



Campus Improvement Plan

2023-2024



Thomas Edison High School

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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

- 1. 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.
- 2. 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.
- 3. 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.
- 4. Improve Social Emotional Readiness in all Students** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the 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 state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1	CAC met to review 22-23 CIP and CNA. CAC looked at data historic data to identify campus strengths and weaknesses and wrote problem statements and root causes.
Meeting #2	CAC met to review 22-23 CIP and CNA. CAC looked at data historic data to determine campus strengths and weaknesses and wrote problem statements and root causes.

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

The CAC assessed and discussed 22-23 data collected. The CAC evaluated 22-23 strategies for effectiveness. Most strategies will continue to the following year.

- STAAR Data
- CCMR Data
- Graduation
- Leaver/Attendance Data
- Insight Survey (components)

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Groups	STAAR, EOC, CBAs	PS DE-1	Special Education and English learner students continue to perform 10 - 20% lower on formative and summative assessments than their general education counterparts in all core content areas (Math, English, Science & Social Studies).
		RC DE-1	Campus instructional leaders do not provided effective training and ongoing support to include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. (5.1b)
Attendance	TAPR	PS DE-2	Attendance rates have dropped and remain below 90%.
		RC DE-2	Data systems do not exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly. (3.2d)
Data Determinations	<p>Thomas Edison HS is a comprehensive high school serving 1340 students in grades 9th - 12th grade.</p> <p><u>Our current demographics are:</u></p> <p>97% Hispanic less than 1% Black 2% White less than 1% Other 29% EB 13% SPED 66% At Risk 89.4% Economically Disadvantaged</p> <p><u>High School Graduation Rates:</u></p> <p>Class of 2019- 99%; Class of 2020- 98%; Class of 2021 - 95%; Class of 2022 - 95% (preliminary)</p> <p><u>Campus Strengths</u></p> <p>Edison has Master Teachers in all four core areas. Edison HS offers dual credit and advanced placement courses. Edison HS offers both Level I & II Industry Certifications Edison offers: P-Tech School of Business as well as the First Responders Academy Edison offers extra-curricular sports, clubs, and organization to all students.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
STAAR Domain	STAAR EOC, CBAs	PS SL-1	The TAPR indicates that English I and English II EOC scores remain at least 5% the district average and 20% below the state average.
		RC SL-1	Campus is not fully engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skill in order to provide them with timely interventions throughout the year. (5.4a)
STAAR Domain	STAAR EOC, CBAs	PS SL-2	The TAPR indicates that less than 38% of students are achieving Meets and/or Masters on the English I, English II, Algebra, and Biology EOC exams
		RC SL-2	Campus does not use a corrective instruction planning process, individually and in PLCs to analyze data identify trends in student misconception, determine root cause as to why student may not have learned the concept, and create plans to reteach. (5.3b)
CCMR, Graduation Rates	TAPR	PS SL-3	According to the 2022 TAPR Report, EHS had a 95.4% on-time graduation rate.
		RC SL-3	Data systems do not exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly. (3.2d)
Data Determinations	<p><u>Spring 2023 EOC Testing (2022) Results:</u></p> <p>Approaches/Meets/Masters</p> <p>English - 45% / 30% / 2% Algebra I - 55% / 15% / 6% Biology 66% / 37% / 9% US History 81% / 56% / 27%</p> <p>CCMR- 60% TELPAS - 32% increase 1 proficiency level Academic Growth - 58%</p> <p><u>Campus Strengths:</u></p> <p>Gains were made in all areas compared to last year. US History results were among the highest in the district (81%) Student participation in state testing was high for all exams.</p>		

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 and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Feedback	Lesson Plan Submission in SharePoint	PS PP-1	Over half of the submitted lesson plans do not indicate specific instructional practices, scaffolding and questioning that reflect grade level and alignment expectations.
		RC PP-1	Campus leaders do not frequently review how teachers use, internalize and modify lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. (4.1c)
Professional Development	Performance Matters	PS PP-2	Scaffolding and differentiation (process, content, or product) is not observed daily as per Performance Matters recorded walkthroughs.
		RC PP-2	Campus does not provide ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills to include differentiated and scaffolded supports for students with disabilities, EBs, and other student groups. (5.1b)
Professional Growth	Fixed Assets	PS PP-3	70% of all classrooms lack appropriate technology to support instructional strategies and initiatives.
		RC PP-3	Campus does not provide ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills to include differentiated and scaffolded supports for students with disabilities, EBs, and other student groups. (5.1b) <i>(Access to computer labs, laptop carts, iPad carts, or interactive smartboards is limited. Our computer labs are used for state online testing which further limits teacher access.)</i>
PLCs/PLNs	Frontline Failure Reports	PS PP-4	___% of students failed the 3rd 9 weeks and either participated in credit recovery and/or grade repair. ___% of courses were accredited through Credit Recovery.
		RC PP-4	Campus does not regularly use a corrective instruction action planning process, in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (5.3b)
Data Determinations	<p>Professional Practices: Edison H.S. has Master Teachers in all core areas and they are serving students most at risk. EHS professional development plans are tailored to teacher needs (request, classroom data & observed needs). AVID and 7 steps to a language-rich, interactive classroom are two ongoing professional development topics. Professional development is presented by administration, teachers, and/or specialists as appropriate.</p> <p>Programs & Opportunities for Students: All students are eligible and have access to advanced coursework including courses that lead to an industry-based certification. All students also have access to the campus College Hub which provides guidance, counseling and resources related to postsecondary education including career awareness and exploration activities. Students also have access to become part of the P-Tech School of Business or the First Responders Academy through the district lottery system.</p> <p>Time is provided to all core teachers to meet in Professional Learning Communities (PLCs) where they are able to engage in professional and cross curricular planning so that students receive quality instruction daily. Teachers are afforded opportunities to present best practices to their peers.</p>		

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.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parent Engagement	Parent Meeting Sign In Sheets	PS PE-1	Parent & Family attendance at school meetings, workshops or parent conferences ranges from 2% - 5% of the student population.
		RC PE-1	Systems are not in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way. (3.4b)
Stakeholder Engagement (Staff, Students, Families)	Insight Survey, Student SEAD Survey, Family Survey	PS PE-2	30% of staff responded to campuswide Insight Survey; ___% of students responded to Student SEAD Survey; ___% of families participated in Family Survey.
		RC PE-2	Campus has not engaged stakeholder in creating and continually refining the campus' mission, vision, and values. (3.1a)
		PS PE-3	
		RC PE-3	
Data Determinations	<p><u>Student Engagement:</u> Students at Edison have a general sense of belonging and feel safe while at school. Students have a strong sense of tradition and engage and participate in or become involved in school-wide events as well as clubs and organizations.</p> <p><u>Staff Engagement:</u> Teachers at Edison strive to build a positive relationship with students and with each other. Teachers are also highly encouraged to respond to district and campus surveys which call for teachers' input.</p> <p><u>Parent/Guardian/Community Engagement:</u> Our FACE Specialists are both available to parents on a daily basis. They communicate with families in both English and Spanish as necessary. Our parents are also encouraged to respond to district and campus surveys to collect their input. Our FACE Specialists support campus initiatives and ensure that parents are aware of events taking place around the campus and around the district. They also support parents in ensuring that they have access to Frontline so that they can monitor their child's progress.</p> <p>Edison has an established AVID and PBIS team which help promote a college going culture and positive behaviors. The campus principal distributes (via email) a weekly newsletter that highlights staff and students. Strong school traditions continue to be carried out yearly which attracts great community support. The campus website and social media platforms are up to date and highlight the great things happening at Edison or with Edison students and staff. The campus has a 30 minute BEAR Time daily where students engage in SEL and College Awareness activities.</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3,4	By EOY, Special Education students will score within 10% and English learners will score within 10% of their general education counterparts in all core content areas. Demographic-1	All campus faculty will participate in research-based professional development to ensure instructional strategies target the needs of diverse learners to include scaffolding and differentiation.	Admin Academic Deans	
		Quarterly KPIs	By end of Quarter I, 100% of teachers will have participated in professional development in instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, 7 Steps to a Language Rich Classroom and Active Monitoring as evidenced by BOY Professional Development agenda and sign in sheets. By end of Quarter II, 50% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, 7 Steps to a Language Rich Classroom and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation. By end of Quarter III, 65% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation 7 Steps to a Language Rich Classroom and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation. By end of Quarter IV, 80% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation 7 Steps to a Language Rich Classroom and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation.		
DE-2	1, 2, 3, 4	By EOY, Special Education students will score within 10% and English learners will score within 10% of their general education counterparts in all core content areas on EOCs. Demographic-1	Campus will hyper monitor subpopulations of students (Special Education and Emergent Bilingual) and utilize a planning tool to ensure lesson delivery includes scaffolds and differentiation to meet diverse learners needs.	Admin Academic Deans Core Content Teachers	
		Quarterly KPIs	By Quarter I, Special Education students will score within 15% and English learners will score within 15% of their general education counterparts in all core content areas as evidenced CBA data, Gap Analysis Planning Protocol, and Performance Matters observation data. By Quarter II, Special Education students will score within 13% and English learners will score within 13% of their general education counterparts in all core content areas as evidenced Semester Exam data, Gap Analysis Planning Protocol, and Performance Matters observation data. By Quarter III, Special Education students will score within 11% and English learners will score within 11% of their general education counterparts in all core content areas as evidenced CBA data, Gap Analysis Planning Protocol, and Performance Matters observation data. By Quarter VI, Special Education students will score within 10% and English learners will score within 10% of their general education counterparts in all core content areas as evidenced Semester Exam/APA data, Gap Analysis Planning Protocol, and Performance Matters observation data.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-3		By EOY, overall student attendance will increase from 85% to 90% on the TAPR. Demographics-2	Through weekly campus attendance/leaver meetings, the attendance committee will target Tier 3 students and create a plan of support to help those students re-engage. All leavers will be examined weekly and home visits will be carried out to find these students to re-enroll them in school.	Attendance Committee Admin	
		Quarterly KPIs	By end of Quarter I, overall student attendance will increase from 85% to 86% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage. By end of Quarter II, overall student attendance will increase from 86% to 87% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage. By end of Quarter III, overall student attendance will increase from 87% to 88% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage. By end of Quarter IV, overall student attendance will increase from 88% to 90% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1, 2	<p>ACADEMIC EXCELLENCE: MATHEMATICS, ENGLISH, SCIENCE, SOCIAL STUDIES</p> <p>By EOY, students will increase on the Mathematics EOC from 67% Approaches, 15% Meets, 2% Masters to <u>75%. 23%. and 8%. respectively.</u></p> <p>By EOY, students will increase on the Social Studies EOC from 91% Approaches, 58% Meets, 23% Masters to <u>95%. 60%. 20%. respectively.</u></p> <p>By EOY, students will increase on the English EOC from 59%, Approaches, 14% Meets, 2% Masters to <u>61%. Approaches, 14%. Meets and 2%.Masters respectively.</u></p> <p>By EOY, students will increase on the Science EOC from 86%, Approaches, 44% Meets, 9% Masters to <u>87%. 46%. and 10%. respectively.</u></p> <p>Student Learning - 2</p>	<p>Campus will utilize backward design planning to create lessons that will identify gaps and misconceptions of students in foundational skills based on formative assessments. Campus will use active monitoring to tier students and create research-based intervention strategies. Students will have access to high level instructional materials that will support their learning.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Notetaking and interactive notebooks in with units of study and concepts are separated by colored paper • Vertical dry-erase whiteboards as described in Building Thinking Classrooms for student to engage in collaborative problem solving and gallery walks • Active monitoring to include frequent checks for understanding throughout a lesson and and at the closure to assess student mastery and provide in-the-moment feedback • Bilingual word walls and anchor charts to support emergent bilingual students in academic vocabulary acquisition • Individual student data profiles • Cross-curricular writing using CER as an anchor strategy 	Admin Academic Deans Department Chairs	<p>164/Science Lab Consumables/\$1,000</p> <p>164/Science Supplies & Materials/\$8,492</p> <p>211/Instructional Resources/\$30,000</p> <p>211/Instructional Resources(Composition Books)/\$4,000</p> <p>EOC Supplemental Resources and class reference material/211/\$1,579.39</p>
		Quarterly KPIs	<p>By Quarter I, students will demonstrate an increase of at least 2% on CBAs. By Quarter II, students will demonstrate an increase of at least 3% on CBAs. By Quarter III, students will demonstrate an increase of at least 4% CBAs. By the End of Year students will demonstrate an increase of at least 5% on their CBAs and an increase in EOC scores.</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-2	1, 2	<p>By EOY, students will increase on the Mathematics EOC from 67% Approaches, 15% Meets, 2% Masters to 75%, 45%, and 20%, respectively.</p> <p>By EOY, students will increase on the Social Studies EOC from 91% Approaches, % Meets, % Masters to 95%, 60%, 20%, respectively.</p> <p>By EOY, students will increase on the English EOC from %, Approaches, % Meets, % Masters to %, %, and %, respectively.</p> <p>By EOY, students will increase on the Science EOC from %, Approaches, % Meets, % Masters to %, %, and %, respectively.</p> <p>Student Learning - 2</p>	<p>Students will capture their learning in journals, interactive notebooks, foldables, pre-printed notebooks or student portfolios. Students will track progress toward content mastery in class by entering formative assessment data on a common student data tracker.</p>	<p>Admin Academic Deans Department Chairs</p>	<p>211/Printing Services/\$500</p> <p>211/General Supplies (Composition Books)/\$4,000</p>
		<p>Quarterly KPIs</p>	<p>By Quarter I students will demonstrate at least 2% mastery growth on the common assessment. By Quarter II students will demonstrate at least 3% growth on the common assessment. By Quarter III students will demonstrate at least 4% growth on the common assessment. By the end of Quarter 4, students will monitor individual progress and learning targets for each formative assessment and summative assessment to increase performance by at least 5% in each content area.</p>		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes and Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3	2	<p>Data Driven Instruction in Mathematics, English, Science, Social Studies</p> <p>By EOY, students will increase on the Mathematics EOC from 67% Approaches, 15% Meets, 2% Masters to <u>75%, 23%, and 8%, respectively.</u></p> <p>By EOY, students will increase on the Social Studies EOC from 91% Approaches, 58% Meets, 23% Masters to <u>95%, 60%, 20%, respectively.</u></p> <p>By EOY, students will increase on the English EOC from 59%, Approaches, 14% Meets, 2% Masters to <u>61%, Approaches, 14%, Meets and 2% Masters respectively.</u></p> <p>By EOY, students will increase on the Science EOC from 86%, Approaches, 44% Meets, 9% Masters to <u>87%, 46%, and 10%, respectively.</u></p> <p>Student Learning - 2</p>	<p>Campus will utilize evidence-based and data-informed teaching techniques to remediate weaknesses shown by formative assessment data. This instruction will include regular technology integration using SMART boards, iPads, laptops, graphing calculators, and relevant software for these platforms to ensure the development of skills relevant to 21st century learners.</p> <p>Campus will assess student needs and areas of growth through the ongoing process of undergoing reflection on assessment data with various data protocols, including the GAP analysis protocol.</p>	Admin Academic Deans Department Chairs	211/Graphing Calculators/\$3,000
		Quarterly KPIs	<p>By Quarter I, all core teachers will provided professional development on active monitoring and gap analysis strategies within PLC.</p> <p>By Quarter II, 50% of core teachers will be implementing active monitoring or gap analysis strategies once per week in the classroom as evidenced by learning walk documentation.</p> <p>By Quarter III, 75% of core teachers will be implementing active monitoring or gap analysis strategies once per week in the classroom as evidenced by learning walk documentation.</p> <p>By Quarter IV, 100% core teachers will use active monitoring and gap analysis strategies at least once per week in class as evidenced by learning walk documentation.</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-4	1, 2, 3, 4	By EOY, student on-time graduation rate will increase to 98% on time graduation rate and dropout rate will decrease to less than 1%. Student Learning - 1	Facilitate interactions between school personnel, families, and external agencies to support a successful educational experience for all students. College Readiness Conferences will be held with students at BOY, MOY, and EOY. Information discussed will include but is not limited to: Attendance, Credits, State Testing Requirements, CCMR status (including SAT/ACT/TSI information), certifications, and graduation plans. Information on upcoming testing, deadlines, and tutorial support and resources for TSI, SAT, and ACT will also be provided.	Social Worker Community In Schools FACE Specialist Admin Counselors	
		Quarterly KPIs	By end of Quarter I, 100% of seniors will have conferred with an adult on campus regarding graduation plans as evidenced by scheduled conferences, conference notes, and communication logs. By end of Quarter II, 30% of all students will have conferred with an adult on campus regarding graduation plans as evidenced by scheduled conferences, conference notes, and communication logs. By end of Quarter III, 60% of all students will have conferred with an adult on campus regarding graduation plans as evidenced by scheduled conferences, conference notes, and communication logs. By end of Quarter IV, 95% of all students will have conferred with an adult on campus regarding graduation plans as evidenced by scheduled conferences, conference notes, and communication logs.		
SL-5	1, 2, 3, 4	By EOY, student on-time graduation rate will increase to 98% on time graduation rate and dropout rate will decrease to less than 1%. Student Learning - 1	Campus will use student data (including analysis of student work samples and observations of student engagement) to provide tiered instructional and social & emotional support for different student groups. Tiered support will be provided as necessary to address any struggling student and those needing a more extended or rigorous push. Tiered support will be provided both during the school day (including BEAR Time), after school, and on Saturdays (through scheduled tutorials).	Admin Academic Deans Teachers	282/Intervention Resources-Books/ \$2,500 282/Tutoring, After-School/Satur days/\$4,000
		Quarterly KPIs	By end of Quarter I, 75% of students identified as needing Tier 3 support will have intervention plans recorded in Branching Minds. By end of Quarter II, 80% of students identified as needing Tier 3 support will have intervention plans recorded and monitored in Branching Minds. By end of Quarter III, 85% of students identified as needing Tier 3 support will have intervention plans recorded and monitored in Branching Minds. By end of Quarter IV, 90% of students identified as needing Tier 3 support will have intervention plans recorded and monitored in Branching Minds.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By EOY, students' overall failure rates will decrease by 15%. Processes & Programs - 2	All campus faculty will participate in research-based professional development to ensure instructional strategies target the needs of diverse learners to include scaffolding and differentiation. (7 Steps to a Language Rich Classroom, Gap Analysis, Active Monitoring, etc.)		
		Quarterly KPIs	By end of Quarter I, 100% of teachers will have participated in professional development in instructional strategies for diverse learners, scaffolding, and differentiation as evidenced by BOY Professional Development agenda and sign in sheets. By end of Quarter II, 50% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Academic Dean monitoring lists. By end of Quarter III, 65% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Academic Dean monitoring lists. By end of Quarter III, 80% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Academic Dean monitoring lists.		
PP-2		By EOY, students' overall failure rates will decrease by 15%. Processes & Programs - 4	Campus leadership will create systems to regularly use data to track progress of students.		
		Quarterly KPIs	By end of Quarter I, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%. By end of Quarter II, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%. By end of Quarter III, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%. By end of Quarter IV, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%.		
PP-3		By EOY, students' overall failure rates will decrease by 15%. Processes & Programs - 4	Campus will purchase additional teachers to maintain a smaller student to teacher ratio in order to increase individualized support in Science and Social Studies classrooms.		
		Quarterly KPIs	By end of Quarter I, campus will have hired two additional teacher to be placed in a Science or Social Studies classroom. By end of Quarter II, campus will have hired two additional teacher to be placed in a Science or Social Studies classroom. By end of Quarter III, campus will have hired two additional teacher to be placed in a Science or Social Studies classroom. By end of Quarter IV, campus will have hired two additional teacher to be placed in a Science or Social Studies classroom.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-4		By EOY, updated and appropriate technology will be readily available to support instructional strategies in 100% of classrooms. Process & Programs - 3	Teachers and students will have access to technology to include but not limited to desktops, laptops/Chromebooks, document cameras, LCDs, iPads, SMART Boards, SMART Podiums, Science probes, graphing calculators and other relevant technology in order to engage in technology-rich activities and lessons in all content areas. Appropriate technology (including access to relevant online subscriptions) will be made available in classrooms, library and other shared spaces around campus.	Admin District Technology Team	Chromebook Purchase Scientific Calculator
		Quarterly KPIs	By end of Quarter I, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data. By end of Quarter II, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data. By end of Quarter III, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data. By end of Quarter IV, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data.		
PP-5		By EOY, teachers will report an increase of 10% in the area of Instructional Planning on the annual Insight Survey. Processes & Programs - 1	Campus leadership will create systems to regularly use provide feedback to teachers on lesson plans.	Admin Academic Deans	
		Quarterly KPIs	By end of Quarter I, campus leadership will provide feedback on 40% of lesson plans and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey. By end of Quarter II, campus leadership will provide feedback on 55% of lesson plans and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey. By end of Quarter III, campus leadership will provide feedback on 70% of lesson plans and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey. By end of Quarter IV, campus leadership will provide feedback on 95% of lesson plans and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey.		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By EOY, students will report a 16% increase in the category of “Sense of Belonging” in the annual Student SEAD Survey. Perceptions - 2	Campus will recruit students to participate in extracurricular and team building opportunities to include opportunities to promote kindness and to participate in contests, competitions and events through the support of specialized consultants and instructional materials and resources.	Fine Arts Dept JROTC Athletics Club/Activity Sponsors Admin	282/\$1,400/JROTC Consultant
		Quarterly KPIs	By Quarter I, 35% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey. By Quarter II, 40% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey. By Quarter III, 45% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey. By Quarter IV, 50% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey.		
PE-2	4	By EOY, staff, student, and family engagement will increase to 80% on all EOY surveys. Perceptions-2	PBIS team will continue to modify and adjust incentive system for students and will extend incentives to families and staff.	PBIS Team Admin	
		Quarterly KPIs	By end of Quarter I, stakeholder engagement will increase by 10% on internal survey PBIS team will have implemented a incentive system for one identified campuswide behavioral concern as evidenced of behavior data, meeting agendas/minutes, incentive system.		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-3	1, 2, 3, 4	By EOY, parent participation in campus events will increase by 10%. Perceptions-1, Perceptions 2	FACE Specialists will support two-way communication (virtual and in-person) by planning and facilitating parent engagement meetings customized to family interest and needs and share strategies and resources to support their child's academic goals. As well as, create opportunities parental involvement volunteer opportunities. Meetings will be held at varying times of the day to best support the needs of our families.	FACE Specialist Admin	211/PFE Supplies/\$4, 425 211/PFE Refreshments/\$3, 425 211/Travel/\$1,000
		Quarterly KPIs	By end of Quarter I, FACE Specialist will host 2 or more parent engagement opportunities with at least 10 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas. By end of Quarter II, FACE Specialist will host 2 or more parent engagement opportunities with at least 15 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas. By end of Quarter III, FACE Specialist will host 2 or more parent engagement opportunities with at least 17 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas. By end of Quarter IV, FACE Specialist will host 2 or more parent engagement opportunities with at least 20 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas.		

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By end of Quarter I, 100% 90% or more teachers will have participated in professional development in instructional strategies for diverse learners, scaffolding, and differentiation as evidenced by BOY Professional Development agenda and sign in sheets.	SP	Sign-In Sheet will be checked to verify.
DE-2	By Quarter I, Special Education students will score within 15% and English learners will score within 15% of their general education counterparts in all core content areas as evidenced CBA data, Gap Analysis Planning Protocol, and Performance Matters observation data.	NR	CBA results pending, work in GAP analysis has provided the opportunity for teachers to plan scaffolding and differentiation to meet this goal.
DE-3	By end of Quarter I, overall student attendance will increase from 85% to 86% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage.	MET	Campus is currently at 89.9% (ask attendance for attendance), Attendance Committee has had a significant impact on attendance and lowering leaver numbers.
SL-1	By Quarter I, students will demonstrate an increase of at least 2% on their CBA (% Approaches; % Meets, % Masters).	NR	CBA results still pending
SL-2	By Quarter I, students will demonstrate at least 2% mastery growth on the common assessment.	NR	Depts would look at data. Ask Deans how to monitor this growth. Revisions
SL-3	By Quarter I, all core teachers will be provided professional development on active monitoring and gap analysis strategies within PLC.	MET	
SL-4	By end of Quarter I, 100% of seniors will have conferred with an adult on campus regarding graduation plans as evidenced by scheduled conferences, conference notes, and communication logs.	SP	Counselors were observed audited, will check in with counselors about percentage conferred with.
SL-5	By end of Quarter I, 75% of students identified as needing Tier 3 support will have intervention plans recorded in Branching Minds	GP	Most teachers have identify and input intervention plans on Branching Minds.
PP-1	By end of Quarter I, 100% of teachers will have participated in professional development in instructional strategies for diverse learners, scaffolding, and differentiation as evidenced by BOY Professional Development agenda and sign in sheets.	SP	Sign-In Sheet will be checked to verify.
PP-2	By end of Quarter I, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%.	NP	Campus leadership has failed to calendar this activity. 11/2 - <i>Possibility to change to every quarter.</i> CAC agreed to revise to every 9 weeks.

2.2 – First Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-2	By end of Quarter I, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%.	NP	Campus leadership has failed to calendar this activity. Revising to be every 9 weeks, CAC approved.
PP-3	By end of Quarter I, campus will have hired two additional teacher to be placed in a Science or Social Studies classroom.	MET	Additional teachers have been hired.
PP-4	By end of Quarter I, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data.	GP	Many teachers are still without SMART Boards and other interactive technology to engage learners.
PP-5	By end of Quarter I, campus leadership will provide feedback on 40% of lesson plans and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey.	NP	CAC will be discussing possible lesson plan template and lesson plan expectation and feedback protocol.
PE-1	By Quarter I, 35% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey.	GP	How do we capture this data? Behavioral Specialists creating matrix to track student involvement and to correlate to failure rates. Student Involvement Survey to be administered in Bear Time. CAC agreed to change to “sense of belonging” survey.
PE-2	By end of Quarter I, stakeholder engagement will increase by 10% on SEAD Survey. PBIS team will have implemented a incentive system for one identified campuswide behavioral concern as evidenced of behavior data, meeting agendas/minutes, incentive system.	SP	Funding has hurt PBIS. Attendance Incentive, PowerPAW. Behavior Incentive System for Cafeteria, “Stay Golden” Tickets for respectful and responsible behavior. Quarterly check to see how students are doing in terms of “sense of belonging”
PE-3	By end of Quarter I, FACE Specialist will host 2 or more parent engagement opportunities with at least _____ parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas.	NR	Data not obtained

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By end of Quarter II, 50% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, 7 Steps to a Language Rich Classroom and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation.	GP	Many teachers were sick and missed days, some of these included PD days and opportunities. Sign in sheets for verification.
DE-2	By Quarter II, Special Education students will score within 13% and English learners will score within 13% of their general education counterparts in all core content areas as evidenced Semester Exam data, Gap Analysis Planning Protocol, and Performance Matters observation data.	NR	
DE-3	By end of Quarter II, overall student attendance will increase from 86% to 87% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage.	GP	Attendance meeting taking place weekly. Attendance committee is making weekly phone calls. Attendance is increasing incrementally.
SL-1	By Quarter II, students will demonstrate an increase of at least 2% on their CBA (% Approaches; % Meets, % Masters).	NR	Math has seen a larger % of questions being new items types, which is not a good indicator of how they will do on EOC. This is felt across contents. Interim tests might be a better indication of growth.
SL-2	By Quarter II, students will demonstrate at least 2% mastery growth on the common assessment.	NR	Goal was abandoned as it was not possible to track with consistency across contents.
SL-3	By Quarter II, 50% of core teachers will be implementing active monitoring or gap analysis strategies once per week in the classroom as evidenced by learning walk documentation.	GP	As evident by planning walkthroughs
SL-4	By end of Quarter II, 30% of all students will have conferred with an adult on campus regarding graduation plans as evidenced by scheduled conferences, conference notes, and communication logs.	NR	
SL-5	By end of Quarter II, 80% of students identified as needing Tier 3 support will have intervention plans recorded and monitored in Branching Minds.	GP	Errors in district bulk tiering. Intervention plans have been input..
PP-1	By end of Quarter II, 50% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Academic Dean monitoring lists.	GP	Any teachers were sick and missed days, some of these included PD days and opportunities. Sign in sheets for verification.
PP-2	By end of Quarter II, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%.	NP/GP	Credit Repair for underclassman? Seat time? Accountability for student attendance - this is possibly the root cause of failures. Attendance Forums, failure forums - formula for denial of credit. Freshman camp and freshman meeting to communicate the difference between credit and grade.

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-2	By end of Quarter II, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%.	NP/GP	Credit Repair for underclassman? Seat time? Accountability for student attendance - this is possibly the root cause of failures. Attendance Forums, failure forums - formula for denial of credit. Freshman camp and freshman meeting to communicate the difference between credit and grade.
PP-3	By end of Quarter II, campus will have hired two additional teacher to be placed in a Science or Social Studies classroom.	MET	Teachers purchased through Title I, allocations maintain smaller class size.
PP-4	By end of Quarter II, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data.	GP	Nothing has changed in this area.
PP-5	By end of Quarter II, campus leadership will provide feedback on 55% of lesson plans and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey.	GP	Insight Survey completion by teacher, feedback provided through PM.
PE-1	By Quarter II, 40% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey.	GP	Athletic measures (5 pillars) will provide us data on how students involved in athletics are doing re:failures, attendance and behavior. What do we have like this for other extracurricular areas?
PE-2	By end of Quarter II, stakeholder engagement will increase by 10% on SEAD Survey. PBIS team will have implemented a incentive system for one identified campuswide behavioral concern as evidenced of behavior data, meeting agendas/minutes, incentive system.	MET	Include Yes and Most of the Time is the scale of what is successful for students sense of belonging. We are using campuswide MOY baseline data to share EOY data.
PE-3	By end of Quarter II, FACE Specialist will host 2 or more parent engagement opportunities with at least 15 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas.	SP	Collaborating with other meetings (athletics, extracurriculars) has helped with parent engagement. Meetings during the day occur, but higher participation happens at big events.

2.2 – Third Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By end of Quarter III, 65% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation 7 Steps to a Language Rich Classroom and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation.	GP	State of the Classroom Presentations at MOY, many instructional strategies were shared from teachers, colleague to colleague. GAP Analysis was initiated and we didn't get to the next part. Some district PD took place during campus session. Students share ways that monitoring takes place in their classroom.
DE-2	By Quarter III, Special Education students will score within 11% and English learners will score within 11% of their general education counterparts in all core content areas as evidenced CBA data, Gap Analysis Planning Protocol, and Performance Matters observation data.	NR	
DE-3	By end of Quarter III, overall student attendance will increase from 87% to 88% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage.	SP	Attendance for EOC was 90+ attendance. Counselors have been conferencing with seniors when their attendance has decreased to the point of not graduating. Possibly do conferencing way sooner in HS career. Attendance Forum through the city of SA.
SL-1	By Quarter II, students will demonstrate an increase of at least 2% on their CBA (% Approaches; % Meets, % Masters).	NR	Math has seen a larger % of questions being new items types, which is not a good indicator of how they will do on EOC. This is felt across contents. Interim tests might be a better indication of growth.
SL-2	By Quarter II, students will demonstrate at least 2% mastery growth on the common assessment.	DI	Metric is not consistent enough to track across contents.
SL-3	By Quarter III, 75% of core teachers will be implementing active monitoring or gap analysis strategies once per week in the classroom as evidenced by learning walk documentation.	NP	Additional PD in these areas was not provided. No progress made.
SL-4	By end of Quarter III, 60% of all students will have conferred with an adult on campus regarding graduation plans as evidenced by scheduled conferences, conference notes, and communication logs.	SP	Every counselor has met with every senior at least twice this school year. Counselors have been continuing to pull Seniors for this meeting.
SL-5	By end of Quarter III, 85% of students identified as needing Tier 3 support will have intervention plans recorded and monitored in Branching Minds.	SP	Campus 60% of students were accounted for in the plan.
PP-1	By end of Quarter III, 65% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Academic Dean monitoring lists.	GP	any teachers were sick and missed days, some of these included PD days and opportunities. Sign in sheets for verification.
PP-2	By end of Quarter III, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%	NP/GP	Attendance forum like failure forum. Celebration for student who pass EOCs. Celebrations for AP students, small celebration for them.

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

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-2	By end of Quarter III, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%.	NP/GP	No progress made.
PP-3	By end of Quarter III, campus will have hired two additional teacher to be placed in a Science or Social Studies classroom.	MET	
PP-4	By end of Quarter III, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data.	SP	All classrooms have Smart Boards, charging stations, new teacher computer. <i>CAC recommends increase chromebook/student devices available in classrooms for all students, possibly 6 per classroom.</i>
PP-5	By end of Quarter III, campus leadership will provide feedback on 70% of lesson plans and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey.	GP	District curriculum is still option, follow the pacing guide. Day-by-day curriculum. Sharepoint is tedious. Unit plans, timelines. Too many details for lesson plan. Standardized lesson plan templates don't work for everyone.
PE-1	By Quarter III, 45% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey.	GP	Athletic measures (5 pillars) will provide us data on how students involved in athletics are doing re:failures, attendance and behavior. Level 5, best possible rating. TFA - Check in with Fine Arts Dept.
PE-2	By end of Quarter III, stakeholder engagement will increase by 10% on SEAD Survey. PBIS team will have implemented a incentive system for one identified campuswide behavioral concern as evidenced of behavior data, meeting agendas/minutes, incentive system.	SP	MT as of MOY data, EOY SEAD student survey data will indicate if we sustained our goal.
PE-3	By end of Quarter III, FACE Specialist will host 2 or more parent engagement opportunities with at least 17 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas.	MET	EOC Night, Biology Blitz, Course Fair, FAFSA Nights

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

GPS	Quarter 4 KPI	Q2 Rating	Findings / Next Steps
DE-1	By end of Quarter IV, 80% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation 7 Steps to a Language Rich Classroom and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation.	NP	Although quite a number of teachers implemented a form of active monitoring and all core content teachers engaged in GAP Analysis. Evidence does not indicate that 80% of teachers are implementing these practices with fidelity.
DE-2	By Quarter IV, Special Education students will score within 10% and English learners will score within 10% of their general education counterparts in all core content areas as evidenced CBA data, Gap Analysis Planning Protocol, and Performance Matters observation data.	SP	EB scored within 10% of Non-EB students in SS/Science, SpEd scored within 18% in Science and less than 10% in SS (breakdown not available for ELAR, Math at this time)
DE-3	By end of Quarter IV, overall student attendance will increase from 88% to 90% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage.	NP	The campus did not exceed 86% attendance for Quarter IV.
SL-1	By Quarter II, students will demonstrate an increase of at least 2% on their CBA (% Approaches; % Meets, % Masters).	DI	
SL-2	By Quarter II, students will demonstrate at least 2% mastery growth on the common assessment.	DI	
SL-3	By Quarter IV, 100% core teachers will use active monitoring and gap analysis strategies at least once per week in class as evidenced by learning walk documentation.	NP	Although quite a number of teachers implemented a form of active monitoring and all core content teachers engaged in GAP Analysis. Evidence does not indicate that 80% of teachers are implementing these practices with fidelity.
SL-4	By end of Quarter IV, 95% of all students will have conferred with an adult on campus regarding graduation plans as evidenced by scheduled conferences, conference notes, and communication logs.	NR	
SL-5	By end of Quarter IV, 90% of students identified as needing Tier 3 support will have intervention plans recorded and monitored in Branching Minds.	SP	EOY report identifies 70% of students that need plans have plans recorded on Branching Minds.
PP-1	By end of Quarter III, 80% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Academic Dean monitoring lists.	GP	As evidenced through walkthroughs, over 50% of teachers demonstrated proficiency in providing differentiated support.
PP-2	By end of Quarter IV, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%	NP/GP	No progress made.

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-2	By end of Quarter III, Campus leadership will meet every 3 weeks to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%.	NP	Meetings did not take place.
PP-3	By end of Quarter III, campus will have hired two additional teacher to be placed in a Science or Social Studies classroom.	MET	
PP-4	By end of Quarter III, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data.	SP	All classroom received Smart Boards and charging carts. 100% of teacher received a new district laptop.
PP-5	By end of Quarter IV, campus leadership will provide feedback on 95% of lesson plans and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey.	GP	District curriculum is still option, follow the pacing guide. Day-by-day curriculum. Sharepoint is tedious. Unit plans, timelines. Too many details for lesson plan. Standardized lesson plan templates don't work for everyone.
PE-1	By Quarter IV, 50% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey.	GP	As a campus, we know the percentage of students engaged in athletics is 30%. According to the Five Measures Report, athletes are performing higher academically than non-athletes. We hope to have data for Fine Arts soon.
PE-2	By end of Quarter IV, stakeholder engagement will increase by 10% on SEAD Survey. PBIS team will have implemented a incentive system for one identified campuswide behavioral concern as evidenced of behavior data, meeting agendas/minutes, incentive system.	SP	The PBIS team organized multiple events to incentives behavior and attendance. OCI referrals have decreased significantly the second semester according to OCI data.
PE-3	By end of Quarter IV, FACE Specialist will host 2 or more parent engagement opportunities with at least 20 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas.	MET	

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives

The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective		Q4 Rating	Findings / Next Steps
PO 1	By EOY, Special Education students will score within 10% and English learners will score within 10% of their general education counterparts in all core content areas. Demographic-1	MP	EB scored within 10% of Non-EB students in SS/Science, SpEd scored within 18% in Science and less than 10% in SS (breakdown not available for ELAR, Math at this time)
PO 2	By EOY, overall student attendance will increase from 85% to 90% on the TAPR. Demographics-2	SP	Overall attendance for the 23-24 School Year is 86.4%
PO 3	By EOY, students will increase on the Mathematics EOC from 67% Approaches, 15% Meets, 2% Masters to 75%, 45%, and 20%, relatively. Student Learning - 1	LP	Spring 24 Results - App, 59%; Mts, 13%; Ma, 2%
	By EOY, students will increase on the Social Studies EOC from 91% Approaches, 58% Meets, 23% Masters to 95%, 60%, 20%, respectively. Student Learning - 1	MP	Spring 24 Results - App, 97%; Mts, 58%; Ma, 19%
	By EOY, students will increase on the English EOC from 59%, Approaches, 14% Meets, 2% Masters to 61%, Approaches, 14%, Meets and 2%, Masters respectively. Student Learning - 1	LP	Spring 24 Results - App, 53%; Mts, 36%; Ma, 3%
	By EOY, students will increase on the Science EOC from 86%, Approaches, 44% Meets, 9% Masters to 87%, 46%, and 10%, respectively. Student Learning - 1	MP	Spring 24 Results - App, 89%; Mts, 39%; Ma, 5%
PO 4	By EOY, student on-time graduation rate will increase to 98% on time graduation rate and dropout rate will decrease to less than 1%. Student Learning - 1	NR	Results not yet released.
PO 5	By EOY, students' overall failure rates will decrease by 15%. Processes & Programs - 2		
PO 6	By EOY, updated and appropriate technology will be readily available to support instructional strategies in 100% of classrooms. Process & Programs - 3	SP	All classroom have Smart Boards and charging stations.
PO 7	By EOY, teachers will report an increase of 5% in the area of Instructional Planning on the annual Insight Survey. Processes & Programs - 1	SU	EA1 increased from 43% to 56%
PO 8	By EOY, students will report a 16% increase in the category of "Sense of Belonging" in the annual Student SEAD Survey. Perceptions - 2	ZP	There was a significant increase in student participation in the Student SEAD Survey, however the category of "Sense of Belonging" remained at 35%.
PO 9	By EOY, staff, student, and family engagement will increase to 80% on all EOY surveys. Perceptions-2	MO	Participation in all surveys went up significantly.
PO 10	By EOY, parent participation in campus events will increase by 10%. Perceptions-1	MO	Parent participation increased significantly by attaching parent meetings to other campus happenings.

Committee Members

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

Name	Role	Name	Role
Desiree Acevedo	Teacher, Special Education	Dr. Cynthia Carielo	Principal
Leesa Brockman	Teacher, Social Studies	Gabriela Santiago	Assistant Principal
Joshua Bustamante	Teacher, Math		Parent
Elisa Fuentes	Teacher, ELAR		Parent
Andrew Garza	Teacher, Science		Business Owner
Ray Sanchez	Teacher, P-Tech		
Cindy Cattey	Teacher, AP		
Kory Paulini	Teacher, Health Professions Magnet		
Jan Denise Black	Teacher, Social Studies		
Ruben Gonzalez	Teacher, Credit Recovery		
Francis Riojas Ramos	Teacher, Work-Based Programs		
Mari Boyd	Teacher, Fine Arts		
Kevin Howell	Behavior Instructional Specialist		
Shreve Maranto	Instructional Coach, SEAD		
Blanca Martinez	FACE Specialist		
Zelda Mac	Librarian		
Erika Wycoff	Social Worker		
Alyssa Castillo	Student		
Maya Lopez Valdez	Student		

Assurances and Approval Information

Assistant Superintendent Assurance

As Assistant Superintendent 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 Assistant Superintendent 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
Edison High School	15907- 003
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Angelica Romero
Principal	SAISD Board Approval Date
Dr. Cynthia Carielo	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
September 6, 2023	September 26, 2023

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.

Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.	X	All are based on the success criteria of the ESF.	X
All are based on issues that the campus can control and improve on.	X	All talk to adult systems and behaviors.	X

Improvement Plan – Performance Objectives

All are in SMART format	X	All are tied to at least one problem statement.	X
All are measured by a data source.	X		

Improvement Plan – Strategies

All are in BEST format.	X	All strategies are targeted to eliminate at least one root cause.	X
All are measured by quarterly KPI outcomes.	X	Entire plan has been checked for spelling and grammar.	X

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning	X	Support for Special Populations	X	Parent & Family Engagement	X	Students Not On Grade Level	X
Recruiting/Retaining Teachers	X	Violence Prevention/Intervention	X	Professional Development	X	Dropout Prevention / Enrollment	X
Physical Activity		Social and Emotional Support	X	Student Attendance	X	Transition PK to Elementary	
Quality of Learning Environment	X	CCMR - Secondary	X	MTSS – Behavioral Interventions	X		

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	Copy available in Main Office and School Website
Languages Available	English, translation available upon request
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Copy available in Main Office and School Website
Languages Available	English, Spanish
URL to Online Version	https://schools.saisd.net/upload/page/16562/School%20Parent%20Compact%202009-2011.pdf

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy		How and When was the PFE Policy Distributed
Languages Available	English and Spanish	
URL to Online Version	https://schools.saisd.net/upload/page/16562/23-24Campus%20Edison%20Parent%20and%20Family%20Engagement%20Policy%20Revised%202005.25.21%201.pdf	

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	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
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		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

