Santo High School
Campus Improvement Plan
2016-2017

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Legal References

Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)
Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Santo ISD Core Beliefs

Evaluation and Continuous Improvement
A relevant, challenging curriculum and sustained student engagement build a culture that inspires all to excel and produces college and career-ready graduates

Balanced Programs
Balance in all decisions……..fiscal, curricular, and extra-curricular develops a well-rounded graduate

Parents as Partners
Parents are valued as partners in the education of students in Santo ISD

Schools Impacting Community
Community spirit and school success are mutually dependent and foster a sense of belonging

Fully Certified Staff
The foundation of student achievement originates from a high quality, caring, and collaborative staff

Campus Improvement Committee

Name	Position
Darla Henry	Secondary Principal
Jackie Stephens	Assistant Principal
Michele Bandy	JH ELA
Jamie Browning	JH Reading
Mitzi Mann	Secondary Spec. Ed.
Tammi Perry	HS Math
Rodney Peugh	CTE (Ag Science)
Elena Astello	LOTE
Julie Gilbert	Counselor

State Compensatory Education / At Risk Students

This District has written policies and procedures to identify the following:
- Students who are at risk of dropping out of school according to state criteria
- Students who are at risk of dropping out of school according to local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

The process used to identify students at risk is:
Each year, given the 13 indicators provided by the state, TJH disaggregates student data to see which students meet one or more of the given criterion. The principal prints the at-risk worksheets from TXEIS, completes the worksheet, indicating correct indicators, and submits this list to the campus PEIMS coordinator before the October snapshot date.

The process used to exit students from the SCE program who no longer qualifies is:
Using student level data in comparison to the state indicators, the principal reviews which students/indicators are still relevant to needs/circumstance of the student. Adjustments are made when needed and changes are submitted through to the PEIMS coordinator.

State Compensatory Education / At Risk Students

State of Texas At Risk Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.

2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.

3. Was not advanced from one grade to the next for one or more school years

4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument

5. Is pregnant or is a parent

6. Has been placed in an AEP during the preceding or current school year

7. Has been expelled during the preceding or current school year

8. Is currently on parole, probation, deferred prosecution, or other conditional release

9. Was previously reported through PEIMS to have dropped out of school

10. Is a student of limited English proficiency

11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS

12. Is homeless

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Comprehensive Needs Assessment

Summary of Findings
*In this plan, the term "student groups" refers to students who are H, ED, and SPED

Data Sources Reviewed
STAAR scores, classroom grades, failure reports, accountability data tables, TAPR report, teacher/parent/administration input

Area of Assessment: Demographics

Strengths	Needs	Priorities
Fairly stable population	Lower the percentage of at-risk students that ate AR because of grades/state assessments	Provide the support necessary to lower the percentage of At-Risk students
Low percentage of ELL students	Increase performance score in SPED and all special populations	Monitor/provide support student data groups

Area of Assessment: Student Achievement

Strengths	Needs	Priorities
Overall, STAAR scores are higher than state average	Increase focus on writing across all grade levels	Place an increased emphasis on writing skills/process across the curriculum
Good Reading scores	Provide tutorial time for lower level students	Continually monitor the achievement levels of students, providing interventions as needed to increase their level of academic and personal success

Area of Assessment: School Culture & Climate

Strengths	Needs	Priorities
Strong culture of "school family", including high student/staff standards	Create clear expectations for students/staff	Communicate clearly and in a timely manner

Area of Assessment: Staff Quality/Professional Development

Strengths	Needs	Priorities
High quality staff	Staff needs to gain confidence and knowledge in the use of data disaggregation in relation to student strengths and weaknesses, and ways to monitor assessments	Provide professional development in the efficient and effective use of data disaggregation to guide instruction, and utilize Eduphoria/Aware testing tool to help strengthen Scope and Sequence
Mix of veteran teachers, who provide knowledge and stability, and young teachers who provide energy and enthusiasm	Improve dialogue between grade levels and within departments regarding curriculum, instruction, student progress and behavior	Plan to allow teachers time to collaborate and vertically align curriculum
	Ongoing staff development to integrate technology in the classroom.	Provide opportunities for technology PD, idea sharing and collaboration

Area of Assessment: Curriculum, Instruction and Assessment

Strengths	Needs	Priorities
Overall student achievement is strong	Periodic benchmarks to assess student progress in courses that are accountable for state assessments	Benchmark students in state-assessed courses at least once per year
Teachers are increasing the use of technology in the classroom to boost student engagement	Continue to upgrade and increase technology available to students, and provide maintenance on existing hardware	Continue to follow through with grants to provide additional technology for student use, both at school and at home
Project-based learning continues to be utilized, increasing student engagement and critical thinking skills	Increase the number of project-based activities to extend student innovation and critical-thinking skills	Provide time and resources for teachers to plan and implement project-based activities

Area of Assessment: Family and Community Involvement

Strengths	Needs	Priorities
Strong school -community relations	Continue to provide multiple avenues of communication to parents and community	Continue providing information on website, mailings and face-to-face meetings with

	members regarding the Foundation Graduation Program requirements and endorsements	students and parents regarding graduation plan requirements
Continue to increase attendance and participation in community/ school events across all programs	Increase the number of community/school service projects, allowing our students to give back to the community	Encourage student leadership groups to develop and participate in community service projects to benefit both the Santo area and our students
	Continue to seek opportunities to increase communication between the school and parents/community	Increase the frequency of information being broadcast, as well as the amount of content available. Continue to monitor the effectiveness of our communication methods and adjust accordingly

Area of Assessment: School Context and Organization

Strengths	Needs	Priorities
Campuses are strategically located, increasing the efficiency of the district	Audit/Evaluate course offerings for Foundation Graduation Plan and Endorsements-expand course offerings to students whenever possible	Create and develop a master schedule that enables students to have quality course options and utilizes staff in the most effective and efficient way possible.
		Curriculum/certification audit to allow for more efficiency in staffing and scheduling

Area of Assessment: Technology

Strengths	Needs	Priorities
Dedicating funds to infrastructure, including wireless capabilities, bandwidth, teacher/student equipment, and technical support	Continue to upgrade and increase technology available to students/staff and maintain existing hardware	Explore ways to get technology devices to Eco-Dis , At-Risk and Special Population students who lack financial resources

Summary of Campus Goals

Demographics

Goal: Provide the support and resources necessary to lower the percent of At-Risk students during the 2016-2017 school year

Objective: SHS will track and monitor At-Risk students during the calendar year, providing appropriate interventions as needed, including Success Period, mentoring, peer-to-peer tutoring, pull-out- before/after school accelerated instruction and other available services as needed

Summative Evaluation: Comparison of At-Risk data should show a decrease in the number of students labeled At-Risk due to grades and/or standardized testing results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue the Talent Search program with Weatherford College	Counselor	Ongoing	None	Number of students enrolled
Continue to utilize the Activity Period (see School Context and Organization)	Campus Admin/ Staff	Ongoing	None	Improved test scores/grades
Provide tutorials/accelerated instruction as needed for At Risk students struggling in a course	Staff	Ongoing	None	Improved test scores/grades
Utilize available software programs to assist struggling learners	Staff	Ongoing	District funds Learning lab	Improved test scores/passing rates/grades
Use the RTI process to monitor struggling students, and pinpoint students' needs to provide the correct interventions	Campus admin/ Staff	Ongoing	Accelerated instruction	Improved test scores/grades
Assist teachers with STAAR data disaggregation to identify the weaknesses of the At-Risk student	Campus Admin/ Counselor/ Staff	Ongoing	Eduphoria	Improved test scores/grades
Monitor/improve student groups in Special Program areas.	Campus Admin/ Staff	Ongoing	TXeis Accountability data	TAIS/ PBMAS

Student Achievement

Goal: Create a process to more effectively deliver needed accelerated instruction and enrichment

Objective: SJH/SHS will create an Activity Period and Accelerated Instruction schedule to help struggling students.

Summative Evaluation: An increase in Accelerated Instruction, Tutoring and Enrichment should create a higher achieving campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Create an Activity period for JH/HS students for Accelerated Instruction	JH/HS staff	Ongoing	STAAR materials	Increase in passing rate on STAAR
Create and maintain an Accelerated Instruction schedule for JH /HS students who have failed an EOC assessment or are at risk of failing the next assessment	Staff	Ongoing	None	Increased STARR passing and progress rates
Provide JH/HS students with the ability to access classroom teachers for tutorials during Activity Period	Campus Admin/ Staff	Ongoing	None	Increased course passing rate
Utilize the Activity Period to gain extra practice time for students in competitive events (UIL, Science Olympiad, FFA)	Team sponsors	Ongoing	None	Increased participation in competitive academic/leadership events
Utilize the Activity Period to allow students to meet with club and class sponsors	Class & Club sponsors	Ongoing	None	Increased participation in school activities

Student Achievement

Goal: Place an increased focus on writing expectations across all curriculums and grade levels

Objective: Teachers will be trained on standard writing expectations

Summative Evaluation: Increased scores on the STAAR writing and ELA assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
All teachers will display and emphasize Campus Writing Standards	ELA Staff	Fall 2016	Curriculum TEKS	Formal writing standard document
Additional teacher training will be provided on the Campus Writing Standard	ELA Staff	Spring 2017	Time	Increased writing assignments on lesson plans in all subject areas

Goal: Continually monitor all low performing students and provide extra interventions as needed

Objective: Track low-performing student groups

Summative Evaluation: Increase in the STAAR progress measure scores for these students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Monitor student grades at three and six weeks	Admin/Counselor	Ongoing	Campus reports	Students failing
Monitor students through the RTI process and provide personalized interventions for Tier 2 and 3 students	Staff	Ongoing	Odyssey Ware Tutorials/RTI Pullout	Student progress
Effectively utilize technology to remediate students who are behind or need to recover credit	Staff	Ongoing	Eduphoria, Odyssey Ware, tech resources	Student progress

School Culture & Climate

Goal: Provide students with a safe environment in which to grow and learn

Objective: SHS will continue to provide a community expected safe and nurturing environment for students to be able to learn and grow

Summative Evaluation: Teacher retention and high student graduation rates

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to maintain campus facilities at a high level to ensure safety and positive environment	Staff	Ongoing	District Funds	State of facilities, staff & community feedback
Provide training to all students in areas of bullying prevention, drug abuse, pregnancy and disease prevention, and character education	Admin/Counselor	Ongoing	District Funds	Campus climate and safety
CPR/AED training provided to staff	Admin/A.D.	Ongoing	None	Campus safety
Ongoing safety drills	Campus Admin	Ongoing	District	Campus Safety
Procure Safe Locks for all classroom doors	Campus Admin	Ongoing	District Funds	Campus safety
Emphasize a dress and grooming code that effectively maintains a safe & positive learning environment	Campus Admin	Ongoing	None	Campus climate and safety
Implement a discipline management plan that is cohesive, structured, timely, and fair	Campus Admin	Ongoing	None	Campus climate and safety
Implement and maintain attendance policies and procedures which ensure consistently high attendance	Campus Admin/Office staff	Ongoing	None	Campus climate and safety
Implement and maintain responsible cell phone and technology usage/procedures	Campus Admin/staff	Ongoing	District Funds	Campus Climate and safety

Staff Quality/Professional Development

Goal: Continue our tradition of hiring fully-qualified staff

Objective: SHS will seek fully certified teachers and staff

Summative Evaluation: Cumulative percentage of fully certified staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Ensure that new teachers hired meet fully certified status	Campus Admin	Ongoing	Certification regulations	Percentage of fully certified teachers on campus
Continue to analyze teacher certification and experience	Campus Admin/District HR	Ongoing	Certification regulations	Percentage of fully certified teachers on campus
Provide first-year teachers with ample support/resources	Campus Admin/ Staff	2016-2017 school year	None	New teacher job satisfaction and student classroom performance
Maintain a consistent teacher appraisal system to enable professional development and teacher improvement	Campus Admin	Ongoing	T-TESS Appraisal Instrument/ESC 11	Consistent monitoring

Staff Quality/Professional Development

Goal: Train all staff on curriculum and monitoring student progress

Objective: SHS will train teachers to align and progress monitor curriculum

Summative Evaluation: Increased student performance and progress on all required assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to create and develop Scope and Sequence for all classes	Campus Admin/counselor	Ongoing	Scope and Sequence Documents	Formative Eduphoria Assessments/ State Assessments
Train Teachers in Eduphoria Aware Test Building to monitor student/teacher progress through Scope and Sequence	Campus Admin/District TIS	Ongoing	Eduphoria Aware	Eduphoria Aware
Plan days in the school Calendar for teachers to meet in PLC's	Campus Admin/District TIS	Ongoing	Substitutes Teacher input	Increased vertical and horizontal alignment

Staff Quality/Professional Development

Goal: Provide meaningful professional development, directly related to student needs, to all instructional staff

Objective: SHS staff will participate in appropriate professional development before and during the school year

Summative Evaluation: Increased student performance and progress on all required assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide access to relevant professional development, based on teacher/campus needs	Campus Admin/Counselor/ District TIS	Ongoing	Region XI Service Center Qualified trainers	Teachers will gain knowledge about critical thinking skills, which will then translate to the classroom
Teacher input on professional development topics will be sought and considered	Campus Admin/District TIS /Staff	Ongoing	Teacher input	More focused and meaningful professional development

Curriculum, Instruction, and Assessment

Increased project-based activities to promote student innovation /critical thinking skills: provide time and resources for planning

Goal: Maximize our state accountability rating

Objective: Campus will use benchmarking to assess student learning and provide more access to learning opportunities for EcoDis and other students

Summative Evaluation: Increased assessment results and student involvement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Benchmark all students in tested subjects at least once per year	Staff	Ongoing	Eduphoria	Assess student learning
Increase project-based learning activities	Campus Admin/Staff	Ongoing	District funds	Increased student engagement and innovation/critical thinking skills
Provide time for department planning 3-4 times per year	Campus Admin.	Ongoing	District funds for subs	More teacher innovation and aligned curriculum
Continue to offer Summer School program consistent with the demands of SSI	Campus Admin./Staff	June, 2017	Campus Budget Multiple campus curriculum resources	Reduced SSI referrals

Family and Community Involvement

Goal: Continue to seek opportunities to increase communication between the school, parents, and the community

Objective: SHS will continue to utilize various resources to communicate information to all stakeholders, while constantly evaluating and adjusting these methods of communication

Summative Evaluation: Increasing the attendance at both academic and community events, while decreasing the number of parent phone calls that deal with routine questions about athletic schedules, time changes, school events etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Improve communication with the community through appropriate social media-Website-, Twitter, Remind and School Messenger	Administration All instructional staff	Ongoing	Time	Increased outbound communication/postings
Make daily updates to the district's website to ensure all information is timely and relevant	Campus Admin/ Staff	Ongoing	Time	Increased outbound communication/postings
Provide opportunities for student leaders and student groups to engage in community/school service projects	Campus Admin/ Staff	Ongoing At least 1 per semester	Time District Funds	Increased interaction with community members
Community open-house night	Principal Staff	1 per year	Time District Funds	Attendance

Family and Community Involvement

Goal: Support an environment in which students, parents, guardians, and community members are informed about the College and Career Readiness Standards and actively involved in the graduation planning process

Objective: SHS will continue to provide a variety of communication methods about CCR and PGP to all stakeholders to create more students graduating on RHSP/DHSP, and foundation plan with endorsements.

Summative Evaluation: Increasing community/parent knowledge about the College and Career Readiness Standards and the graduation plan process while boosting the number of students gaining Endorsements on the Foundation Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide students and parents online access to personalized Graduation Plan and scheduling	Counselor	Ongoing	TXEIS	Increased knowledge of and input about graduation plan and requirements
Provide students and parents online access to real-time student grades and attendance through Parent Portal	Staff	Ongoing	TXEIS	Monitor the number of parents and students who utilize the software
Continue to encourage scheduled parent conferences with administrators, counselors, and teachers to discuss the CCR standards, graduation plan, and student success	Administration Staff	Ongoing	Time	Log of scheduled parent conferences
Provide important documents, and State Assessment results to parents in their native language	Administration	Within 14 days	Translation Resources	Increased understanding of data by non-English speakers
Continue to provide community events	Administration Staff	Ongoing	District funds	Attendance

School Context and Organization

Goal: Revise the Master Schedule to allow time for teachers to provide both intervention for struggling students and enrichment opportunities

Objective: Utilize Activity Period and Pull-Out for intervention for Accelerated Instruction and enrichment activities.

Summative Evaluation: Comparative STAAR data-increase passing and progress rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Create a master schedule that provides quality course offerings and utilizes staff efficiently.	Administration Staff	Ongoing	None	State and Federal Reports
Create and maintain a pull-out accelerated instruction/RTI schedule for students who have failed an EOC assessment or are at risk of failing the next assessment	Admin/Staff	Ongoing	None	Increased STARR passing and progress rates
Provide SHS students with the ability to access classroom teachers for during Activity Period and before and after school	Admin/Staff	Ongoing	None	Increased course passing rate
Utilize Activity Period to gain extra practice time for students in competitive events (UIL, Science Olympiad, FFA)	Team sponsors	Ongoing	None	Increased participation in competitive academic and leadership events
Utilize Activity Period to allow students to meet with club and class sponsors	Class & Club sponsors	Ongoing	None	Increased participation in school activities

School Context and Organization

Goal: Audit course offerings to create more efficiency in staffing and scheduling, while moving toward a more diversified learning experience for secondary students

Objective: Teachers will work with administration to disaggregate TEKS and course expectations, while continually evaluating courses that offer the most benefit

Summative Evaluation: Master Schedule, Student success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Teachers will continue to create a cohesive scope and sequence for course and subject areas	Admin/Staff	2016-17 school year	Scope and sequence documents Time during day	Completed scope and sequences
Continue promotion and enhancement of CTE programs, certifications & graduation requirements	Administration Staff	2016-2017 school year	Campus budget Campus CTE resources/iCTEV HB 5 resources ESC 11 Personnel	Four Year Plans- Six Year Plans- Passing CTE Certifications
Continue high expectations in Special Education and all Special Populations including Gifted and Talented	Administration and Staff	2016-2017 school year	TEKS/ IEP's Accommodations/GT Plan	Lesson Plans/ IEP's Benchmarks/Increased GT projects/participation

Technology

Goal: Improve Technology for students

Objective: SHS will continue to add personal technology devices, as funding allows

Summative Evaluation: An increased number of district-owned devices available to students/staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Pursue grants for additional funding for purchase of technology devices	Administration Staff	Ongoing	Time	Amount awarded by grants
Continue to work on ways for EcoDis and other students to have accessibility to personal technology devices and wi-fi hotspots	Administration Staff	Ongoing	Grant funding	Amount awarded by grants

Goal: Increase the integration of technology in the classroom, while maintaining and upgrading our current systems

Objective: Teachers will continue to be trained on a variety of integration methods

Summative Evaluation: Increase in the number of lessons utilizing technology

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide ongoing training for teachers in the area of tech integration	Administration Staff	Ongoing	Time/District integration personnel	Increased use of technology in the classroom
Provide teachers with resources to seek out ideas for bringing student technology into the classroom	Administration Staff	Ongoing	Online resources/ Conference attendance/ ESC11 workshops	Increased use of technology in the classroom

Technology

Goal: Upgrade and maintain our current technology infrastructure

Objective: Increase our infrastructure to accommodate new and more powerful technology

Summative Evaluation: Periodic needs assessment, teacher feedback

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to upgrade the campus' graphing calculator inventory and provide check-out for all high school student enrolled in a math class	Administration Staff	Ongoing	Time	Increased use of technology in the classroom
Continue to check out iPads to students/teachers	Administration Staff	Ongoing	None	Track usage of iPads by teacher and subject
Continue to increase student technology resources/purchase Chromebooks and checkout cart(s)	Administration	Ongoing	Campus/District Technology Funds	Tech purchases-Track usage by teacher and subject

Appendix A: System Safeguards

Problem Statement	Annual Goal
Secondary Hispanic students have a 52% pass rate on the 2016 reading/ELAR STAAR assessments.	Increase the passing rate for secondary Hispanic students to 63% on the 2017 reading STAAR assessments.
Root Cause • District- wide lack of knowledge of instructional strategies for ELLs • New ESL teacher needs additional training	**Strategy** 1. Re-evaluate the ESL program and its coordination with classroom instruction 2. Implement sheltered instruction training district-wide 3. Increase monitoring of Hispanic students

Annual Goal

Increase the passing rate for secondary Hispanic students to 63% on the 2017 reading STAAR assessments.

Interventions by Quarter			
Q1 Goal (Aug-Oct)	**Q2 Goal (Nov-Jan)**	**Q3 Goal (Feb-Mar)**	**Q4 Goal (Apr-June)**
Identify issues	Re-evaluate ESL program and begin SIOPS training with staff; increase monitoring of Hispanic students	Sheltered Instruction training completed by end of quarter	Increase the passing rate for the district's Hispanic students to 63% on the 2017 reading STAAR assessments.
Interventions	**Interventions**	**Interventions**	**Interventions**
Met with ESC to discuss ESL on 9-28-16	Meet with principals, supt, and TIS about ESL program	Continue to monitor identified students	Continue to monitor identified students
TIS attended System Safeguards Training at ESC 11 10-19-16	Get needs assessment from ESL teacher	Disaggregate benchmark data for Hispanic students to identify areas of weakness prior to state assessment and provide relevant RTI	Disaggregate benchmark data for Hispanic students to identify areas of weakness prior to state assessment and provide relevant RTI
Identified Hispanic students on campus	SIOPS training scheduled	100% of teachers will implement sheltered instruction practices in classrooms	Disaggregate 2017 Reading/ELA STAAR data
Disaggregated 2014-16 STAAR data to identify trends	_____ will monitor identified students on a _____ basis	Additional training from ESC personnel	Begin work on 2017-2018 Campus Improvement Plan
Explore possibility of ESL inclusion aide			
Data/Proof	**Data/Proof**	**Data/Proof**	**Data/Proof**
Meeting notes	Meeting notes	Grade reports, notes	Grade reports, notes
Certificate	Needs assessment document	Aware reports, RTI documents	Aware reports
TxEIS report	Training calendar	Walkthroughs—ESC and admin	Campus Improvement Plan draft
Trend reports from Aware data	Grade reports, notes	Training calendar, emails	
Meeting notes, hiring data			