

Campus Improvement Plan

2024 - 2025



Woodlawn 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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1 5 March 2024</p>	<p>Introduction and Overview of CNA/CIP Process for 2023-2024 Presenter: Luis De La Garza Mr. DLG conducted a review of the Continuous Needs Assessment (CNA) and Campus Improvement Plan (CIP) process was presented. The goal is to divide responsibilities among different CAC teams, ensuring ownership and engagement. Breaking Up the Four CNA Focus Areas Action Taken: The four CNA focus areas were divided among the CAC teams to streamline the process. Teams were pre-set to ensure that both MYP and PYP were represented. Each team was made responsible for data related to their focus area and ensuring it was ready for the final CIP review. Ownership of Data Collection Discussion: Teams were briefed on the importance of taking ownership of the data they collect. Each group will manage their respective data sources, collecting, analyzing, and ensuring accurate reporting. Teams are encouraged to be proactive in identifying relevant data sources, and a clear protocol was discussed for depositing data into the shared drive. Pre-loading Data and Shared Drive Action Taken: All identified data will be pre-loaded into a shared drive, accessible by all teams. This will serve as the central repository for both the CNA process and subsequent KPI tracking throughout the year. An overview of how to use the shared drive was provided, with instructions on uploading and organizing data for easy reference. Call for Ownership from Teams Discussion: The importance of cross-collaboration was stressed to ensure that the CNA and CIP process is a unified effort across the school community. Next Steps and Timeline Action Taken: Teams were given timelines to gather their data and deposit it in the shared drive. The CAC teams will review the collected data in upcoming meetings, and the CIP review cycles for the next year were outlined. A follow-up meeting will be scheduled to monitor progress and ensure all teams are on track for final submissions. Closing Remarks Presenter: Luis De La Garza The importance of collaboration and maintaining communication between teams was reiterated. The meeting adjourned with a call for ongoing support and engagement from the CAC teams.</p>
<p>Meeting #2 30 April 2024</p>	<p>Drive Access and Data Review Action Taken: Teams were given access to the shared drive and tasked with analyzing available data. Each group examined the folders to ensure they understood the data available and identified any additional data needs. Teams reflected on the current data and started outlining problem statements based on preliminary findings. Identifying Additional Data Needs Discussion: Teams worked to identify any gaps in the data and noted potential sources to gather the missing information. The groups discussed strategies to acquire these additional data points and ensure they were uploaded to the shared drive promptly. Creating Problem Statements Action Taken: Teams were instructed to develop 2 to 3 problem statements per focus area. These statements should be based on the data analysis and any identified issues or gaps that impact the school's performance. Teams were reminded to reference the handbook and the example problem statements from Burnett as a guide. Root Cause Analysis: Mirror vs. Window Statements Discussion: A discussion was held on the difference between mirror statements (internal factors) and window statements (external factors). Teams were asked to focus on what is within the school's control to change (mirror statements) when developing root cause statements for each problem. Examples were provided to help clarify the distinction between the two types of statements. Expectations for Problem and Root Cause Statements Action Taken: Each group was assigned to create a document in their group's folder, generating at least two finalized problem statements along with root cause statements. Teams were also expected to create drafts of additional problem statements to share with the CAC in two weeks. Teams were reminded to reference both the data used and the examples provided from the handbook and Burnett. Preparation for Next Meeting Action Taken: Teams were tasked with uploading their problem statements and root causes to the shared drive and being prepared to share and discuss these in the next CAC meeting. All problem statements and root causes should reference the data analyzed and be clearly tied to actionable items within the school's control. 3rd Quarterly Review: Grade Level Concerns Discussion: The meeting concluded with a brief discussion on grade-level concerns that emerged from the 3rd quarterly review. Teams were asked to reflect on these concerns and consider them when developing their problem statements and root cause analyses.</p>

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

Based on the summative evaluation of the 2023-2024 CIP for Woodlawn Academy:

While the performance objectives for Emergent Bilingual and Economically Disadvantaged students did not meet the targeted growth percentages in mathematics and reading, the implemented strategies led to measurable progress in specific areas. For example, mathematics mastery levels improved to 11% by mid-year, reflecting a positive trend toward the end-of-year goal of 12%. Despite not meeting the targets for all student subgroups, including Special Education, the campus saw improvements in approach rates and engagement in key academic areas.

Teacher Development and Instructional Support: 100% of MYP teachers, and 96% of PYP teachers, received training, helping to support curriculum implementation. However, despite these efforts, 35.3% of IB teachers showed no evidence of integrating IB principles, indicating that while training targets were mostly met, there is a significant gap in practical application. The data from learning walks suggest a need for deeper professional development around IB integration.

Attendance and Community Engagement: Efforts to increase student attendance showed a slight improvement, but the gap between enrolled students and daily attendance remained at 5%, indicating a need for more robust strategies to address chronic absenteeism. The success of Principal Coffees and family engagement events was not tracked in a systematic way, suggesting a need for better data collection moving forward.

Impact on Current Year Planning: The results of the CIP summative evaluation have led to several adjustments for the 2024-2025 school year:

Targeted Professional Development: The focus will shift toward addressing gaps in teacher content knowledge, particularly in science and reading, as well as deepening the integration of IB principles. Professional development will emphasize using data-driven instruction, with regular vertical alignment meetings to address both academic performance and attendance issues.

Chronic Absenteeism Focus: Based on the lower-than-expected reduction in chronic absenteeism, a more focused strategy will be implemented, including better utilization of home visits and parental engagement tools, along with revisiting the successful strategies from the 2022-2023 year.

Data-Driven Adjustments: The ongoing use of multiple data points, such as MAP, CBAs, and interim assessments, will be critical to making more timely adjustments to instruction. The need for more frequent and structured data meetings has been identified as a way to increase real-time responsiveness to academic challenges.

Informed by this evaluation, the campus will continue refining its practices, using specific data sources to inform instructional planning, professional development, and student support strategies.

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	
STAAR Domain 3 Data	X	GT Service Records		Classroom Observation Data	X	EOY Assessment Data
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)		
Student Learning						
STAAR/EOC Results	X	Local Benchmark Results		State Interim Results	X	MAP Data
CIRCLE Data		CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores
Branching Minds Interventions	X	Student Retention Rates		CTE Enrollment		Semester Exam
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)		
Processes and Programs						
Observational Data	X	Sign-Ins / Minutes		Calendar of Events	X	RDA (PBMAS) Reports
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds		Feedback Given To Teachers
Coaching Cycle	X	SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data
Other (Indicate to the Right)				Other (Indicate to the Right)		
Perceptions						
Teacher/Staff Surveys		Parent/Student Surveys		Classroom Observations		Parental Involvement Data
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers		Mission, Values, and Vision
Other (Indicate to the Right)				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	
Dual Language Enrollment	PS DE-1	Emergent bilingual students in the 7th-8th grade level have scored 36.6% in mathematics and 46.2% passing rate in reading, indicating a significant academic performance gap in these subject areas.
	RC DE-1	There is not a systemic approach to planning, implementing or monitoring/adjusting language rich instruction for all student
Student Attendance	PS DE-2	18% of students all students and, 54.5% of African American students demonstrated chronic absenteeism
	RC DE-2	The campus has not developed campus wide systems, incorporated systems, approved methodologies and processes to address chronic absenteeism.
Programs Student Outcomes	PS DE-3	Economically Disadvantaged students have scored as follows across various grade levels and subjects: 37% in 5th-6th grade Science 39% in 8th grade Science 46% in 3rd-4th grade Math
	RC DE-3	Misaligned mathematics instruction, limited intervention, and long-term vacancies contributed to reduced performance.
Programs Student Outcomes	PS DE-4	Special Education students have scored as follows across various grade levels and subjects: 18% in 5th grade math 22% in 7th grade Reading 14% in 8th grade- 0% in 8th grade math
	RC DE-4	There is inconsistency in planning and monitoring for alignment, resources, and scaffolding for individual students needs caused by a lack of a deep understanding of grade level content standards.
Strengths & Areas for Improvement Based on your Data Analysis		Data from our campus reveals significant academic disparities among various student groups, necessitating a closer examination of the underlying causes and strategizing targeted interventions. The data highlights the need for systemic changes in instructional approaches and resource allocation to address the diverse needs of our student demographics. Implementing language-rich instruction, aligning teaching methodologies, addressing staffing issues, reducing absenteeism, and enhancing understanding and implementation of grade-level standards are critical steps to bridging these academic gaps and fostering an inclusive and effective learning environment.

14% in 8th grade Reading - 0% in 8th grade Math.

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)

Comprehensive Needs Assessment - Student Learning

Area Examined		Problem Statements and Root Causes
Grade Level Readiness	PS SL-1	As a campus, 4% students were achieving at a masters level last school year (23-24)compared to 9% during the 22-23 school year in Mathematics
	RC SL-1	A lack of differentiation and student data monitoring did not foster addressing individual student learning needs with on-time instruction to meet and/or master grade-level standards.
Grade Level Readiness	PS SL-2	As a campus, 64% of students were achieving at an approaches level compared to 68% in the 21-22 school year in reading.
	RC SL-2	Data collection and analysis systems are not present to consistently review student levels of mastery of TEKS. Data-driven targeted lesson plans, professional development, resources, and materials/supplies aligned with state standards are not present for all grade levels and content areas.
Grade Level Readiness	PS SL-3	As a campus, 40% of students are achieving at approaches in comparison to the 41% the previous 21-22 school year in science.
	RC SL-3	Data collection and analysis systems are not present to consistently review student levels of mastery of TEKS. Data-driven targeted lesson plans, professional development, resources, and materials/supplies aligned with state standards are not present for all grade levels and content areas.
Grade Level Readiness	PS SL-4	As a campus, 38% of students are achieving at a meets in comparison to 45% in the (EOC U.S Hlstory Assessment) during the 21-22 school year.
	RC SL-4	Data collection and analysis systems are not present to consistently review student levels of mastery of TEKS. Data-driven targeted lesson plans, professional development, resources, and materials/supplies aligned with state standards are not present for all grade levels and content areas.
Strengths & Areas for Improvement Based on your Data Analysis		Woodlawn Academy faces significant challenges in addressing the individual learning needs of students across multiple subjects. The data indicates a critical need for enhanced data collection and analysis systems, alongside the implementation of data-driven instructional strategies and resources tailored to meet the diverse needs of our student population. Addressing these root causes is imperative to improve our educational outcomes and ensure that all students have the opportunity to achieve academic success.

Comprehensive Needs Assessment - Processes & Programs

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

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Implementation of PD	PS PP-1	IB implementation Concern: Consistent and regular Collaboration time between Specialists, Gen Ed., and content areas did not occur in person and only during scheduled professional development time.
	RC PP-1	Scheduling does not allow for school day collaborations with specials availability necessitating before/after school and weekend planning sessions.
Implementation of PD	PS PP-2	Unit Planners and Assessments in the IB unit were not consistent, aligned, or complete across subject and grade levels.
	RC PP-2	Teacher Capacity and training were limited requiring additional professional development and planning sessions, lack of a coherent and unified system to codify and track IB Unit planners.
Implementation of PD	PS PP-3	Specialized content teachers lack refinement in practice and instructional delivery.
	RC PP-3	The lack of the professional development opportunities for specialized content to include fine arts staff are not widely available locally.
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	The evaluation of our processes and programs reveals significant areas of concern in the implementation of the International Baccalaureate (IB) program and specialized content instruction. These issues primarily stem from inadequate scheduling, inconsistent unit planning, and limited professional development opportunities. The data underscores the need for a strategic overhaul in several key areas. This includes restructuring the school schedule to facilitate more effective collaboration, enhancing teacher training and professional development opportunities, and establishing a more coherent system for IB unit planning and assessment. Addressing these root causes is essential to improve the overall effectiveness of our instructional programs and processes, thereby enhancing the academic outcomes for our students.	

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)

Comprehensive Needs Assessment - Perceptions

Area Examined	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	There is a gap between the number of families participating in IB Nights and Curriculum nights meetings and the number of families enrolled on campus. On average, ~4% of families participate in monthly Principal Coffees, and <45% of families participate in monthly IB/Curriculum/Academic Nights/Events.
	RC PE-1	There is not a systematic approach for ALL staff to involve families, and the community in school-wide events.
Choose One	PS PE-2	
	RC PE-2	
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	The perception data from our campus reveals critical gaps in family and community engagement, as well as student attendance, highlighting systemic issues in our approaches to these key areas. The data underscores the urgent need for a strategic overhaul in our approaches to family and community engagement and student attendance. Implementing comprehensive, school-wide systems to actively involve families in school events and to ensure consistent student attendance is imperative. By addressing these root causes, we can foster a more inclusive, engaging, and supportive educational environment for our students and their families, which is essential for their academic success and overall well-being.	

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By the end of the year, Emergent bilingual students in the 7th-8th grade will score 40% in mathematics and 50% approaches in reading, indicating a significant academic performance gap in these subject areas. By the end of the year, Emergent bilingual students in the 7th-8th grade will go up a growth level in both mathematics and reading, indicating a significant academic performance gap in these subject areas.	Bilingual Students: The Bilingual team will meet vertically once per month to discuss and plan school-wide strategies. The 7th-8th grade bilingual students will be monitored by the admin team using Campus snapshot and comprehensive walkthrough data. Teachers of emergent bilinguals will use data from teacher made, school wide, and district wide assessments to confer with students once a month to engage in an individualized goal setting and monitoring process.		Administrators, Counselor, Instructional Coaches, IB Coordinators
	PS #1	Quarterly KPIs	By the end of the first quarter, EB students will be at 20% approaches in math and 30% in reading. By the end of the first quarter, EB students will be at 15% approaches in math and 20% in reading.		
			By the end of the second quarter, EB students will be at 20% approaches in math and 30% in reading.		
			By the end of the third quarter, EB students will be at 30% approaches in math and 40% in reading.		
	By the end of the fourth quarter, EB students will be at 40% approaches in math and 50% in reading.				
DE-2	PS #	Quarterly KPIs	Attendance: Students with Chronic Absenteeism will be identified by the Data Clerk. A card with student information will be developed. The Attendance card will be sent to the office by 8:30. The office staff will call students who are chronically absent each time he/she is absent. The card will be used to document the phone calls and conversations with parent/guardian regarding absences.		
			By the end of the first quarter, the campus will show a reduction of 4% of students All students and, 12% of African American students demonstrating chronic absenteeism		
			By the end of the second quarter,		
			By the end of the third quarter,		
DE-3		By the end of the year, Economically Disadvantaged students will score as follows across grade levels and subjects: 41% in 5th-6th grade Science approaches on district wide assessments 43% in 8th grade Science 50% in 3rd-4th grade Math 52% in 6th-7th grade Reading Math	A system for interventions will be put in place school-wide. Each student will receive 45 minutes of uninterrupted Math and Reading Interventions at least 4x per week. Kinder through 5th grade will use digital and conventional interventions in Reading and Math. 6th grade through 8th grade will use digital and conventional interventions in Reading and in Math.		Administrators, Counselor, Instructional Coaches, IB Coordinators
	PS #	Quarterly KPIs	By the end of the first quarter, Economically Disadvantaged students will score as follows across grade levels and subjects: 21% in 5th-6th grade Science, 23% in 8th grade Science, 30% in 3rd-4th grade Math, 32% in 6th-7th grade Reading and Math 32% in 7th-8th grade Math.		211 - ESEA Title I, Part A - Regular - \$20,000
			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, Special Education students will have scored as follows across various grade levels and subjects: 18% in 5th grade Math 22% in 7th grade Reading 22% in 7th grade Math 14% in 8th grade Reading 0% in 8th grade Math.	Special Education- Identify all Sp-Ed-Spec. Ed students who are taking STAAR and STAAR-ALT. The students will be closely monitored by General Education and Special Education monitoring teachers, and the instructional leadership team using student data trackers and campus data reports.		
	PS #	Quarterly KPIs	By the end of the first quarter, Special Education students have scored as follows across various grade levels and subjects: 9% in 5th grade Math, 11% in 7th grade Reading, 11% in 7th grade Math, 7% in 8th grade Reading, 5% in 8th grade Math.		
			By the end of the second quarter,		
			By the end of the third quarter,		
	By the end of the fourth quarter,				

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year, the growth of STAAR Math will increase from ?????? to ?????? and the growth of	The campus will purchase intervention material at the level of students in order to assist in meeting this growth goal.Strategy 1: Purchase approved SAISD researched based reading and math programs	H.O.S. APs, ICs, IB Coordinator,	
	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,		
SL-2		By the end of the year, To maintain the Algebra EOC STAAR passing rate at 96% by May 2024.	Strategy 1: Incorporate print and digital resources to support student knowledge and understanding of Algebra 1Strategy 2: The campus will purchase district approved resources in the area of mathematics. Classroom supplies and materials will be purchased as appropriate. After school and weekend tutoring will be offered before/after school and on Saturdays to all students. Teacher professional development will be delivered to teachers with an IB instructional focus. Instructional field trips across the grade levels will be offered to support the instruction in the classroom..	H.O.S AP's, IC's IB Coordinators Math DC and 8th grade Algebra teacher	211/ supplies and materials 1500. 211 supplemental pay
	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,		
SL-3		By the end of the year, By May 2024 Increase the percent of students at approaches to 68% in Math and Reading. By the end of the 24-25 academic school year the percentage of students meeting their TELPAS growth goal will increase from 40% to 52%	Strategy 1: Purchase approved SAISD researched based reading and math programs TEKS based learning & teacher planning, Professional Development. Strategy 1: Utilize Summit K-12 for all students 2nd-8th who have not grown in TELPAS in the past two academic years.	H.O.S. APs, ICs, IB Coordinators, Grade level ACTs, grade level teachers	Field trips, technology applications, reading and math programs - 164 - State Compensatory Education (SCE) - \$13,000 Title-1 (211) (\$1,000.00)
	PS #	Quarterly KPIs	By the end of the first quarter, using a teacher-made assessment based on the released TELPAS test questions, there will be a 5%		
			By the end of the second quarter, using a teacher-made assessment based on the released TELPAS test questions, there will be a 5% increase from the last test		
			By the end of the third quarter, using a teacher-made assessment based on the released TELPAS test questions, there will be a 5% increase from the last test		
			By the end of the fourth quarter, using a teacher-made assessment based on the released TELPAS test questions, there will be a 5% increase from the last test		
SL-4		By the end of the year, Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard) in Science by 20% 10% by May of 2024 This goal does not make sense because it says all subject but then it says all in Science.????? confusing	Strategy 1: Deliver high quality Science instruction using curriculum, digital and physical materials, and by funding experiential exercises such as field trips and guest speakers that support hands on experiential learning through lab exploration.	H.O.S. APs, ICs, IB Coordinators, Grade level ACTs, grade level teachers	Field trips, technology applications, reading and math programs - 164 - State Compensatory Education (SCE) - \$13,000
	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,		
SL-5		By the end of the year, Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard) in Science by 20% by May of 2024	Strategy 2: The campus will purchase district approved resources in the area of Science. Classroom supplies and materials will be purchased as appropriate. Science tutoring will be offered before/after school and on Saturdays to all students. Teacher professional development will be delivered to teachers with an IB instructional focus. Instructional field trips across the grade levels will be offered to support the instruction in the classroom.	H.O.S. APs, ICs, IB Coordinators, Grade level ACTs, grade level teachers	Field trips, technology applications, reading and math programs - 164 - State Compensatory Education (SCE) - \$13,000
	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 Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, to increase the number of MYP teachers trained from 80% to 100% of individual subject groups by August 2024	The campus will follow the schedule of planning time for gen ed teachers and special ed teachers. MYP teachers will attend IB Category 2 training and align rigorous learning engagements to the IB framework.	HOS AP's IC's IB coordinators Grade level teachers and MYP teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, all MYP will implement 1 unit planner per subject area.		
			By the end of the second quarter, all MYP will implement 1-2 unit planners per subject area.		
			By the end of the third quarter, all MYP will have implemented 2-3 unit planners per subject area.		
			By the end of the fourth quarter, all MYP will have implemented approx. 4 unit planners per subject area.		
PP-2		By the end of the year, To increase the number of teachers & IB Coordinator trained in PYP from 72% to [400%] 85% of staff by August 2024	Strategy 1: Attend in-person, virtual, and/or IB PYP training to support teacher implementation of researched-based teaching practices in the IB programme Strategy 2- Support campus teachers with IB program driven staff	HOS AP's IC's IB coordinators Grade level teachers and MYP teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, All PYP general ed teachers will implement 1-2 unit planners.		
			By the end of the second quarter, all PYP general teachers will implement 2-3 unit planners		
			By the end of the third quarter, all PYP general teachers will implement 4-5 unit planners		
			By the end of the fourth quarter, all PYP general teachers will implement 6 unit planners		
PP-3		By the end of the year, IB teachers will demonstrate higher levels of IB knowledge and integration of IB principals as evidenced by 20% in IB walkthrough form snapshot results .	Strategy 1: MYP IB teachers will attend district campus and TCIS conference-offered sessions within their content area. The new IB MYP-teachers will attend IB training offered in their content area and in compliance with IB. Folding MYP Design into all MYP classes in equal amounts could help increase IB knowledge and integration for MYP teachers specifically, and take full advantage of transdisciplinary learning and connections.	HOS AP's IC's IB coordinators Grade level teachers and MYP teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, 85% of MYP teachers will integrate IB strategies.		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4					
	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

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		By the end of the year, Increase participation in monthly Principal Coffees to >10%, and >45% of families participating in IB/Curriculum/Academic Nights/Events by May 2024	Strategy 1: Staff will utilize campus created communication protocols to increase family engagement and communication. Reconsider the time for Principal Coffees to coincide with student drop off. It will help parents stay and not have to wait after they have dropped off their child. Increase communication options such as website, Toddle, Smore, print, Facebook, etc. Invites should be more inviting, a "hook", to captivate the attention of parents. Embed concise IB components to increase engagement and parent/community participation. Accommodate for Spanish-speaking parents. ILT to encourage teachers, as first contact, to be more proactive in communicating with parents about events and encourage participation.		
	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,		
PE-2		By the end of the year, decrease the gap between the number of enrolled students and the number of students who attend school daily from 9% to 6%	Strategy 1: Staff members will work collaboratively using the school-wide protocol with families to increase student engagement through student daily attendance by calling/texting families daily, hosting family meetings, utilizing Toddle as a		
	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,		
PE-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,		
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,		

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

First Quarterly Review

DEMOGRAPHICS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, EB students will be at 20% approaches in math and 30% in reading. By the end of the first quarter, EB students will be at 15% approaches in math and 20% in reading.	Choose One	
DE-2	By the end of the first quarter, the campus will show a reduction of 4% of students All students and, 12% of African American students demonstrating chronic absenteeism	Choose One	
DE-3	By the end of the first quarter, Economically Disadvantaged students will score as follows across grade levels and subjects: 21% in 5th-6th grade Science, 23% in 8th grade Science, 30% in 3rd-4th grade Math, 32% in 6th-7th grade Reading and Math 32% in 7th-8th grade Math.	Choose One	
DE-4	By the end of the first quarter, Special Education students have scored as follows across various grade levels and subjects: 9% in 5th grade Math, 11% in 7th grade Reading, 11% in 7th grade Math, 7% in 8th grade Reading, 5% in 8th grade Math.	Choose One	
STUDENT LEARNING			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter,	Choose One	
SL-2	By the end of the first quarter,	Choose One	
SL-3		Choose One	
SL-4	By the end of the first quarter,	Choose One	
PROCESSES & PROGRAMS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, all MYP will implement 1 unit planner per subject area	Choose One	
PP-2	By the end of the first quarter, All PYP general ed teachers will implement 1-2 unit planners	Choose One	
PP-3	By the end of the first quarter, 85% of MYP teachers will integrate IB strategies.	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,	Choose One	
PE-2	By the end of the first quarter,	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, EB students will be at 20% approaches in math and 30% in reading.	Choose One	
DE-2	By the end of the second quarter,	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	
STUDENT LEARNING			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter,	Choose One	
SL-2	By the end of the second quarter,	Choose One	
SL-3	By the end of the second quarter, using a teacher-made assessment based on the released TEI/PAS test questions, there will be a 5% increase from the last test.	Choose One	
SL-4	By the end of the second quarter,	Choose One	
PROCESSES & PROGRAMS			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, all MYP will implement 1-2 unit planners per subject area.	Choose One	
PP-2	By the end of the second quarter, all PYP general teachers will implement 2-3 unit planners.	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	
PERCEPTIONS			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter,	Choose One	
PE-2	By the end of the second quarter,	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

Third Quarterly Review

DEMOGRAPHICS			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, EB students will be at 30% approaches in math and 40% in reading.	Choose One	
DE-2	By the end of the third quarter,	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	
STUDENT LEARNING			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter,	Choose One	
SL-2	By the end of the third quarter,	Choose One	
SL-3	By the end of the third quarter, using a teacher-made assessment based on the released TELPAS test questions, there will be a 5% increase from the last test.	Choose One	
SL-4	By the end of the third quarter,	Choose One	
PROCESSES & PROGRAMS			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, all MYP will have implemented 2-3 unit planners per subject area.	Choose One	
PP-2	By the end of the third quarter, all PYP general teachers will implement 4-5 unit planners.	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	
PERCEPTIONS			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter,	Choose One	
PE-2	By the end of the third quarter,	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Annual Summative Review

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, Emergent bilingual students in the 7th-8th grade will score 40% in mathematics and 50% approaches in reading, indicating a significant academic performance gap in these subject areas. By the end of the year, Emergent bilingual students in the 7th-8th grade will go up a growth level in both mathematics and reading, indicating a significant academic performance gap in these subject areas.	Choose One	
DE-2	By the end of the year, the campus will show a reduction of 9% of students All students and, 26% of African American students demonstrating chronic absenteeism	Choose One	
DE-3	By the end of the year, Economically Disadvantaged students will score as follows across grade levels and subjects: 41% in 5th-6th grade Science approaches on district wide assessments 43% in 8th grade Science 50% in 3rd-4th grade Math 52% in 6th-7th grade Reading Math 52% in 7th-8th grade Math. 42% approaches in math on 6-7th grade STAAR subjects	Choose One	
DE-4	By the end of the year, Special Education students will have scored as follows across various grade levels and subjects: 18% in 5th grade Math 22% in 7th grade Reading 22% in 7th grade Math 14% in 8th grade Reading 0% in 8th grade Math.	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, the growth of STAAR Math will increase from ????? to ????? and the growth of STAAR Reading will increase from ????????? to ????????? by May 2025 By the end of the year, Increase the Masters level mathematics performance from 4% to 12% by May 2024	Choose One	
SL-2	By the end of the year, To maintain the Algebra EOC STAAR passing rate at 96% by May 2024.	Choose One	
SL-3	By the end of the year, By May 2024 Increase the percent of students at approaches to 68% in Math and Reading. By the end of the 24-25 academic school year the percentage of students meeting their TELPAS growth goal will increase from 40% to 52%	Choose One	
SL-4	By the end of the year, Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard) in Science by 20% 10% by May of 2024 This goal does not make sense because it says all subject but then it says all in Science.????? confusing	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, to increase the number of MYP teachers trained from 80% to 100% of individual subject groups by August 2024	Choose One	
PP-2	By the end of the year, To increase the number of teachers & IB Coordinator trained in PYP from 72% to 100% 85% of staff by August 2024	Choose One	
PP-3	By the end of the year, IB teachers will demonstrate higher levels of IB knowledge and integration of IB principals as evidenced by 20% in IB walkthrough form snapshot results.	Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, Increase participation in monthly Principal Coffees to >10%, and >45% of families participating in IB/Curriculum/Academic Nights/Events by May 2024	Choose One	
PE-2	By the end of the year, decrease the gap between the number of enrolled students and the number of students who attend school daily from 9% to 6%	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	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, EB students will be at 40% approaches in math and 50% in reading.	Choose One	
DE-2	By the end of the fourth quarter,	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	
STUDENT LEARNING			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter,	Choose One	
SL-2	By the end of the fourth quarter,	Choose One	
SL-3	By the end of the fourth quarter, using a teacher-made assessment based on the released TELPAS test questions, there will be a 5% increase from the last test.	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	
PROCESSES & PROGRAMS			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, all MYP will have implemented approx. 4 unit planners per subject area.	Choose One	
PP-2	By the end of the fourth quarter, all PYP general teachers will implement 6 unit planners.	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	
PERCEPTIONS			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter,	Choose One	
PE-2	By the end of the fourth quarter,	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

Committee Members

Name	Role	Name	Role
LEONARD CASTILLEJA	Pre-K	Gena Meyer	Buisness member
OLIVIA DOMINGUEZ	KINDER	Adrian Grant	Counselor
ARIANNA VILLALOBOS	1ST	Gwen Fuentes	Parent
VELMA GARZA	2ND		
CAROLINA CONTRERAS	3RD		
LUCIA FRANCESE	4TH		
FRANCESCA ESCAPITA	5TH		
MIRANDA YZAGUIRRE	6TH		
BIANCA LOPEZ	7TH		
KAITLIN SHAFFER	8TH		
JONAS STEED	Fine Arts		
AUSTIN CHAPMAN	Special Education		
DENISE DIAZ	PARA PROFESSIONALS		
ANA FEMATH	PYP IB coordinator		
Evie Sperry	MYP IB coordinator		
Lori Senter	prof staff		
	pyp student		
Elsie Fuentes	myp student		
Luis De La Garza	head of school		
Maria Avila	AP		
Emerald Jimenez	Sr. Oper. Coordinator		

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
Woodlawn Academy	15907- 175
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Ms. Alcala
Principal	SAISD Board Approval Date
Luis De La Garza	
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

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
FA LS E	At-Risk Support	Physical Locations of the Plan			
FA LS E	CCMR - Secondary	Languages Available			
FA LS E	Dropout Prevention (Secondary)	URL to Online Version			
FA LS E	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
FA LS E	MTSS – Behavioral Interventions	Physical Locations of the Policy			
FA LS E	Parent & Family Engagement	Languages Available			
FA LS E	Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0299/docs/FamilyEngagementPolicy24-25a.pdf		
FA LS E	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
FA LS E	Quality of Learning Environment	Physical Locations of the Compact			
FA LS E	Recruiting/Retaining Teachers	Languages Available			
FA LS E	Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0299/docs/WoodlawnAcadSchool-Parent-Student-Compact24-25.pdf		
FA LS E	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
FA LS E	Students Not On Grade Level	Method	Date	Method	Date
FA LS E	Support for Special Populations				
FA LS E	Transition PK to K				
FA LS E	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	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	
Quarterly Reviews	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
	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 & Utility of Parents	Presentation/Slide Deck and agenda	Google Shared Folder	
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		