Campus Improvement Plan
2024 - 2025

Carroll Early Childhood

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Vision, Mission, Core Values, and Core Beliefs

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 April 24, 2024	CAC members were divided into (4) groups as they reviewed artifacts and evidence of each measure: Demographics, Student Learning, Processes and Programs, and Perceptions. Members provided a summative rating for each area. Actions for the next meeting - The CAC will share out their findings with the Staff on May 2, 2024 for feedback and suggestions.
Meeting #2 May 2, 2024	CAC members presented to the Staff the data used from Meeting #1 and shared the Summative ratings of the current plan. The Staff provided feedback and suggestions. Each area was identified and Problem Statements were drafted for all (4) measures.
Meeting #3 May 8, 2024	CAC members finalized Problems Statements and Root causes of the CNA. They created the peformance objectives and drafted the strategies for the CIP. Actions for the next meeting - The CAC will share the proposed CNA and CIP at the next Staff meeting on May 23, 2024.
How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?	
The CAC used artifacts and evidence to review the CIP Performance Objectives and Strategies. This helped guided members to determine what areas were met, needed to be rolled over, or discontinued.	

Comprehensive Needs Assessment Process

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.

Demographics

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

Student Learning

STAAR/EOC Results		Local Benchmark Results		State Interim Results		MAP Data	x
CIRCLE Data	x	CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	x	Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

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

Perceptions

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

Comprehensive Needs Assessment - Demographics

	ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.	
	Demographics (Minimum 2 Areas)	
Area Examined		**Problem Statements and Root Causes**
Programs Student Outcomes	**PS DE-1**	According to Reading MAP Tier 1 Data, the Special Education population scored 18%, the Emergent Bilingual population scored 30%, and the Black students population scored 22%.
	RC DE-1	
Student Attendance	**PS DE-2**	According the 2023-2024 school year, the student attendance rate was at 89% with a campus goal of 90%.
	RC DE-2	There was not a campus tracking system that regularly addressed student trends and patterns.
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	**Strengths** - Attendance has increased in the past 2 school years. 84.2% in the 2022 school year. 87.2% in the 2023 school year. Attendance Opportunities provided to students in the last two school years have improved the Attendance rate. **Areas of Improvemen**t - The Attendance Committee will use a campus system to track and monitor student attendence.	

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.

Comprehensive Needs Assessment - Student Learning

		Student Learning (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
EOY Assessment Outcomes	**PS SL-1**	According to MAP Tier 1 Reading Instructional Level Data, K-2 students achieved 33% for Math, 28% for Reading English and 25% for Reading Spanish. When compared to the District Data, K-2 students achieved 44% in Math and 39% in Reading English and 54% in Reading Spanish.
	RC SL-1	Instruction did not connect within and across grade levels, resulting in a strategic progression of learning, so that new understandings are built on previous foundations.
EOY Assessment Outcomes	**PS SL-2**	According to Circle Tier 1 Reading Instructional Level Data, 4 year old students achieved 55% for Math and 35% for Reading. When compared to the District Data, 4 year old students achieved 30% in Math and 16% in Reading.
	RC SL-2	Instruction did not connect within and across grade levels, resulting in a strategic progression of learning, so that new understandings are built on previous foundations.
EOY Assessment Outcomes	**PS SL-3**	
	RC SL-3	
EOY Assessment Outcomes	**PS SL- 4**	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		**Strengths** - Weekly PLC time was scheduled for all teachers, K-2 Math Unit Assessments were provided, K-2 teachers tracked Math Skills taught. Universal Literacy intervention time built into the Master Schedule. **Areas of Improvement** - All teachers track skills taught for Reading and Math, Provide K-2 Reading Assessments, and Provided Daily Small Groups for Reading and Math as teachers track student progress. Provide Universal Literacy Intervention time for Pre-k 4 year olds.

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**	According to the Branching Minds system, 249 behavior referrals were reported in the 2022-2023 school year and 120 behavior referrals were reported in the 2023-2024 school year.
	RC PP-1	There was a lack of clear expectations, training and support for teachers to establish, implement, and maintain a productive classroom learning environment throughout the year.
Implementation of PD	**PS PP-2**	The campus provided Professional Development sessions to instructional staff, but did not regularly monitor the effectivness of the implementation process.
	RC PP-2	There was not a campus wide system to track and monitor the implementation of professional development provided to instructional staff.
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		**Strengths** - Teachers used the Branching Minds System to progress monitor and enter behavior incidents. **Areas of Improvement** - The campus staff should consistently reinforce and monitor the effectiveness and implementation of the PBIS system to promote positive behavior.

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.

Comprehensive Needs Assessment - Perceptions

Perceptions (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Parent Engagement Attendance	PS PE-1	Data from the 15 parent/family engagement opportunities showed low attendance at more than half of the events.
	RC PE-1	There was a lack of a campus wide communication system to inform parents/families about upcoming opportunities.
Engagement Opportunities	PS PE-2	According to the Branching Minds Data, 10% of students needed Tier 2 and Tier 3 behavioral and / or mental health support.
	RC PE-2	There was a lack parent/family engagement opportunities to provide students and families support in behavioral and/or mental health services.
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		**Strengths** - The campus started using Class Dojo mid - year to communicate with families. All classrooms showcased what they were learning at school at a Principal Coffee Session. **Areas of Improvement** - All staff will use the common campus communication system, communication posters will be hung outside the campus of upcoming events and opportunities, social media will be updated frequently.

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1-3	By the end of the year, MAP Tier 1 Data in Reading will show 30% or more for each the following special populations: Special Education, Emergent Bilinguals, and Black students.	Campus leaders, District instructional leaders, and / or Teacher leaders will provide professional development and/or instructional support that meets the needs for the special population groups. (ESF 5.1 c)	Leadership Team, Instructional Coach	**211-11-6399-00-240-30-000** $2,438.00 **199-11-6399-24-240-11-000** $29,687.99.99 **199-11-6399-00-240-11-000** $6,750.00
	Quarterly KPIs		By the end of the first quarter, instructional staff will have received PD training of instructional strategies and supports to use in the classroom.		
	PS # DE - 1		By the end of the second quarter, instructional staff will have received PD training of instructional strategies and supports to use in the classroom.		
	DE-1		By the end of the third quarter, instructional staff will have received PD training of instructional strategies and supports to use in the classroom.		
			By the end of the fourth quarter, instructional staff will have received PD training of instructional strategies and supports to use in the classroom.		
DE-2	4	By the end of the school year, the campus attendance rate will show 90% or higher.	The campus will provide recognition opportunities for all students in the areas of: daily attendance, weekly attendance, most improved attendance, and timeliness attendance. Attendance opportunities may include tickets to "The Knight Shoppe", Award Certificates, Attendance Wall Display, Attendance Tags, Attendance Luncheon, and Field Trip Experiences.(ESF 1.3e)	Leadership Team, CAC Members, Attendance Committee	**173-11-6499-11-240-11-000** $3,720.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, the Attendance Committee has a set schedule of meeting dates, used the campus tracking system to identify high absenteeism, and provided attendance opportunities for all students.		
			By the end of the second quarter, the Attendance Committee followed a set schedule of meeting dates, used the campus tracking system to identify high absenteeism, and provided attendance opportunities for all students.		
	DE-2		By the end of the third quarter, the Attendance Committee followed a set schedule of meeting dates, used the campus tracking system to identify high absenteeism, and provided attendance opportunities for all students.		
			By the end of the fourth quarter, the Attendance Committee followed a set schedule of meeting dates, used the campus tracking system to identify high absenteeism, and provided attendance opportunities for all students.		
DE-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,		
DE-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 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
Improvement – Student Learning SL-1	1-3	By the end of the school year, K-2 students will show 50% or more at Tier 1 in MAP Reading and Math.	K-2 teachers will utilize a campus tracking system and assessment calendar for Math and Reading to measure mastery of the grade - level standards. (ESF 4.1b)	Instructional Coach, Lead Teachers	**211-11-6399-00-240-30-000** $2,438.00 **199-11-6399-24-240-11-000** $29,687.99.99 **199-11-6399-00-240-11-000** $6,750.00
	PS # SL-1	**Quarterly KPIs**	By the end of the first quarter, teachers will follow the campus assessment calendar to administer Math and Reading Assessments. They will track mastery of grade - level standards using a common data tracker.		
			By the end of the second quarter, teachers will follow the campus assessment calendar to administer Math and Reading Assessments. They will track mastery of grade - level standards using a common data tracker. MOY MAP data will show 30% or more at Tier 1.		
			By the end of the third quarter, teachers will follow the campus assessment calendar to administer Math and Reading Assessments. They will track as track mastery of grade - level standards using a common data tracker.		
			By the end of the fourth quarter, teachers will follow the campus assessment calendar to administer Math and Reading Assessments. They continued to track mastery of grade - level standards using the campus common data tracker. EOY MAP data will show 50% or more at Tier 1.		
SL-2	1-3	By the end of the school year, K-2 students will show 50% or more at Tier 1 in MAP Reading and Math.	Daily Small Group inteventions will be provided for a minimum of 30 minutes in Math and Reading, to include a minimum of 2 days of 1 hour After School Tutoring in the Fall and Spring Semester for Tier 2 and Tier 3 students. (ESF 5.4a)	Leadership Team, Instructional Coach, Administrative Assistant (Tutoring)	**211-11-6399-00-240-30-000** $2,438.00 **199-11-6399-24-240-11-000** $29,687.99.99 **199-11-6399-00-240-11-000** $6,750.00
	PS # SL-1	**Quarterly KPIs**	By the end of the first quarter, teachers will progress monitor and track student growth from Small Group instruction and After - School Tutoring. Data will be shared at PLCs with the Instructional Coach and Leadership Team. Data will be displayed in the Data Room and Student Trackers.		
			By the end of the second quarter, teachers will progress monitor and track student growth from Small Group instruction and After - School Tutoring. Data will be shared at PLCs with the Instructional Coach and Leadership Team. Data will be displayed in the Data Room and Student Trackers.		
			By the end of the third quarter, teachers will progress monitor and track student growth from Small Group instruction and After - School Tutoring. Data will be shared at PLCs with the Instructional Coach and Leadership Team. Data will be displayed in the Data Room and Student Trackers.		
			By the end of the fourth quarter, teachers will progress monitor and track student growth from Small Group instruction and After - School Tutoring. Data will be shared at PLCs with the Instructional Coach and Leadership Team. Data will be displayed in the Data Room and Student Trackers.		
SL-3	1-3	By the end of the school year, K-2 students will show 50% or more at Tier 1 in MAP Reading and Math.	Campus Instructional Leaders, District Instructional Leaders, and/or Teachers will provide a minimum of (2) Quarterly Professional Development sessions that can include content - specific skills and instructional strategies in Math and Reading. (ESF 5.1a)	Leadership Team, Instructional Coach	**211-11-6399-00-240-30-000** $2,438.00 **199-11-6399-24-240-11-000** $29,687.99.99 **199-11-6399-00-240-11-000** $6,750.00
	PS # SL-1	**Quarterly KPIs**	By the end of the first quarter, Instructional Staff will have received Professional Development in Math and / or Reading.		
			By the end of the second quarter, Instructional Staff will have received Professional Development in Math and / or Reading.		
			By the end of the third quarter, Instructional Staff will have received Professional Development in Math and / or Reading.		
			By the end of the fourth quarter, Instructional Staff will have received Professional Development in Math and / or Reading.		
SL-4	1-3	By the end of the school year, K-2 students will show 50% or more at Tier 1 in MAP Reading and Math.	Teachers will have weekly scheduled PLC time to internalize and / or prepare lessons, review instructional materials, analyze student data, review and evaluate student work samples, collaborate, and receive instructional feedback. (ESF 5.3b)	Leadership Team, Instructional Coach	**211-11-6399-00-240-30-000** $2,438.00 **199-11-6399-24-240-11-000** $29,687.99.99 **199-11-6399-00-240-11-000** $6,750.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared lessons, reviewed curriculum and instructional materials for grade - level alignment, shared instructional practices, analyzed student data, used the student work protocol, collaborated, and received feedback on instruction.		
			By the end of the second quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared lessons, reviewed curriculum and instructional materials for grade - level alignment, shared instructional practices, analyzed student data, used the student work protocol, collaborated, and received feedback on instruction.		

SL-5	SL-1	**Quarterly KPIs**	By the end of the third quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared lessons, reviewed curriculum and instructional materials for grade - level alignment, shared instructional practices, analyzed student data, used the student work protocol, collaborated, and received feedback on instruction.		
			By the end of the fourth quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared lessons, reviewed curriculum and instructional materials for grade - level alignment, shared instructional practices, analyzed student data, used the student work protocol, collaborated, and received feedback on instruction.		
	1-3	By the end of the year, Pre-K 4 students will show 60% or more at Tier 1 in Circle Math and Reading.	Daily Small Group inteventions will be provided in Reading and Math. (ESF 5.4a)	Leadership Team, Instructional Coach	**211-11-6399-00-240-30-000** $2,438.00 **199-11-6399-24-240-11-000** $29,687.99.99 **199-11-6399-00-240-11-000** $6,750.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, student progress will be tracked weekly to show small group interventions in Reading and Math.		
			By the end of the second quarter, student progress will be tracked weekly to show small group interventions in Reading and Math.		
	SL-2		By the end of the third quarter, student progress will be tracked weekly to show small group interventions in Reading and Math.		
			By the end of the fourth quarter, student progress will be tracked weekly to show small group interventions in Reading and Math.		
SL-6	1-3	By the end of the year, Circle Tier 1 Data will show 60% or more in Math and Reading.	Campus leaders, District Instructional Leaders, and/or Teachers will provide a minimum of (2) quartely Professional Development sessions that can include content - specific skills and instructional strategies in Math and Reading.(ESF 5.1a)	Leadership Team, Instructional Coach	**211-11-6399-00-240-30-000** $2,438.00 **199-11-6399-24-240-11-000** $29,687.99.99 **199-11-6399-00-240-11-000** $6,750.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, Instruction staff will have received Professional Development in Math and/or Reading.		
			By the end of the second quarter, will have received Professional Development in Math and / or Reading.		
	SL-2		By the end of the third quarter, will have received Professional Development in Math and / or Reading.		
			By the end of the fourth quarter, will have received Professional Development in Math and / or Reading.		
SL-7	1-3	By the end of the year, Circle Tier 1 Data will show 60% or more in Math and Reading.	Teachers will have weekly scheduled PLC time to internalize and / or prepare lessons, review instructional materials, analyze student data, collaborate, and receive feedback on instruction. (ESF 5.3b)	Leadership Team, Instructional Coach	**211-11-6399-00-240-30-000** $2,438.00 **199-11-6399-24-240-11-000** $29,687.99.99 **199-11-6399-00-240-11-000** $6,750.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared lessons, reviewed curriculum and instructional materials for grade - level alignment, shared instructional practices, analyzed student data, used the student work protocol, collaborated, and received feedback on instruction.		
			By the end of the first quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared lessons, reviewed curriculum and instructional materials for grade - level alignment, shared instructional practices, analyzed student data, used the student work protocol, collaborated, and received feedback on instruction.		
	SL-2		By the end of the first quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared lessons, reviewed curriculum and instructional materials for grade - level alignment, shared instructional practices, analyzed student data, used the student work protocol, collaborated, and received feedback on instruction.		
			By the end of the first quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared lessons, reviewed curriculum and instructional materials for grade - level alignment, shared instructional practices, analyzed student data, used the student work practicies, collaborated, and received feedback on instruction.		

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	4	By the end of the year, the campus will show a decrease in behavior incidents of 85 or less.	Teachers will meet regularly to identify invidual student needs and work together to support and monitor individual progress, behavior, and mental health needs. They will use the Branching Minds system to track and monitor student progress. (ESF 3.2b)	Leadership Team, Instructional Coaches, Counselor, Wellness Committee, MTSS Coordinator	
	PS #	**Quarterly KPIs**	By the end of the first quarter, all Tier 2 and Tier 3 students identified in SEL will have received supports. The MTSS Coordinator will routinely check Branching Minds.		
			By the end of the second quarter, all Tier 2 and Tier 3 students identified in SEL will have received supports. The MTSS Coordinator will routinely check Branching Minds.		
	PP-1		By the end of the third quarter, all Tier 2 and Tier 3 students identified in SEL will have received supports. The MTSS Coordinator will routinely check Branching Minds.		
			By the end of the fourth quarter, all Tier 2 and Tier 3 students identified in SEL will have received supports. The MTSS Coordinator will routinely check Branching Minds.		
PP-2	4	By the end of the year, the campus will show a decrease in behavior incidents of 85 or less.	The campus will use the PBIS system to ensure all staff and students understand a system of incentives and consequences and consistently implement to support and monitor student behavior. (ESF 3.1c)	The Leadership Team, the MTSS Coordinator, the Counselor, the Wellness Committee, and the CAC	
	PS #	**Quarterly KPIs**	By the end of the first quarter, campus expectations have been taught, monitored and reinforced daily. Posters are hung in the common areas and all classrooms to promote positive behavior.		
			By the end of the second quarter, campus expectations are monitored by all staff and reinforced daily.		
	PP-1		By the end of the third quarter, campus expectations are monitored by all staff and reinforced daily.		
			By the end of the fourth quarter, campus expectations are monitored by all staff and reinforced daily.		
PP-3	1-3	By the end of the year, the campus will have followed a Professional Development plan to support Tier 1 instruction in Math and Reading.	The campus will use a responsive professional development plan that provides evidence of staff accountability, active participation techniques, and evidence of the implementation process. (ESF 5.1b)	The Leadership Team, Instructional Coaches, the CAC	
	PS #	**Quarterly KPIs**	By the end of the first quarter, the campus will have used total participation instructional techniques during Professional Development sessions and established and shared the Professional Development Plan.		
			By the end of the second quarter, the campus used total participation techniques during Professional Development, followed the plan, and teachers engaged in learning walks. The learning walk protocol will focus on the student task, the content, and student/teacher actions.		
	PP-2		By the end of the third quarter, the campus used total participation techniques during Professional Development, followed the plan, and teachers engaged in learning walks. The learning walk protocol will focus on the student task, the content, and student/teacher actions.		
			By the end of the fourth quarter, the campus followed the Professional Development plan to support Tier 1 instruction in Math and Reading.		
PP-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Processes & Programs

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

Plan for Improvement – Perceptions

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, parent engagement attendance will improve with 25 or more present at each event.	Family and community engagement and impact data will be reviewed regularly by the Attendance Committee, CAC, and the Leadership Team. Plans will be adapted as needed. (ESF 3.3d)	Leadership Team, FACE Specialist, CAC Members	**211-61-6399-01-240-30-000** $1,557,00 **211-61-6499-01-240-30-000** $1,557.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, the parent engagement committee would have met regularly to review parent engagement activities.		
			By the end of the second quarter, the parent engagement committee would have met regularly to review parent engangement activities provided from the first semester.		
	PE-1		By the end of the third quarter, the parent engagement committee would have met regularly to review parent engagement activities.		
			By the end of the fourth quarter, the parent committee would have met regularly to review parent engagement activities provided in the second semester.		
PE-2	4	By the end of the year, parent engagement attendance will improve with 25 or more present at each event.	The campus will provide an inclusive and welcoming environment that engages all families in events such as the Fall Literacy Festival, Fiesta Math Festival, the Holiday Program, and the Wellness Fair. (ESF 3.3a)	Leadership Team, CAC Members, FACE Specialist	**211-61-6399-01-240-30-000** $1,557,00 **211-61-6499-01-240-30-000** $1,557.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, the campus will have provided a minimum of 2 parent / family engagement opportunities that shows attendance of 25 or more at each event.		
			By the end of the second quarter, provided a minimum of 2 parent / family engagement opportunities that shows attendance of 25 or more at each event.		
	PE-1		By the end of the third quarter, provided a minimum of 2 parent / family engagement opportunities that shows attendance of 25 or more at each event.		
			The campus will provide monthly parent engagement opportunities to support students and families with behavioral and mental health services. This may include opportunities at parent engagement events such as Meet the Teacher, Open House, presentations at Principal Coffee sessions, and a Wellness Fair. (ESF 3.2C)	Leadership Team, Counselor, FACE Specialist	**211-61-6399-01-240-30-000** $1,557,00 **211-61-6499-01-240-30-000** $1,557.00
PE-3	1-4	By the end of the year, the campus will have provided a minimum of 6 behavioral and mental health support opportunities for families and students.	By the end of the first quarter, the campus will have provided a minimum of 2 parent / family engagement opportunities to support students and families in behavioral and mental health services.		
	PS #	**Quarterly KPIs**	By the end of the second quarter, the campus will have provided a total of 4 parent / family engagement opportunities to support students and families in behavioral and mental health services.		
			By the end of the third quarter, the campus will have provided a total of 5 - 6 parent / family engagement opportunities to support students and families in behavioral and mental health services.		
	PE - 2		By the end of the fourth quarter, the campus will have provided a total of 6 or more parent / family engagement opportunities to support students and families in behavioral and mental health services.		
PE-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,		

First Quarterly Review

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, instructional staff will have received PD training of instructional strategies and supports to use in the classroom	Choose One	
DE-2	By the end of the first quarter, the Attendance Committee has a set schedule of meeting dates, used the campus tracking system to identify high absenteeism, and	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, teachers will follow the campus assessment calendar to administer Math and Reading Assessments. They will track mastery of	Choose One	
SL-2	By the end of the first quarter, teachers will progress monitor and track student growth from Small Group instruction and After - School Tutoring. Data will be	Choose One	
SL-3	By the end of the first quarter, Instructional Staff will have received Professional Development in Math and / or Reading	Choose One	
SL-4	By the end of the first quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, all Tier 2 and Tier 3 students identified in SEL will have received supports. The MTSS Coordinator will routinely check Branching	Choose One	
PP-2	By the end of the first quarter, campus expectations have been taught, monitored and reinforced daily. Posters are hung in the common areas and all classrooms to	Choose One	
PP-3	By the end of the first quarter, the campus will have used total participation instructional techniques during Professional Development sessions and	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 parent engagement committee would have met regularly to review parent engagement activities	Choose One	
PE-2	By the end of the first quarter, the campus will have provided a minimum of 2 parent / family engagement opportunities that shows attendance of 25 or more at	Choose One	
PE-3	By the end of the first quarter, the campus will have provided a minimum of 2 parent / family engagement opportunities to support students and families in	Choose One	
PE-4	By the end of the first quarter,	Choose One	

Second Quarterly Review

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, instructional staff will have received PD training of instructional strategies and supports to use in the classroom.	Choose One	
DE-2	By the end of the second quarter, the Attendance Committee followed a set schedule of meeting dates, used the campus tracking system to identify high	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, teachers will follow the campus assessment calendar to administer Math and Reading Assessments. They will track mastery of	Choose One	
SL-2	By the end of the second quarter, teachers will progress monitor and track student growth from Small Group instruction and After - School Tutoring. Data will be	Choose One	
SL-3	By the end of the second quarter, Instructional Staff will have received Professional Development in Math and / or. Reading	Choose One	
SL-4	By the end of the second quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, all Tier 2 and Tier 3 students identified in SEL will have received supports. The MTSS Coordinator will routinely check Branching	Choose One	
PP-2	By the end of the second quarter, campus expectations are monitored by all staff and reinforced daily.	Choose One	
PP-3	By the end of the second quarter, the campus used total participation techniques during Professional Development, followed the plan, and teachers engaged in	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 parent engagement committee would have met regularly to review parent engagement activities provided from the first	Choose One	
PE-2	By the end of the second quarter, provided a minimum of 2 parent / family engagement opportunities that shows attendance of 25 or more at each event	Choose One	
PE-3	By the end of the second quarter, the campus will have provided a total of 4 parent / family engagement opportunities to support students and families in behavioral	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.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, instructional staff will have received PD training of instructional strategies and supports to use in the classroom	Choose One	
DE-2	By the end of the third quarter, the Attendance Committee followed a set schedule of meeting dates, used the campus tracking system to identify high absenteeism	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, teachers will follow the campus assessment calendar to administer Math and Reading Assessments. They will track as track	Choose One	
SL-2	By the end of the third quarter, teachers will progress monitor and track student growth from Small Group instruction and After - School Tutoring. Data will be	Choose One	
SL-3	By the end of the third quarter, Instructional Staff will have received Professional Development in Math and / or Reading	Choose One	
SL-4	By the end of the third quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, all Tier 2 and Tier 3 students identified in SEL will have received supports. The MTSS Coordinator will routinely check Branching	Choose One	
PP-2	By the end of the third quarter, campus expectations are monitored by all staff and reinforced daily	Choose One	
PP-3	By the end of the third quarter, the campus used total participation techniques during Professional Development, followed the plan, and teachers engaged in	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 parent engagement committee would have met regularly to review parent engagement activities	Choose One	
PE-2	By the end of the third quarter, provided a minimum of 2 parent / family engagement opportunities that shows attendance of 25 or more at each event	Choose One	
PE-3	By the end of the third quarter, the campus will have provided a total of 5 - 6 parent / family engagement opportunities to support students and families in	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.

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, instructional staff will have received PD training of instructional strategies and supports to use in the classroom.	Choose One	
DE-2	By the end of the fourth quarter, the Attendance Committee followed a set schedule of meeting dates, used the campus tracking system to identify high	Choose One	
DE-3	#REF!	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, teachers will follow the campus assessment calendar to administer Math and Reading Assessments. They continued to track	Choose One	
SL-2	By the end of the fourth quarter, teachers will progress monitor and track student growth from Small Group instruction and After - School Tutoring. Data will be	Choose One	
SL-3	By the end of the fourth quarter, Instructional Staff will have received Professional Development in Math and / or Reading.	Choose One	
SL-4	By the end of the fourth quarter, teachers will have participated in a 45 - minute protected PLC time week. They followed the PLC Calendar, created or prepared	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, all Tier 2 and Tier 3 students identified in SEL will have received supports. The MTSS Coordinator will routinely check Branching	Choose One	
PP-2	By the end of the fourth quarter, campus expectations are monitored by all staff and reinforced daily.	Choose One	
PP-3	By the end of the fourth quarter, the campus followed the Professional Development plan to support Tier 1 instruction in Math and Reading.	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, the parent committee would have met regularly to review parent engagement activities provided in the second semester.	Choose One	
PE-2	#REF!	Choose One	
PE-3	By the end of the fourth quarter, the campus will have provided a total of 6 or more parent / family engagement opportunities to support students and families in	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.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, MAP Tier 1 Data in Reading will show 30% or more for each the following special populations: Special Education, Emergent Bilinguals, and Black	Choose One	
DE-2	By the end of the school year, the campus attendance rate will show 90% or higher.	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 school year, K-2 students will show 50% or more at Tier 1 in MAP Reading and Math	Choose One	
SL-2	By the end of the school year, K-2 students will show 50% or more at Tier 1 in MAP Reading and Math	Choose One	
SL-3	By the end of the school year, K-2 students will show 50% or more at Tier 1 in MAP Reading and Math	Choose One	
SL-4	By the end of the school year, K-2 students will show 50% or more at Tier 1 in MAP Reading and Math	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, the campus will show a decrease in behavior incidents of 85 or less	Choose One	
PP-2	By the end of the year, the campus will show a decrease in behavior incidents of 85 or less	Choose One	
PP-3	By the end of the year, the campus will have followed a Professional Development plan to support Tier 1 instruction in Math and Reading	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, parent engagagement attendance will improve with 25 or more present at each event	Choose One	
PE-2	By the end of the year, parent engagagement attendance will improve with 25 or more present at each event	Choose One	
PE-3	By the end of the year, the campus will have provided a minimum of 6 behavioral and mental health support opportunities for families and students	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

Name	Role	Name	Role
Anita O'Neal	Principal		
Emily Pena	Assistant Principal		
Beverly Flores	Instructional Coach		
Melva Moody	School Counselor		
Maria Sanchez	Pre - K Teacher		
Giovanny Reyna	Pre - K Teacher		
Claudia Ellis	Dual Language Teacher - Representative		
Lucinda Molano	Kindergarten Teacher		
Crystal Mayo	1st Grade Teacher		
Odyssey Dailey	2nd Grade Teacher		
Erica Campos	Special Education Teacher		
Patricia Hannah	Community Member		
Patricia Warner	Community Member		
Aishiana Thomas	Parent		
Charlotte Mireles	Parent		
Dr. D.L. Grant	Business Member		
Eddie Chatman	Business Member		

Committee Members

Assurances and Approval Information

Assurances and Plan 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
Carroll Early Childhood	240

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date
Anita O'Neal	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

District Purchases

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

District Purchases

Title I Campus Program Requirements

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

Documentation and Submissions

	Title I Compliance Documentation and Submissions		
	Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)		
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	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		
	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	**Google Shared Folder**	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value	Presentation/Slide Deck and agenda		

& Utility of Parents	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures	