of the second quarter, Mission Academy on-level scores on CBA's will demonstrate a 6% increase over our on-level STAAR scores from 2024 | Choose One | |
| PP-2 | By the end of the second quarter, teachers will set professional goals that support student growth and achievement | Choose One | |
| PP-3 | By the end of the second quarter, the leadership time will recognize at least 5 teachers for being high-performing and improving student outcomes | Choose One | |
| PP-4 | By the end of the second quarter, | Choose One | |

PERCEPTIONS

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PE-1 | By the end of the second quarter, the campus counselor will have facilitated guidance lessons on suicide prevention | Choose One | |
| PE-2 | By the end of the second quarter, the ILT will use the feedback tool to ensure alignment and monitoring of feedback and implementation | Choose One | |
| PE-3 | By the end of the second quarter, Mission Academy will host at least two community outreach events | Choose One | |
| PE-4 | By the end of the second quarter, the PBIS team will implement a system for rewarding positive behavior | 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, student attendance will be at least 94%. | Choose One | |
| DE-2 | By the end of the third quarter, the curriculum will be implemented. | 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, Mission Academy on-level scores on CBA's will demonstrate a 9% increase over our on-level STAAR scores from 2024 | Choose One | |
| SL-2 | By the end of the third quarter, Mission Academy on-level scores on CBA's will demonstrate a 9% increase over our on-level STAAR scores from 2024 | Choose One | |
| SL-3 | By the end of the third quarter, Mission Academy on-level scores on CBA's will demonstrate a 9% increase over our on-level STAAR scores from 2024 | Choose One | |
| SL-4 | By the end of the third quarter, Mission Academy on-level scores on CBA's will demonstrate a 9% increase over our on-level STAAR scores from 2024 | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PP-1 | By the end of the third quarter, Mission Academy on-level scores on CBA's will demonstrate a 9% increase over our on-level STAAR scores from 2024 | Choose One | |
| PP-2 | By the end of the third quarter, teachers will assess progress towards professional growth goals, student achievement, and make any necessary adjustments to | Choose One | |
| PP-3 | By the end of the third quarter, the leadership time will recognize at least 5 teachers for being high-performing and improving student outcomes | Choose One | |
| PP-4 | By the end of the third quarter, | Choose One | |

PERCEPTIONS

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PE-1 | By the end of the third quarter, the campus counselor will have facilitated guidance lessons on conflict resolution and character | Choose One | |
| PE-2 | By the end of the third quarter, the ILT will use the feedback tool to ensure alignment and monitoring of feedback and implementation | Choose One | |
| PE-3 | By the end of the third quarter, Mission Academy will host at least two community outreach events | Choose One | |
| PE-4 | By the end of the third quarter, the PBIS team will implement a system for rewarding positive behavior | Choose One | |

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

Fourth Quarterly Review

DEMOGRAPHICS

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| DE-1 | By the end of the fourth quarter, student attendance will be at least 94%. | Choose One | |
| DE-2 | By the end of the fourth quarter, the curriculum will be implemented. | 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, Mission Academy on-level scores on STAAR will demonstrate a 12% increase over our on-level STAAR scores from 2024. | Choose One | |
| SL-2 | By the end of the fourth quarter, Mission Academy on-level scores on STAAR will demonstrate a 13% increase over our on-level STAAR scores from 2024. | Choose One | |
| SL-3 | By the end of the fourth quarter, Mission Academy on-level scores on CBA's will demonstrate a 13% increase over our on-level STAAR scores from 2024. | Choose One | |
| SL-4 | By the end of the fourth quarter, Mission Academy on-level scores on CBA's will demonstrate a 13% increase over our on-level STAAR scores from 2024. | Choose One | |

PROCESSES & PROGRAMS

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|------|--|------------|-----------------------|
| PP-1 | By the end of the fourth quarter, Mission Academy on-level scores on CBA's will demonstrate a 13% increase over our on-level STAAR scores from 2024. | Choose One | |
| PP-2 | By the end of the fourth quarter, Mission Academy will have at least 5 more MTI designated Master Teachers. | Choose One | |
| PP-3 | By the end of the fourth quarter, the leadership team will recognize at least 5 teachers for being high-performing and improving student outcomes. | 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, 61% of student respondents will answer favorably to "Sense of Belonging" on the Student Survey. | Choose One | |
| PE-2 | By the end of the fourth quarter, the ILT will use the feedback tool to ensure alignment and monitoring of feedback and implementation. | Choose One | |
| PE-3 | By the end of the fourth quarter, Mission Academy will host at least two community outreach events. | Choose One | |
| PE-4 | By the end of the fourth quarter, the PBIS team will implement a system for rewarding positive behavior. | 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 2024-25 year, Mission Academy will improve attendance rate to 94%. | Choose One | |
| DE-2 | By the end of the year, Mission Academy will rank in the SAISD top quartile for "feeling supported by administration if their child reports bullying" in the parent | 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, increase the number of students performing on grade-level in reading by 12%. | Choose One | |
| SL-2 | By the end of the 24-25 academic year, students scoring on grade-level on the math STAAR will increase by 13%. | Choose One | |
| SL-3 | By the end of the 24-25 year, the ILT will ensure that PLC is running optimally, utilizing research-based best practices resulting student academic and social and | Choose One | |
| SL-4 | By the end of the 24-25 academic year, 52% of Mission Academy students will be on or above grade-level according to STAAR tests in all subjects. | Choose One | |

PROCESSES & PROGRAMS

| GPS | Performance Objective | Rating | Findings / Next Steps |
|------|---|------------|-----------------------|
| PP-1 | By the end of the year, students will be exposed to enrichment activities and lesson extensions to support a deeper understanding of core content | Choose One | |
| PP-2 | By the end of the 24-25 academic year, the instructional leadership team will align all professional development campus goals and the TTESS rubric to promote | Choose One | |
| PP-3 | By the end of the 24-25 year, high-performing teachers will be identified and recognized based on improved student outcomes and willingness to learn and | 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, 61% of student respondents will answer favorably to "Sense of Belonging" on the Student Survey | Choose One | |
| PE-2 | By the end of the year, 87% of teachers will respond favorably to "there is low tolerance for ineffective teaching at my school". Placing Mission Academy in the | Choose One | |
| PE-3 | By the end of the year, 95% of parents will respond favorably to "My child's school offers family engagement activities at various days and times to accommodate | Choose One | |
| PE-4 | By the end of the year, 87% of teachers will respond that school leaders provide "the support I need to maintain high standards for student behavior in my | Choose One | |

Committee Members

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

Committee Members

| Name | Role | Name | Role |
|---------------------------|-----------------|------|------|
| Adrian Hid | Principal | | |
| Netolli Acosta | AP | | |
| Liana Martinez | IC | | |
| Michael Neimeyer | Teacher | | |
| Cassandra Salazar | Teacher | | |
| Claudia Garza | Teacher | | |
| Brandi Castro | Teacher | | |
| Lisa Gutierrez | Teacher | | |
| Jeannette Barrera | Librarian | | |
| Laura Benavidez-Dominguez | Teacher | | |
| Eric Trevino | Teacher | | |
| Victoria Saenz | Teacher | | |
| Patricia Villarreal | Teacher | | |
| Jennifer Ramirez | Teacher | | |
| Diana Aparicio | Parent | | |
| Alejandro Vasquez | Parent | | |
| Donnica Torres | Business Member | | |
| | | | |
| | | | |
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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 |
|-----------------------------------|-----------------------------------|
| Mission Academy | 15907- ### |
| Superintendent | Assistant Superintendent |
| Dr. Jaime Aquino | Dr. Sharene Dixon |
| Principal | SAISD Board Approval Date |
| Adrian Hid | |
| Date #1 Presented to Stakeholders | Date #2 Presented to Stakeholders |
| | |

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 - | | | | | | | |
| 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 | | Social and Emotional Support | x | Student Attendance | x | Transition PK to K | |
| Quality of Learning Environment | x | CCMR - Secondary | | MTSS – Behavioral Interventions | | Federally Funded Staff | |
| Equitable Availability of the Campus Improvement Plan to Parents | | | | Equitable Availability of the School-Parent Compact to Parents | | | |
| Physical Locations of the Plan | Mission Academy main office | | | Physical Locations of the Compact | Mission Academy main office | | |
| Languages Available | English | | | Languages Available | English and Spanish | | |
| URL to Online Version | https://schools.saisd.net/page/210.homepage | | | URL to Online Version | https://schools.saisd.net/page/210.homepage | | |
| Equitable Availability of Parent-Family Engagement Policy to Parents | | | | | | | |
| Physical Locations of the Policy | Mission Academy main office | | | How and When was the PFE Policy Distributed | | | |
| Languages Available | English and Spanish | | | | | | |
| URL to Online Version | https://schools.saisd.net/page/210.homepage | | | | | | |

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 checked="" type="checkbox"/> | At-Risk Support | Physical Locations of the Plan | Main office | | |
| <input type="checkbox"/> | CCMR - Secondary | Languages Available | English and Spanish | | |
| <input type="checkbox"/> | Dropout Prevention (Secondary) | URL to Online Version | https://schools.saisd.net/page/210.homepage | | |
| <input checked="" type="checkbox"/> | Federally Funded Staff | Equitable Availability of Parent-Family Engagement Policy to Parents | | | |
| <input checked="" type="checkbox"/> | MTSS – Behavioral Interventions | Physical Locations of the Policy | Main office | | |
| <input checked="" type="checkbox"/> | Parent & Family Engagement | Languages Available | English and Spanish | | |
| <input type="checkbox"/> | Physical Activity | URL to Online Version | https://schools.saisd.net/page/210.homepage | | |
| <input checked="" type="checkbox"/> | Professional Development | Equitable Availability of the School-Parent Compact to Parents | | | |
| <input checked="" type="checkbox"/> | Quality of Learning Environment | Physical Locations of the Compact | Main office | | |
| <input checked="" type="checkbox"/> | Recruiting/Retaining Teachers | Languages Available | English and Spanish | | |
| <input checked="" type="checkbox"/> | Social and Emotional Support | URL to Online Version | https://schools.saisd.net/page/210.homepage | | |
| <input checked="" type="checkbox"/> | Student Attendance | How and When was the PFE Policy & School-Parent Compact Distributed | | | |
| <input checked="" type="checkbox"/> | Students Not On Grade Level | Method | Date | Method | Date |
| <input checked="" type="checkbox"/> | Support for Special Populations | | | | |
| <input type="checkbox"/> | Transition PK to K | | | | |
| <input checked="" 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 | |
| | 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 | X |
| | 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 | | |

| | | | | |
|--|--|---|----------------------|--|
| | | 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 | | |