

Campus Improvement Plan

2024 - 2025



Edison High School, 003

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4
SAISD Goals	5
Comprehensive Needs Assessment (CNA) Processes	6
Demographics - CNA Problem Statements and Root Causes	
Student Learning - CNA Problem Statements and Root Causes	
Processes and Programs - CNA Problem Statements and Root Causes	
Perceptions - CNA Problem Statements and Root Causes	
Demographics - Plan for Improvement	
Student Learning - Plan for Improvement	
Processes and Programs - Plan for Improvement	
Perceptions - Plan for Improvement	
First Quarterly Review	
Second Quarterly Review	
Third Quarterly Review	
Fourth Quarterly Review	
Annual Summative Review	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

Board of Trustees



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VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1	CAC met to review 2023-2024 CIP and various campus data sources to identify campus strengths and areas for opportunities. Problem statements and root causes were drafted.
5/30/24 & 6/5/24	CAC met to review 2023-2024 CIP and various campus data sources to discuss campus strengths and areas for opportunities and prioritize needs. Problem statements and root causes were developed.

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 various 2023-2024 data sources including the following: STAAR results, CCMR, Graduation, Leaver, Failure Rate, SEAD Survey, Parent Survey, Insight Survey. The CAC also examined 2023-2024 strategies for effectiveness and discussed options to continue to implement specific strategies.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics						
At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate	X	Bilingual Service Records		Anecdotal data from programs
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS
Student Attendance Records		Teacher Attendance Records		Other (Indicate to the Right)		
Student Learning						
STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)-CCMR	X	
Processes and Programs						
Observational Data		Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds		Feedback Given To Teachers
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data
Other (Indicate to the Right)				Other (Indicate to the Right)		
Perceptions						
Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations		Parental Involvement Data
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers		Mission, Values, and Vision
Other (Indicate to the Right)				Other (Indicate to the Right)		

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

Demographics (Minimum 2 Areas)

Comprehensive Needs Assessment - Demographics

Area Examined		Problem Statements and Root Causes
Student Attendance	PS DE-1	According to PEIMS data, overall student attendance was 86.19%, the campus did not meet the goal of 90%. The week after Winter Break, the campus had the lowest attendance rate of 82.67%.
	RC DE-1	The campus does not have a consistent tracking system that monitors trends in attendance to address issues. (3.2d)
Programs Student Outcomes	PS DE-2	Special Education 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-2	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)
Choose One	PS DE-3	According to TAPR 2023, the campus has a mobility rate of 21.1%, effecting 318 students.
	RC DE-3	The campus does not have a consistent tracking system that monitors trends in mobility to address issues. (3.2d)
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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	Problem Statements and Root Causes	
Grade Level Readiness	PS SL-1	According to 2024 EOC STAAR data, 15% of Algebra I and 34% of English I & II student scored Meets or higher on the state assessment.
	RC SL-1	Campus has not established practices and policies that demonstrate high expectations and shared ownership for student success, with a drive towards grade level readiness. (3.1b)
EOY Assessment Outcomes	PS SL-2	According to 2023 TAPR & 2024 Spring EOC data both Algebra I (2023, 63%; 2024, 58%), English I (2023, 60%; 24, 48%), and English II (2023, 61%; 2024, 58%) are decreasing with respect to student achievement.
	RC SL-2	Lack of campus level, teacher level and student level data tracking that includes assessments, grades, referrals and attendance that can be used to identify students who need enriched learning supports. (5.3, 5.4d)
CCMR Certifications	PS SL-3	According to the 23 TAPR, 66.1% of students that have enrolled in CTE pathways complete their program requirements.
	RC SL-3	Campus instructional leaders do not meet on a routine basis to focus on student progress and formative data. (1.1d)
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		

Comprehensive Needs Assessment - Student Learning

Comprehensive Needs Assessment - Processes & Programs

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

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Behavioral / SEAD Needs	PS PP-1	According to the 23-24 On Campus Intervention (OCI) data, 437 recorded incidents where students received consequences were not in their designated areas.
	RC PP-1	Campus does not have explicit written and documented behavioral expectations and management systems for students and staff. (3.2) Sufficient training has not been provided for campuswide restorative practices to reinforce behavioral expectations with a common language.(3.2a) (Re-entry to the classroom/campus, positive reinforcement, "second + chances")
Teacher Leadership	PS PP-2	According to the Insight Survey, 11% of teachers reported that the campus afforded them leadership opportunities.
	RC PP-2	Campus has not developed and trained specialized leadership teams to lead campus-level committees that address identified needs. (2.1e)
Enrichment Opportunities	PS PP-3	The 23-24 Five Measures indicates that 31% of students are involved in the athletics program, the remaining 69% students were not tracked to measure their involvement. Thirty-five percent of students reported that they felt a Sense of Belonging.
	RC PP-3	School staff did not identify and track all individual student needs and work together to support and monitor individual progress, behavior, and mental health needs. (3.2b)
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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	Problem Statements and Root Causes	
Student Survey Results	PS PE-1	According to the Edison SEAD student survey 2023-2024, 61% of students stated that they did not feel safe at school.
	RC PE-1	Sufficient training has not been provided for campuswide practices to reinforce behavioral expectations with a common language. (3.2a)
Engagement Opportunities	PS PE-2	The Family-School Relationships survey had 240 participants, 18% of overall campus enrollment.
	RC PE-2	There are not sufficient systems of communication in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way. (3.4b)
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By the end of the year, overall student attendance will increase from 86% to 90% on the TAPR.	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	Campus Leadership	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of Tier 1 & Tier 2 students will have received a form of intervention phone conference and/or homevisit by attendance committee. Retention Specialist will provide intervention to 100% of Tier 3 & 4 students. This will result in 90% campus attendance.		
			By the end of the second quarter, 100% of Tier 1 & Tier 2 students will have received a form of intervention phone conference and/or homevisit by attendance committee. Retention Specialist will provide intervention to 100% of Tier 3 & 4 students. This will result in 90% campus attendance.		
	1		By the end of the third quarter, 100% of Tier 1 & Tier 2 students will have received a form of intervention phone conference and/or homevisit by attendance committee. Retention Specialist will provide intervention to 100% of Tier 3 & 4 students. This will result in 90% campus attendance.		
			By the end of the fourth quarter, 100% of Tier 1 & Tier 2 students will have received a form of intervention phone conference and/or homevisit by attendance committee. Retention Specialist will provide intervention to 100% of Tier 3 & 4 students. This will result in 90% campus attendance.		
DE-2		By the end of the year, Special Education students will score within 10% their general education	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.		
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have participated in professional development in instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, AVID strategies and Active Monitoring as evidenced by BOY Professional Development agenda and sign in sheets.		
			By the end of the second quarter, 50% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, AVID Strategies and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation.		
	2		By the end of the third quarter, 65% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, AVID Strategies and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation.		
			By the end of the fourth quarter, 80% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, AVID Strategies and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation.		
DE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	<p>By EOY, students will increase on the Mathematics EOC from 67% Approaches, 15% Meets, 2% Masters to 75%, 23%, and 8%, respectively.</p> <p>By EOY, students will increase on the Social Studies EOC from 91% Approaches, 58% Meets, 23% Masters to 95%, 60%, 20%, respectively.</p> <p>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.</p> <p>By EOY, students will increase on the Science EOC from 86%, Approaches, 44% Meets, 9% Masters to 87%, 46%, and 10%, respectively.</p>	Campus will develop and implement a 3/6/9 week assessment calendar and engage in Professional Development and PLCs with a focus on creating aligned assessments to include new question types.	Instructional leadership, teachers, district	
	PS #	Quarterly KPIs	By the end of the first quarter, assessment calendar will be presented to staff and implemented. District and campus-level training will be provided to create new question types. Three vetted assessments will be administered to include 10% new question types.		
	1, 2		By the end of the second quarter, 6 vetted assessments will be administered to include 15% new question types.		
			By the end of the third quarter, 9 vetted assessments will be administered to include 20% new question types.		
			By the end of the fourth quarter, 12 vetted assessments will be administered to include 25% new question types.		
SL-2	1, 2, 3	Same as above.	Student data trackers will be implemented at the campus, teacher, and student level.		
SL-2	PS #	Quarterly KPIs	By the end of the first quarter, assessment calendar will be presented to staff and implemented. 100% of students will have an student-level BEAR assessment tracker for each class, students will have tracked their performance for 3 vetted assessments.		
	1, 2		By the end of the second quarter, 100% of students will have an student-level BEAR assessment tracker for each class, students will have tracked their performance for 6 vetted assessments.		
			By the end of the third quarter, 100% of students will have an student-level BEAR assessment tracker for each class, students will have tracked their performance for 9 vetted assessments.		
			By the end of the fourth quarter, 100% of students will have an student-level BEAR assessment tracker for each class, students will have tracked their performance for 12 vetted assessments.		
SL-3	1, 2, 3	By the end of the year, 88% will meet CCMR standards.	CCMR committee will meet monthly to discuss student progress towards CCMR attainment.	CCMR Team	
	PS #	Quarterly KPIs	By the end of the first quarter, CCMR committee will meet monthly as evidenced by sign in sheets, agenda, and minutes to include teacher projections.		
			By the end of the second quarter, CCMR committee will meet monthly as evidenced by sign in sheets, agenda, and minutes to include teacher projections.		
			By the end of the third quarter, CCMR committee will meet monthly as evidenced by sign in sheets, agenda, and minutes to include teacher projections. 60% of students have met CCMR standards.		
			By the end of the fourth quarter, CCMR committee will meet monthly as evidenced by sign in sheets, agenda, and minutes to include teacher projections. 88% of students have met CCMR standards.		
		By the end of the year,			
			By the end of the first quarter,		

	SL-4	PS #	Quarterly KPIs	By the end of the second quarter,
				By the end of the third quarter,
				By the end of the fourth quarter,

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, discipline data will indicate a decrease of 15% of students out of designated area.	Increase class time by 3 minutes to increase available trained staff to support student transitions. Train staff in restorative practices to both redirect students and create a welcoming learning environment.	Campus Leadership	
	PS #	Quarterly KPIs	By the end of the first quarter, discipline data will indicated a decrease of 15% of students out of designated area.		
			By the end of the second quarter, discipline data will indicated a decrease of 15% of students out of designated area.		
			By the end of the third quarter, discipline data will indicated a decrease of 15% of students out of designated area.		
			By the end of the fourth quarter, discipline data will indicated a decrease of 15% of students out of designated area.		
PP-2		By the end of the year, teacher will report an increase of 10% in campus leadership opportunities.	Develop leadership opportunities through campus specific committee based on identified needs. (Committees to included: PBIS, SEAD, Attendance, Academic Integrity, Engagement, CAC, etc.)	Campus Leadership	
	PS #	Quarterly KPIs	By the end of the first quarter, committee positioned will be filled and committee leads will be identified and trained in facilitation practices (calendar, agenda, minutes, committee roles, etc.)		
			By the end of the second quarter, committees upload weekly sign in sheets and minutes uploaded to a shared drive. Committees will present their findings and outcomes at MOY and recommendations to the CAC.		
			By the end of the third quarter, committees upload weekly sign in sheets and minutes uploaded to a shared drive.		
			By the end of the fourth quarter, committees upload weekly sign in sheets and minutes uploaded to a shared drive. Committees will present their findings and outcomes at EOY and recommendations for next year to the CAC.		
PP-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the year, students will report a 20% improvement in feeling safe at school.	The campus will increase the presence of personnel during transitions and will conduct regular surveys and gather feedback to monitor the effectiveness of these measures, adjusting as needed.	Campus Leadership; SEAD Committee	
	PS #	Quarterly KPIs	By the end of the first quarter, student safety data will indicate a 20% improvement of students feeling safe at school.		
			By the end of the second quarter, student safety data will indicate a 20% improvement of students feeling safe at school.		
			By the end of the third quarter, student safety data will indicate a 20% improvement of students feeling safe at school.		
			By the end of the fourth quarter, student safety data will indicate a 20% improvement of students feeling safe at school.		
PE-2		By the end of the year, family participation will increase to 80% on all EOY surveys.	Campus will offer incentives and increase options and accessibility to family events to engage families on a regular basis about their child's performance and to gather parent feedback.	Campus Leadership; FACE Specialist	
	PS #	Quarterly KPIs	By the end of the first quarter, stakeholder engagement will increase by 20% on internal surveys provided at family engagement events.		
			By the end of the second quarter, stakeholder engagement will increase by 20% on internal surveys provided at family engagement events.		
			By the end of the third quarter, stakeholder engagement will increase by 20% on internal surveys provided at family engagement events.		
			By the end of the fourth quarter, stakeholder engagement will increase to 80% on the EOY Family-School Relationships survey.		
PE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% of Tier 1 & Tier 2 students will have received a form of intervention phone conference and/or homevisit by attendance committee. Retention Specialist will provide intervention to 100% of Tier 3 & 4 students. This will result in 90% campus attendance.	Choose One	
DE-2	By the end of the first quarter, 100% of teachers will have participated in professional development in instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, AVID strategies and Active Monitoring as evidenced by BOY Professional Development agenda and sign in sheets.	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, assessment calendar will be presented to staff and implemented. District and campus-level training will be provided to create new question types. Three vetted assessments will be administered to include 10% new question types.	Choose One	
SL-2	By the end of the first quarter, assessment calendar will be presented to staff and implemented. 100% of students will have an student-level BEAR assessment tracker for each class, students will have tracked their performance for 3 vetted assessments.	Choose One	
SL-3	By the end of the first quarter, CCMR committee will meet monthly as evidenced by sign in sheets, agenda, and minutes to include teacher projections.	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, discipline data will indicated a decrease of 15% of students out of designated area.	Choose One	
PP-2	By the end of the first quarter, committee positioned will be filled and committee leads will be identified and trained in facilitation practices (calendar, agenda, minutes, committee roles, etc.)	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, student safety data will indicate a 20% improvement of students feeling safe at school.	Choose One	
PE-2	By the end of the first quarter, stakeholder engagement will increase by 20% on internal surveys provided at family engagement events.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, 100% of Tier 1 & Tier 2 students will have received a form of intervention phone conference and/or homevisit by attendance committee. Retention Specialist will provide intervention to 100% of Tier 3 & 4 students. This will result in 90% campus attendance.	Choose One	
DE-2	By the end of the second quarter, 50% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, AVID Strategies and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation.	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, 6 vetted assessments will be administered to include 15% new question types.	Choose One	
SL-2	By the end of the second quarter, 100% of students will have an student-level BEAR assessment tracker for each class, students will have tracked their performance for 6 vetted assessments.	Choose One	
SL-3	By the end of the second quarter, CCMR committee will meet monthly as evidenced by sign in sheets, agenda, and minutes to include teacher projections.	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, discipline data will indicated a decrease of 15% of students out of designated area.	Choose One	
PP-2	By the end of the second quarter, committees upload weekly sign in sheets and minutes uploaded to a shared drive. Committees will present their findings and outcomes at MOY and recommendations to the CAC.	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, student safety data will indicate a 20% improvement of students feeling safe at school.	Choose One	
PE-2	By the end of the second quarter, stakeholder engagement will increase by 20% on internal surveys provided at family engagement events.	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 100% of Tier 1 & Tier 2 students will have received a form of intervention phone conference and/or homevisit by attendance committee. Retention Specialist will provide intervention to 100% of Tier 3 & 4 students. This will result in 90% campus attendance.	Choose One	
DE-2	By the end of the third quarter, 65% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, AVID Strategies and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 9 vetted assessments will be administered to include 20% new question types	Choose One	
SL-2	By the end of the third quarter, 100% of students will have an student-level BEAR assessment tracker for each class. Students will have tracked their performance for	Choose One	
SL-3	By the end of the third quarter, CCMR committee will meet monthly as evidenced by sign in sheets, agenda, and minutes to include teacher projections. 60% of	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, discipline data will indicated a decrease of 15% of students out of designated area.	Choose One	
PP-2	By the end of the third quarter, committees upload weekly sign in sheets and minutes uploaded to a shared drive.	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, student safety data will indicate a 20% improvement of students feeling safe at school.	Choose One	
PE-2	By the end of the third quarter, stakeholder engagement will increase by 20% on internal surveys provided at family engagement events.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 100% of Tier 1 & Tier 2 students will have received a form of intervention phone conference and/or homevisit by attendance committee. Retention Specialist will provide intervention to 100% of Tier 3 & 4 students. This will result in 90% campus attendance.	Choose One	
DE-2	By the end of the fourth quarter, 80% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation such as GAP Analysis, AVID Strategies and Active Monitoring as evidenced Performance Matters Observations and Academic Dean monitoring lists and teacher artifacts of implementation.	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 12 vetted assessments will be administered to include 25% new question types.	Choose One	
SL-2	By the end of the fourth quarter, 100% of students will have an student-level BEAR assessment tracker for each class, students will have tracked their performance for 12 vetted assessments.	Choose One	
SL-3	By the end of the fourth quarter, CCMR committee will meet monthly as evidenced by sign in sheets, agenda, and minutes to include teacher projections. 88% of students have met CCMR standards.	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, discipline data will indicated a decrease of 15% of students out of designated area.	Choose One	
PP-2	By the end of the fourth quarter, committees upload weekly sign in sheets and minutes uploaded to a shared drive. Committees will present their findings and outcomes at EOY and recommendations for next year to the CAC.	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, student safety data will indicate a 20% improvement of students feeling safe at school.	Choose One	
PE-2	By the end of the fourth quarter, stakeholder engagement will increase to 80% on the EOY Family-School Relationships survey.	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, overall student attendance will increase from 86% to 90% on the TAPR.	Choose One	
DE-2	By the end of the year, Special Education students will score within 10% their general education counterparts in all core content areas.	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By EOY, students will increase on the Mathematics EOC from 67% Approaches, 15% Meets, 2% Masters to 75%, 23%, and 8%, respectively. By EOY, students will increase on the Social Studies EOC from 91% Approaches, 58% Meets, 23% Masters to 95%, 60%, 20%, respectively. 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. By EOY, students will increase on the Science EOC from 86%, Approaches, 44% Meets, 9% Masters to 87%, 46%, and 10%, respectively.	Choose One	
SL-2	Same as above.	Choose One	
SL-3	By the end of the year, 88% will meet CCMR standards.	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, discipline data will indicate a decrease of 15% of students out of designated area.	Choose One	
PP-2	By the end of the year, teacher will report an increase of 10% in campus leadership opportunities.	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, students will report a 20% improvement in feeling safe at school.	Choose One	
PE-2	By the end of the year, family participation will increase to 80% on all EOY surveys.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Desirae Acevedo	Teacher, Special Education		
Leesa Brockman	Teacher, Social Studies		
Joshua Bustamante	Teacher, Math		
Elisa Fuentes	Teacher, ELAR		
Andrew Garza	Teacher, Science		
Ray Sanchez	Teacher, CTE		
Jan Black	Teacher, Social Studies		
Francis Riojas Ramos	Work Based Specialist		
Mari Boyd	Teacher, Fine Arts		
Kevin Howell	Behavior Instructional Specialist		
Shreve Maranto	Instructional Coach, SEAD		
Blanca Martinez	FACE Specialist		
Erika Wyckoff	Social Worker		
Alyssa Castillo	Student		
Maya Lopez Valdez	Student		

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Thomas Edison HS	15907- 003
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Robert Hernandez
Principal	SAISD Board Approval Date
Dr. Cynthia Carielo	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Assurances and Plan Approval Information

Data Tables

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.

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

Title I Campus Program Requirements

Title I Campus Program Requirements

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

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		
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		
	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	Google Shared Folder	
		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		