

McKinney Independent School District
Vega Elementary
2018-2019 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Vega Elementary has a diverse student population. This provides a great opportunity for all of our students to learn from peers who come from a variety of different backgrounds. This year we are projected to have 520 students enrolled. Our largest student groups are projected to be White 28%, African-American 20%, and Hispanic 46%. This year 63% of our students are projected to be identified as Economically Disadvantaged and 51% are labeled "At risk". We have 33% of our students projected to be identified as ELLs. Our mobility rate is 14%. We have 8.2% of our students identified as receiving special education. Our attendance rate last year was 97.3%. Our staff is deeply committed this year to having 100% of our students reach grade level proficiency and 100% of students showing a year or more of growth.

Demographics Strengths

A strength at Vega is our diverse student and staff population.

Student Achievement

Student Achievement Summary

At Vega we are committed to using our data to help guide our decision making when it comes to designing lessons and identifying the individual strengths and areas of growth for each of our students. We will continually spend time during Academy, faculty meetings, and Team Leader meetings taking a deep look at our assessment data from the 2017-2018 school year. We know it is important to use STAAR, iStation, REFLEX Math, IXL, and MAP data to identify strengths and areas of growth from the previous year as we make plans to improve for this school year. Additionally, this year our campus will continue to collectively focus on the importance of informal assessments for making quicker "real time" adjustments to instruction.

The first step in utilizing data is looking at historical data. The next step is to continuously analyze our on-going assessment during the year. This year we will CFAs for analyzing and reflecting on the data from our assessments. Our CFA meetings will provide teachers an opportunity to gain a shared understanding of what mastery of the TEKS looks like for the grade level. It will also provide an opportunity for teachers to share best practices as they review strategies and methods that were used in classrooms that demonstrated success on specific TEKS. We believe that this process will help lead to better instructional outcomes for all of our students.

Student Achievement Strengths

On iStation, the % of students identified as Tier 2 and 3 was reduced from 41% in September to 29% in April.

On 2nd - 5th MAP we saw percentile increases of 2 points in Math and 4 points in Reading from Fall to Spring.

3rd-5th STAAR Passing %

	2017	2018	Change
Reading	75	80	+5
Math	77	83	+6

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our STAAR Writing scores were not acceptable this past year. Our STAAR Writing passing percentage this year was 47%. Additionally, we have unacceptable achievement gaps in all STAAR content areas where our African American, Hispanic, and economically disadvantaged students are lagging behind the performance of our white students and behind our non-economically disadvantaged students. **Root Cause:** We need to improve our vertical alignment and shared expectations of writing instruction from Knd-5th.

School Culture and Climate

School Culture and Climate Summary

At Vega we have created a culture and climate of high expectations academically and behaviorally. This year we are continuing our implementation of Ron Clark's Essential 55 schoolwide. In addition to the Essential 55, the Vega staff has adopted the "No Excuses University" approach as developed by Damen Lopez. We feel strongly that having a common vision and common terminology in regard to student expectations from all of our staff will make a great positive impact on all of the students at Vega as we start our students on the path to college readiness in their elementary years. In addition to establishing a high expectations environment we are also striving to have our students feel pride in being a Vega All Star and to create a true sense of school spirit that will be noticeable to anyone that visit our school. We have also incorporated the Character Counts standards and make daily use of Community Circle, Class Constitutions and use of "Peace Places."

School Culture and Climate Strengths

Our monthly All Star Jams help us to build a strong sense of community. Each classroom has adopted a college and the "College Bound" theme is evident across the building. We have college guest speakers on our morning announcements as well as at our monthly All Star Jams. We also take time during the All Star Jams to honor and highlight a variety of cultures through dance, art, poetry, and guest speakers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In the last 7 years the teaching staff turnover rate has been very low. We believe the supportive climate and culture at Vega helps us to retain teachers.

Staff Quality, Recruitment, and Retention Strengths

This past year we gained 5 new teachers on the Vega Staff.

One of the strengths of our teaching staff at Vega is the number of experienced teachers that we have. On average our teachers have 12.3 years of experience and almost 70% of our teachers have taught for at least 6 years or longer. Our staff diversity is reflective of our student diversity. Our teaching staff is 53% white, 20% African-American, and 27% Hispanic. We feel that it is important for our staff to reflect the diversity of our society.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Since Vega is a school in MISD there is no shortage of curriculum resources for our teachers to utilize when they are designing lessons. We will continue to implement the ELAR and Math "Workshop Models" to strengthen their delivery of instruction. One of our continued goals this year will be to use assessments more efficiently to tighten up the "feedback loop" that will help guide lesson design. We will continue to meet with teachers while they are in their PLC planning time. The "4 Essential Guiding Questions" will be used as they are collaborating and designing lessons and activities. We will also increase the use of CFAs across all grade levels this year. We have found that implementation of CFAs has really strengthened our use of the "4 Essential Questions."

Curriculum, Instruction, and Assessment Strengths

One definite strength that we are able to utilize at Vega is that we have instructional coaches on our campus. Our instructional coaches have been a vital part of helping our teams to really focus on designing engaging instruction and to choose the best resources to pull from. They are able to help them by planning with them side-by-side, modeling best practices, and by helping teachers to have the chance to observe other teachers at our school and in the district that are masters of their craft. We have several teacher leaders on our staff that have been used by MISD to help write curriculum or to present professional development. We will certainly utilize their strengths by having them to help lead PD on our campus.

Parent and Community Engagement

Parent and Community Engagement Summary

Our Vega parents are very supportive of our teachers and our school. We are fortunate to have a school community that has pride in their school and vaules the school's efforts. We have a variety of exciting community events scheduled this school year to help us continue to build on this strong partnership. Our teachers and the Vega campus utilize a variety of tools to stay in communication with our parents. Some of the tools that are used include: newsletters, School Messenger, teacher websites, teacher blogs, phone calls, FaceBook, emails, and the school marquee. Each Fall we hold a Parent No Excuses University Fourm where we meet with parents to explaing the philosophy and mindset approach that is the foundation of No Excuses University.

Parent and Community Engagement Strengths

We have a PTA at Vega that is very supportive of our school and works in conjunction with our campus to support the needs of our students. We are also fortunate to have a very involved and active Vega Dad's group on our campus. We very much value the time and effort they have put into supporting our school.

We are also fortunate to have a full-time community liason that works at Vega. She is instrumental in helping to connect some of our more needy families to community resources that might have otherwise not been utilized.

We have 2 churches, Highpointe and Cottonwood Creek, that have "adopted" our school. We very much appreciate the extra support they have provided for our campus.

School Context and Organization

School Context and Organization Summary

Vega is a Knd-5th grade campus that services about 520 students. We have 34 classroom teachers, Kinder-5th and 5 bilingual aides. In Knd-4th grade all of our classes are self contained. In 5th grade our classess are departmenalized.

We have a Team Leader group on our campus that is made up of 15 staff members representing the various teams on our campus. Our Team Leaders meet monthly to continuously plan for improvement and to offer feedback to administration. We have 2 differernt types of Vertical Teams. For certain vertical planning meetings we will structure the meeting so that an entire grade level will meet with the grade level above them and the grade level below them. For other vertical team meetings we will have teams of teachers made up of representatives from every team meet in content specific groups to plan.

School Context and Organization Strengths

We are continuing use of PLCs and committees to increase teacher input on campus decisions. Every faculty member will serve on a committee. The purpose of these committee groups is to promote teamwork and collaboration across our campus.

Technology

Technology Summary

Students and staff at Vega Elementary strive to be producers and consumers utilizing technology tools. Staff members will meet monthly as a "Tech Team" committee to collaborate and learn about technology integration in a technology team. Teachers will in turn integrate technology learned resources in the classroom setting to prepare our students to be digital citizens.

Technology Strengths

- Monthly "Technology Team" meetings
- "Tweets of the Week"
- New interactive TV panels in all core content classrooms
- Student computers outside all core content classrooms
- Apple initiative (iPads for Students, MacBooks for Students and Teachers, MiniMacs)
- Use of "Maker Space" in the library

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices



Goals



Goal 1: Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: By the end of the 2018-2019 school year, all Kinder-2nd grade students will have made a year's growth or more as measured by iStation and DRA and all 3rd-5th graders will meet or exceed individualized projected growth on Reading MAP.

Evaluation Data Source(s) 1: iStation, MAP, DRA

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Weekly Kinder-5th grade team planning (PLCs) will be held with the instructional team to analyze weekly focus TEKS to ensure consistency with alignment of the TEKS and across the grade level. These meetings will also be held to ensure that teachers have a shared expectation of what mastery looks like when assessing state standards. After analyzing the TEKS, the team will identify specific instructional interventions to use to address the needs of the students and ways to enrich for students that have already demonstrated mastery. The "4 Essential Guiding Questions" will be used as they are collaborating and designing lessons and activities. We will also increase the use of CFAs across all grade levels this year.	Kinder-5th grade teachers, Mike Forsyth, Wendy Cottam, Laurie Teer, Cody Martin, Michelle Houston, Luz Ruiz	Consistency in the use of informal and formal formative assessments across each grade level and instructional gaps closing from the implementation of specific instructional interventions. Evidence of collaboration in lesson plans and delivery of lessons in the classroom.				
2) Quarterly vertical team meetings will be held to promote integration of shared content objectives, cohesiveness of grade level expectations and to share best practices across content areas. The Vega Collaboration Commitment document will be used to guide these meetings. We will also invite teachers from SJMS and Lawson to be a part of these meetings.	All K-5 grade level teams, Specials, Special Education and Administrative teams.	Teachers will become more cohesive and more knowledgeable about other grade level's curriculum and how to integrate across content areas and grade levels.				

3) Kinder-5th grade teachers will monitor Tier II and III students via the targeted intervention lessons through the iStation full suite. Teachers will also print off lessons from iStation and will use them when intervening in small group and one-one-one instruction with students.	Admin, classroom teachers	MAP, DRA, Unit Assessments, iStation				
4) Weekly lesson plans will be posted to Eduphoria every Monday. The Instructional Team and campus admin will review the lesson plans and monitor for inclusion Bloom's higher level questioning strategies, and ELPS Language Objectives.	Mike Forsyth, Wendy Cottam, Michelle Houston, Luz Ruiz, and Cody Martin	Observation of TEKS alignment and engaging lesson design when walk-throughs are being performed.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: By the end of the 2018-2019 school year, all Kinder-5th grade students will meet or exceed individualized projected growth on Math MAP.

Evaluation Data Source(s) 2: District assessments (2nd-5th), MAP (K-5)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Weekly Kinder-5th grade team planning (PLCs) will be held with the instructional team to analyze weekly focus TEKS to ensure consistency with alignment of the TEKS and across the grade level. These meetings will also be held to ensure that teachers have a shared expectation of what mastery looks like when assessing state standards. After analyzing the TEKS, the team will identify specific instructional interventions to use to address the needs of the students and ways to enrich for students that have already demonstrated mastery. The "4 Essential Guiding Questions" will be used as they are collaborating and designing lessons and activities. We will also increase the use of CFAs across all grade levels this year.	Kinder-5th grade teachers, Mike Forsyth, Wendy Cottam, Laurie Teer, Cody Martin, Michelle Houston, Luz Ruiz	Consistency in the use of informal and formal formative assessments across each grade level and instructional gaps closing from the implementation of specific instructional interventions. Evidence of collaboration in lesson plans and delivery of lessons in the classroom.				
2) Quarterly vertical team meetings will be held to promote integration of shared content objectives, cohesiveness of grade level expectations and to share best practices across content areas. We will also invite teachers from SJMS and Lawson to be a part of these meetings.	All K-5 grade level teams, Specials, Special Education and Administrative teams.	Teachers will become more cohesive and more knowledgeable about other grade level's curriculum and how to integrate across content areas and grade levels.				
Critical Success Factors CSF 1 CSF 2	Michelle Houston, Cody Martin, Luz Ruiz	Mastery of fact fluency on teacher tests and IXL reports/assessments.				
3) The online program "IXL" will be used as an intervention tool for all students in Kinder-5th grades that have demonstrated deficiencies in math fact fluency.						
4) Weekly lesson plans will be posted to Eduphoria every Monday. The Instructional Team and campus admin will review the lesson plans and monitor for inclusion of Bloom's higher level questioning strategies, and ELPS Language Objectives.	Mike Forsyth, Wendy Cottam, Michelle Houston, Luz Ruiz, and Cody Martin	Observation of TEKS alignment and engaging lesson design when walk-throughs are being performed.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress












= Discontinue

Goal 1: Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: By the end of the 2018-2019 school year, all 5th graders will meet or exceed individualized projected growth on Science MAP.

Evaluation Data Source(s) 3: MAP

Summative Evaluation 3:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Quarterly vertical team meetings will be held to promote integration of shared content objectives, cohesiveness of grade level expectations and to share best practices across content areas. We will also invite teachers from SJMS and Lawson to be a part of these meetings.	All K-5 grade level teams, Specials, Special Education and Administrative teams.	Teachers will become more cohesive and more knowledgeable about other grade level's curriculum and how to integrate across content areas and grade levels. Common vocabulary of scientific terms can be developed.				
2) Weekly lesson plans will be posted to Eduphoria every Monday. The Instructional Specialists and campus admin will review the lesson plans and monitor for inclusion of Bloom's higher level questioning strategies, and ELPS Language Objectives.	Michelle Houston, Luz Ruiz, Mike Forsyth, Wendy Cottam, and Cody Martin	Observation of engaging lesson design when walk-throughs are being performed.				
3) C&I will visit Vega to present K-5 Vertical Alignment PD. This will ensure that vocabulary and strategies are consistent K-5 for Science instruction.	Mike Forsyth, Wendy Cottam, Michelle Houston, Luz Ruiz and Cody Martin, Marie Hayes	Improvement of aligned instructional practices and common vocabulary used K-5 in Science.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						







Goal 1: Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 4: By the end of the 2018-2019 school year, all ELL students will demonstrate at least one area of advancement in each assessed area of TELPAS.

Evaluation Data Source(s) 4: TELPAS

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will select appropriate accommodations/interventions for each ELL student and will then use the accommodations/interventions in their daily instruction. The interventions and accommodations will be updated three times a school year based on student response to the intervention and assessment data.	ESL teachers, LPAC Committee	TELPAS, Writing Samples, MAP scores, iStation, DRA, local benchmarks				
2) Weekly lesson plans will be posted to Eduphoria every Monday. The Instructional Specialists will review the lesson plans and monitor for inclusion of Bloom's higher level questioning strategies, and ELPS Language Objectives.	Mike Forsyth, Wendy Cottam, Cody Martin, Michelle Houston					








 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 5: At Vega, all students will meet or exceed a 98% attendance rate for the 2018-2019 school year.

Evaluation Data Source(s) 5: Attendance reports

Summative Evaluation 5:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) During the 2018-2019 school year, all student attendance will be monitored through weekly district attendance reports.</p>	Classroom teachers, Wendy Cottam, Karla Pineda	An increase in daily attendace rate and a decrease in the amount of attendance letters mailed home.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Teaching and Learning by Design: Vega Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 6: By the end of the 2018-2019 school year, all 4th graders will have demonstrated a years growth or more on writing samples as scored by a rubric.

Evaluation Data Source(s) 6: Team developed rubric

Summative Evaluation 6:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will partner with Judy Vega for targeted writing PD in 3rd and 4th grade followed by monitoring by campus admin for implementation of new strategies and methods. Judy will come to Vega on September 13th to lead a half day PD and planning for the 3rd and 4th grade team. She will come back to Vega a few weeks later to meet with teams again and review writing samples together.	Mike Forsyth and Wendy Cottam	Our expectation is to see improvement and growth in students' ability to write a quality response to a prompt. We will also expect to see an improvement in our students' use of writing conventions.				
2) Quarterly vertical team meetings will be held to promote integration of shared content objectives, cohesiveness of grade level expectations and to share best practices across content areas. We will work vertically to set agreed expectations for non-negotiable conventions use at each grade level.	Mike Forsyth, Wendy Cottam, Vertical Team chairs	Teachers will become more cohesive and more knowledgeable about other grade level's curriculum and how to integrate across content areas and grade levels. Common vocabulary of scientific terms can be developed.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Safe and Collaborative Culture: Vega Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 1: Discipline referrals for inappropriate contact, threatening, safety violations and bullying will decrease.

Evaluation Data Source(s) 1: Student discipline referrals.

Summative Evaluation 1:












Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Teachers will hold community circles each day after morning announcements to discuss Essential 55, classroom concerns, Character Counts, and practice problem solving.</p>	Campus Administrators, Classroom Teachers, Counselor	Community Circle plans included in lesson plans, student surveys indicating participation in community circle, decrease in the number of office and counselor referrals, decrease in the number of bullying reports/referrals, student use of Peace Place.				
<p>2) Continue Character Counts character education program and Ron Clark's Essential 55, daily.</p>	Counselor, Campus Administrators, all teachers and staff	Decrease in the number of office and counselor referrals, decrease in the number of bullying reports/referrals, All Star of the Month to highlight students who show character, Character Counts/Essential 55 bulletin boards, posters, etc. displayed throughout the building, common use of Character Counts/Essential 55 terminology by staff, students, and parents.				
<p>3) Teachers will lead community circle using pre-written prompts/scenarios that are directly tied to the Character Counts trait and the Essential for that week.</p>	Counselor, Campus Administrators, all teachers and staff	Decrease in the number of office and counselor referrals and a decrease in the number of bullying reports/referrals.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Safe and Collaborative Culture: Vega Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 2: We will continue to build strong staff, parent and community relationships.

Evaluation Data Source(s) 2: Perception survey data.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Grow and support the MISD PALS mentor program and "Partners in Education Program" at Vega.	Counselor, Campus Administrators, Office Staff	There will be an increase in the number of student mentors at Vega.				
2) Hold monthly "All Star Jams" to highlight student success and increase school unity and pride. Include new school song and "Teacher Challenges." Community members and parents will be invited to attend.	Campus Administrators, Counselor, Teachers and Staff	Staff Survey, Student Survey				
3) Hold semester team building activities and social activities to build and strengthen relationships among staff members.	Sunshine Committee, Campus Administrators, Counselor	Staff Survey				
4) Host activities and events to include parents and community members (Science, Literacy and Math Nights, Breakfast With Santa, Vegatine Dance, Trunk-or-Treat, Donuts with Dads, Movie Nights, Family Fun and Fitness Night)	Campus Administrators, Teachers, Staff, Vega P.T.A., Vega Dads Club	Staff Surveys, Parent Surveys, increase of parent participation				
5) We will hold 2 No Excuses University Parent Forums in the Fall. At these forums we will lead the parents through a presentation that gives background to our No Excuses University approach. We will explain the staff mindset and philosophy behind our approach to this.	Mike Forsyth, Wendy Cottam	Parents will gain a better understanding to our school-wide approach to NEU and will be better able to reinforce and support.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)