

# Campus Improvement Plan

## 2024 - 2025



**Fox Tech High School**

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**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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 April 19, 2024, April 29, 2024	<a href="#">CNA 24-25 Evidence &amp; Artifacts</a>
Meeting #2. May 13, 2024 & May 20, 2024	<a href="#">CNA 24-25</a>

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

Fox Tech

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

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

**Comprehensive Needs Assessment Process**

**Demographics**

At-Risk Rates (Branching Minds)	x	Student Graduation/Promotion Rate	x	Bilingual Service Records		Anecdotal data from programs	x
STAAR Domain 3 Data	x	GT Service Records	x	Classroom Observation Data	x	EOY Assessment Data	x
Special Education Service Records	x	PEIMS Standard Reports	x	CTE Enrollment	x	Anecdotal data from T-TESS	x
Student Attendance Records	x	Teacher Attendance Records	x	Other (Indicate to the Right)	x	Campus Surveys	

**Student Learning**

STAAR/EOC Results	x	Local Benchmark Results	x	State Interim Results	x	MAP Data	x
CIRCLE Data		CBA and Local Formative Results	x	PSAT/SAT/ACT/TCSI scores	x	IB/DC/AP Scores	x
Branching Minds Interventions	x	Student Retention Rates	x	CTE Enrollment	x	Semester Exam	x
Other (Indicate to the Right)		Quarterly Averages	x	Other (Indicate to the Right)			

**Processes and Programs**

Observational Data	x	Sign-Ins / Minutes	x	Calendar of Events	x	RDA (PBMA) Reports	x
Tutoring/Enrichment Opportunities	x	MTSS Data	x	Branching Minds	x	Feedback Given To Teachers	x
Coaching Cycle	x	SEAD Activities & Effectiveness	x	Effectiveness of Restorative Practices	x	Rhythm Data	x
App usage dashboard	x	SKEW Data		Out of class routines	x	T-TESS Data	x
Other (Indicate to the Right)				Other (Indicate to the Right)			

**Perceptions**

Teacher/Staff Surveys	x	Parent/Student Surveys	x	Classroom Observations	x	Parental Involvement Data	x
Parent Volunteers	x	Calendar of Parent Engagement	x	Feedback to Teachers	x	Mission, Values, and Vision	x
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)**

Area Examined	Problem Statements and Root Causes	
Student Attendance	<b>PS DE-1</b>	School attendance rate for the 2023-2024 school year was 88.6%, this is a small increase over the 2022-2023 school year of 86.45, but still low. As we see attendance decrease then failure rates rise.
	<b>RC DE-1</b>	The varying start times of the campuses colocated on the campus contributes greatly to the lower attendance.
Programs Student Outcomes	<b>PS DE-2</b>	In the 2022-2023 school year the campus offered 15 opportunities to engage in work-based learning with our industry partners. In 2023-2024 school year the campus offered 25 opportunities to engage in work-based learning with our industry partners. In order to meet compliance with the P-TECH outcome-based measures opportunities need to rise.
	<b>RC DE-2</b>	Work-based learning became a tertiary objective during the planning of the Associate of Applied Science and the Political Science Dual Credit pathway.
Programs Enrollment	<b>PS DE-3</b>	In order to meet outcome-based measures for P-TECH model schools the campus needs to increase the at-risk population to be no more than 25% under the district overall at-risk population. Currently the campus is rated at 41% at-risk, with the district rated at 68.5%, this puts within 27% of the district average.
	<b>RC DE-3</b>	District and campus coding systems allow for human error in the coding of students.
Choose One	<b>PS DE-4</b>	
	<b>RC DE-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>Campus behavior has improved over the course of the 2023-2024 school year. Reportable incidents for the campus have decreased to 26 incidents in the 2023-2024 school year, down from 58 incidents in the 2023-2023 school year. This is a decrease of 55%.</li> <li>Campus recruitment for the incoming Freshman cohort is the largest in recent years. Current number reflect 175 incoming freshman, for an increase of 46 students overall.</li> <li>Campus recruitment of economically disadvantaged students mirrors district data.</li> </ol> <p><b>Weaknesses</b></p> <ol style="list-style-type: none"> <li>Campus did not hit the goal of 2023-2024 school year of 94%. For the 2023-2024 school year ended with an attendance rate of 88.6%.</li> <li>Campus needs to build recruitment of the male students. For the 2023-2024 school year, demographics show 72% female and 28% male.</li> <li>Campus needs to improve the recruitment of at-risk students. For the 2023-2024 school year the at-risk population ended at 41%.</li> </ol>	

**Comprehensive Needs Assessment - Demographics**

**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	
EOY Assessment Outcomes	<b>PS SL-1</b>	English I and English II did not meet the campus goal of 70% of students attaining "Meets" level performance on EOCs. (English I - 60% and Eng II - 66%)
	<b>RC SL-1</b>	Students are not consistently engaged in tutoring or Friday interventions. Additionally, sub-populations (EB, SPED, 504, GT, Dyslexia) need to be engaged in using differentiated strategies.
CCMR Assessments	<b>PS SL-2</b>	Dual Credit passing rate did not meet the projected goal of 95%.
	<b>RC SL-2</b>	Supports are not in place to ensure student grades and attendance with the partners.
CCMR Assessments	<b>PS SL-3</b>	TSI scores have not increased in Math and ELAR, so less than 50% of students are not TSI ready by the end of their sophomore year.
	<b>RC SL-3</b>	Students are not receiving the number of TSI tutoring hours and direct instruction as needed in their early high school years.
EOY Assessment Outcomes	<b>PS SL-4</b>	Algebra I EOC scores increased from the 22-23 year, but the campus did not meet the number students attaining the "Meets" level (30%).
	<b>RC SL-4</b>	Students are not coming in with the basic math skills (understanding simple to complex equations, concrete to abstract equations). Classroom activities are not engaging to students, particularly the campus sub-pops (EB, SPED, 504, GT, Dyslexia).
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	Data shows that in every EOC taken, percentage points that were gained. EB students out performed students in similar campuses around the area. US History EOC data remained on pace and gained 15% points in Masters. Areas of Improvement: How can we have better buy in for our Friday "C" days. Some resources are not aligned to the TEKS.	

**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	
Communication	<b>PS PP-1</b>	Collaboration & planning between departments for cross curricular alignment and planning does not strategically exist.
	<b>RC PP-1</b>	Structure for cross-curricular planning is not in place as a campus so teachers are limited to structured PLC's within their departments. Teachers must make time outside of school to meet in cross-curricular teams and that time isn't made.
TTESS Skew	<b>PS PP-2</b>	T-TESS Data reflects the following rating averages: Domain 1=3.39; Domain 2=3.42; Domain 3=3.51. Teacher averages should average to 4 or above to mirror our student scores, this misalignment shows that teachers have limited understanding of T-TESS Evaluation tool and rubric rating domains.
	<b>RC PP-2</b>	Teachers get training at the beginning of the year and prior to their start date but the confusion comes when they get to formal observations or EOY observations.
Teacher PD	<b>PS PP-3</b>	T-TESS data reflects teacher refinement feedback which is as follows: 6 teachers were asked to refine their practices in domain 3.2-Managing Student Behavior; 5 teachers were asked to refine their practices in domain 2.5-Monitor & Adjust; and 5 teachers were asked to refine their practices in domain 2.4-Differentiation.
	<b>RC PP-3</b>	Teachers do not have a space for modeling or sharing best practice across departments. Teachers need opportunities for best practice reinforcements and professional development.
Choose One	<b>PS PP-4</b>	
	<b>RC PP-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>		Teachers gave positive feedback on the new Alamo Collegiate Network Instructional calendar used in the 23-24 school year. They liked the autonomy we had as a campus and network to create a calendar based on our campus and student needs, especially offering interventions, CTE supports and SIMS on those days.

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Eduphoria used for data, Canvas, Kadoceus to track growth  
Master schedule to accommodate college DC schedule, EOC daily instruction,

**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	Problem Statements and Root Causes	
Teacher Support	PS PE-1	Only about half of the teachers report a common vision and only 64% of teachers report productive collaboration, which is considerably less than the statistics shown from the SAISD average.
	RC PE-1	Although there is time for core subject teachers to collaborate, the PLCs for shared prep subjects are mostly EOC/ STAAR focused. Teachers teaching non-core subjects do not have a PLC where they can collaborate productively. Host weekly meetings for outgoing old/new communication plan to have 100% productive collaboration with all teachers, administrator, and staff.
Services Support	PS PE-2	The percentage of students who felt a sense of belonging increased to 42%, however less than half of students at our campus still do not feel a sense of belonging.
	RC PE-2	A possible answer can be that since we are such a productive, high-functioning and academically stringent school, those students who do not feel naturally gifted may not always feel that they belong or can be talented. We should put more of an emphasis on those who may not organically connect with law or health and/or who aren't overly passionate towards their pathway or academics/associate's degree. Perhaps also because of our economic demographic of some of our students (including the SES disparity), 'trying too much' can bring up neural pathways of past trauma, so it can be easy to give up Implementing an incentive plan for student via grade level participation in meeting great attendance. Houses will be an incentives by meeting twice a month to building student and staff culture and engage in team building activities. Use incentive plan for all students to receive HOUSE points to daily participation.
Staff Survey Results	PS PE-3	Only 28% of teachers across the school report consistent expectations and consequences for student behavior, which is significantly less than the 51% SAISD average reported from teachers district-wide.
	RC PE-3	Due to how much is constantly going on at such a highly academic school, some people might feel like there isn't time to focus on each and every rule & therefore they 'pick their battles.' We could get together as a faculty and choose a smaller portion of 3-4 high-value rules (i.e. skipping, etc) that all staff members feel capable of keeping up with, rather than a long list of rules. Some teachers also report that there isn't explicit clarity regarding what the consequence for certain rules will also entail, such as ISS not always being available daily. This may cause less time sensitive consequences or other consequences that end up being delayed or not connected to the behavior. Teachers perceive that there is no middle ground and that there are either no sanctions or suspensions for student behavior.
	PS PE-4	

RC  
PE-4

**Strengths &  
Areas for  
Improvement  
Based on your  
Data Analysis**

By the end of the first semester, there will be processes in place to successfully provide information to staff through weekly student checks in person at faculty meetings.

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By the end of the year, our attendance rate will increase to 91% for the 24-25 school year.	Create an incentive plan for students who regularly achieve 96% or higher attendance. Create a mentorship plan for students on Tier 4 list so that they are connected with an administrator on campus who is checking on them weekly.	Administrators, Counselors, Attendane Committee, Teachers, Parents	461-Student Incentives \$2500
	PS #	Quarterly KPIs	By the end of the first quarter, we will maintain 98% or higher attendance.		
			By the end of the second quarter, we will maintain 96% or higher attendance.		
			By the end of the third quarter, we will maintain 95% or higher attendance.		
			By the end of the fourth quarter, we will maintain 92% or higher attendance.		
DE-2		By the end of the year, we will increase our work based learning opportunities for all CTE students by 100%, moving from 25 activities to 50 activities.	Plan, schedule & implement 50 CTE work based learning activities on C days and in CTE classes to include the following: guest speaker series, on-site Hospital/facility tours, medical and law field trips, research opportunities, simulations, etc.	Administrators, CTE Teachers	196-Field Trips \$4,000
	PS #	Quarterly KPIs	By the end of the first quarter, 10 WBL opportunities have occurred in CTE.		
			By the end of the second quarter, 25 WBL opportunities have occurred in CTE.		
			By the end of the third quarter, 35 WBL opportunities have occurred in CTE.		
			By the end of the fourth quarter, 50 WBL opportunities have occurred in CTE.		
DE-3		By the end of the year, increase our at-risk population from 41% to 50% of student population so that we meet the At-Risk indicator of the P-TECH Outcomes based measure at the distinction level.	Train staff on at-risk indicators during August PD. Create an at-risk committee to develop plan of action for recoding students. Create list of students with at-risk indicators and send to teachers to begin identifying students. Support staff will audit at-risk indicators and investigate for documentation and re-coding of students. Support staff will work with counselors to finalize necessary documentation and re-coding of students.	Administrators, Counselors, Teachers	None
	PS #	Quarterly KPIs	By the end of the first quarter, all staff will be trained on at-risk indicators and the importance of accurate data reporting.		
			By the end of the second quarter, all staff will have the data report and will identify students in need of recoding. Support staff will verify information and investigate.		
			By the end of the third quarter, ALL at-risk students will have been identified and coded in frontline for accurate reporting in PEIMS.		
			By the end of the fourth quarter, ALL at-risk students will have been identified and coded in frontline for accurate reporting in PEIMS.		
DE-4					
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year, we will increase the meets percentages of English I and English II to 75% or above on meets EOC.	Create interventions on C Days, specifically for EOC courses. Create a PLC schedule that allows for all EOC teachers on campus and across the network to collaborate weekly. Provide tutoring, pull-outs, push-in and small group instruction to students based on data throughout the year. Utilize SIMS tutorials for EOC interventions.	Administrators, Academic Dean, Teachers	199-Supplemental Pay \$3,000
	PS #1	Quarterly KPIs	By the end of the first quarter, students will score 50% or higher in Meets on the English I or English II EOC as indicated by CBAs or unit assessments.		
			By the end of the second quarter, students will score 65% or higher in Meets on the English I or English II EOC as indicated by CBAs or unit assessments.		
			By the end of the third quarter, students will score 75% or higher in Meets on the English I or English II EOC as indicated by CBAs or unit assessments.		
			By the end of the fourth quarter, students will score 80% or higher in Meets on the English I or English II EOC as indicated by CBAs or unit assessments.		
SL-2		By the end of the year, Dual Credit passing rate will increase from 92% to 95%.	Create progress monitoring systems and utilize the new DC Classe365 database to track student performance in dual credit courses. Utilize the ACME guidebook and train teachers on how to monitor grades in ACME and how to indicate intervention efforts in the DC Classe365 database.	Administrators, CCMR Coordinator, Academic Dean, Teachers	196-Software subscription-\$5,000
	PS #2	Quarterly KPIs	By the end of the first quarter, ensure ALL teachers are trained on Classe365 and on the ACME guidebook. Ensure they know how to monitor and document their intervention efforts and that parent contact is occurring.		
			By the end of the second quarter, 98% of dual credit students should be passing their courses with intervention efforts and parent phone calls captured in Classe365.		
			By the end of the third quarter, 96% of dual credit students should be passing their courses with intervention efforts and parent phone calls captured in Classe365.		
			By the end of the fourth quarter, 95% of dual credit students should be passing their courses with intervention efforts and parent phone calls captured in Classe365.		
SL-3		By the end of the year, student's TSI scores will have a passing rate of 25% or higher in Math and ELAR, by sophomore year.	Utilize EdReady and College Bridge Curriculum in Academic Mentoring and in AVID to increase intervention time on specific standards. Use a consultant to provide TSIA tutoring in Math and English to all cohorts.	Administrators, CCMR Coordinator, Academic Dean, Teachers	196-Contracted Services \$10,000
	PS #3	Quarterly KPIs	By the end of the first quarter, increase scores by 10%.		
			By the end of the second quarter, increase 15%		
			By the end of the third quarter, increase scores by 20%		
			By the end of the fourth quarter, increase scores by 25%		
SL-4		By the end of the year, Algebra I EOC scores increased from the 22-23 year, but the campus did not meet the number students attaining the "Meets"	All math teachers will teach on section of Algebra I during 9th period every day to support any gaps in learning. Teachers will meet with the academic dean 2x a week to discuss strategies, engagement, and data. MAP data will be used to determine interventions and groups. Monthly, during PLC, they will also	Administrators, CCMR Coordinator, Academic Dean,	199-Supplemental Pay \$3,000
	PS #4	Quarterly KPIs	By the end of the first quarter, all Algebra I and Algebraic Reasoning students will test for BOY MAP to determine a baseline of students.		
			By the end of the second quarter, Algebra I students will show a 7% increase.		
			By the end of the third quarter, will show an improvement on formative assessments by 10%.		
			By the end of the fourth quarter, will show an improvement on formative assessments by 15%.		



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, we will create opportunities for cross-curricular alignment and lesson planning every other month (5 times in the year).	Create systemic cross-curricular alignment and lesson plans every other month at least 5 times a year. Teachers will identify common learning strategies to incorporate across contents so that the same language is used across campus on similar learning skills.	Administrators, Academic Dean, Teachers	None
	PS #	Quarterly KPIs	By the end of the first quarter, 1 cross-curricular planning session has occurred.		
			By the end of the second quarter, 3 cross-curricular planning sessions have occurred.		
			By the end of the third quarter, 4 cross-curricular planning sessions have occurred.		
			By the end of the fourth quarter, 5 cross-curricular planning sessions have occurred.		
PP-2		By the end of the year, the average domain score for campus teachers will be 3.75 for all domains 1-3.	Build a training program and learning cycle to ensure ALL teachers understand the T-TESS rubric and are familiar with rating indicators at the proficient and accomplished levels. Create four PD opportunities and weekly PLC checkpoints to spiral learning into planning and provide exemplars of specific indicators. Create a CWT schedule that supports specific feedback to teachers and allows teachers to grow in those areas.	Administrators, Academic Dean, Teachers	196-Supplies \$1000
	PS #	Quarterly KPIs	By the end of the first quarter, all teachers been trained on T-TESS rubric.		
			By the end of the second quarter, all teachers have received 2nd training and specific feedback on domains in CWT's by appraiser.		
			By the end of the third quarter, all teachers have received 3rd training and specific feedback on domains in CWT's by appraiser.		
			By the end of the fourth quarter, all teachers have received 4th training and specific feedback on domains in CWT's by appraiser.		
PP-3		By the end of the year, we will decrease the amounts of refinement in the following domains by 50%. 3.2 Managing Student Behavior; 2.5 Monitor & Adjust; and 2.4 Differentiation.	Provide customized professional development at the beginning of the year on domains 3.2, 2.5 and 2.4 that identifies needs from T-TESS ratings from 23-24. Provide exemplars and modeling for teachers in PD throughout the year focusing in these domains. Allow master teachers and other experts to model in PD the look-fors within these domains so that teachers have a clear understanding of what to expect.	Administrators, Academic Dean, Teachers	196-PD \$2000
	PS #	Quarterly KPIs	By the end of the first quarter, all teachers will have customized training on the focus areas: 3.2, 2.5 & 2.4.		
			By the end of the second quarter, all teachers will have implemented focused strategies in their classroom that align to 3.2, 2.5 and 2.4 domains.		
			By the end of the third quarter, all teachers will have implemented focused strategies in their classroom that align to 3.2, 2.5 and 2.4 domains. CWT feedback data will show proficient or accomplished in domains 3.2, 2.5 and 2.4.		
			By the end of the fourth quarter, all teachers will have implemented focused strategies in their classroom that align to 3.2, 2.5 and 2.4 domains. CWT feedback data will show proficient or accomplished in domains 3.2, 2.5 and 2.4.		
PP-4					
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – 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	PS #1	By the end of the year, increase in teachers feeling supported to 90% in regards to collaboration.	Create a PLC schedule that allows for teacher to meet weekly to collaborate on lesson design and implementation that is equitable across campus departments and that can address the campus needs.	Administrators, Academic Dean, Teachers	196-Supplies \$2000	
		Quarterly KPIs	By the end of the first quarter, 60% of teachers will respond favorably of having productive collaboration.			
			By the end of the second quarter, 70% of teachers will respond favorably of having productive collaboration.			
			By the end of the third quarter, 80% of teachers will respond favorably of having productive collaboration.			
			By the end of the fourth quarter, 90% of teachers will respond favorably of having productive collaboration.			
PE-2	PS #	By the end of the year, increase to 75% in regards to students feeling a sense in belonging on campus.	Collaboratively work as a campus to identify students and their needs, while developing a mentorship program to support students throughout the year and continue to grow and foster our houses program.	Administrators, Academic Dean, Teachers	196-Supplies \$5000; 461-Supplies \$3000	
		Quarterly KPIs	By the end of the first quarter, 45% of students will respond favorably to having a sense of belonging.			
			By the end of the second quarter, 55% of students will respond favorably to having a sense of belonging.			
			By the end of the third quarter, 65% of students will respond favorably to having a sense of belonging.			
			By the end of the fourth quarter, 75% of students will respond favorably to having a sense of belonging.			
PE-3	PS #3	By the end of the year, increase in teachers feeling supported by 50% in regards to student discipline.	Communication of 100% to teachers regarding referral updates when submitted through the Discipline FastForm. Create a communication checklist and protocol of how communication will be handled. Information to staff on campus discipline events will be communicated through faculty meetings.	Administrators, Academic Dean, Teachers	199-Supplemental Pay \$3,000	
		Quarterly KPIs	By the end of the first quarter, 25% of teachers will respond favorably that they feel supported.			
			By the end of the second quarter, 30% of teachers will respond favorably that they feel supported.			
			By the end of the third quarter, 40% of teachers will respond favorably that they feel supported.			
			By the end of the fourth quarter, 50% of teachers will respond favorably that they feel supported.			
PE-4	PS #					
		Quarterly KPIs	By the end of the first quarter,			
			By the end of the second quarter,			
			By the end of the third quarter,			
			By the end of the fourth quarter,			

**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, we will maintain 98% or higher attendance.	Choose One	
DE-2	By the end of the first quarter, 10 WBL opportunities have occurred in CTE.	Choose One	
DE-3	By the end of the first quarter, all staff will be trained on at-risk indicators and the importance of accurate data reporting.	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, students will score 50% or higher in Meets on the English I or English II EOC as indicated by CBAs or unit assessments.	Choose One	
SL-2	By the end of the first quarter, ensure ALL teachers are trained on Classe365 and on the ACME guidebook. Ensure they know how to monitor and document their intervention efforts and that parent contact is occurring.	Choose One	
SL-3	By the end of the first quarter, increase scores by 10%.	Choose One	
SL-4	By the end of the first quarter, all Algebra I and Algebraic Reasoning students will test for BOY MAP to determine a baseline of students.	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 1 cross-curricular planning session has occurred.	Choose One	
PP-2	By the end of the first quarter, all teachers been trained on T-TESS rubric.	Choose One	
PP-3	By the end of the first quarter, all teachers will have customized training on the focus areas: 3.2, 2.5 & 2.4.	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, 60% of teachers will respond favorably of having productive collaboration.	Choose One	
PE-2	By the end of the first quarter, 45% of students will respond favorably to having a sense of belonging.	Choose One	
PE-3	By the end of the first quarter, 25% of teachers will repsond favorably that they feel supported.	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, we will maintain 96% or higher attendance.	Choose One	
DE-2	By the end of the second quarter, 25 WBL opportunities have occurred in CTE.	Choose One	
DE-3	By the end of the second quarter, all staff will have the data report and will identify students in need of recording. Support staff will verify information and investigate	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, students will score 65% or higher in Meets on the English I or English II EOC as indicated by CBAs or unit assessments	Choose One	
SL-2	By the end of the second quarter, 98% of dual credit students should be passing their courses with intervention efforts and parent phone calls captured in	Choose One	
SL-3	By the end of the second quarter, increase 15%	Choose One	
SL-4	By the end of the second quarter, Algebra I students will show a 7% increase.	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 3 cross-curricular planning sessions have occurred	Choose One	
PP-2	By the end of the second quarter, all teachers have received 2nd training and specific feedback on domains in CWT's by appraiser	Choose One	
PP-3	By the end of the second quarter, all teachers will have implemented focused strategies in their classroom that align to 3.2, 2.5 and 2.4 domains	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, 70% of teachers will respond favorably of having productive collaboration	Choose One	
PE-2	By the end of the second quarter, 55% of students will respond favorably to having a sense of belonging	Choose One	
PE-3	By the end of the second quarter, 30% of teachers will respond favorably that they feel supported	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, we will maintain 95% or higher attendance.	Choose One	
DE-2	By the end of the third quarter, 35 WBL opportunities have occurred in CTE.	Choose One	
DE-3	By the end of the third quarter, ALL at-risk students will have been identified and coded in frontline for accurate reporting in PEIMS	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, students will score 75% or higher in Meets on the English I or English II EOC as indicated by CBAs or unit assessments	Choose One	
SL-2	By the end of the third quarter, 96% of dual credit students should be passing their courses with intervention efforts and parent phone calls captured in Classe365	Choose One	
SL-3	By the end of the third quarter, increase scores by 20%	Choose One	
SL-4	By the end of the third quarter, will show an improvement on formative assessments by 10%	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 4 cross-curricular planning sessions have occurred.	Choose One	
PP-2	By the end of the third quarter, all teachers have received 3rd training and specific feedback on domains in CWT's by appraiser	Choose One	
PP-3	By the end of the third quarter, all teachers will have implemented focused strategies in their classroom that align to 3.2, 2.5 and 2.4 domains. CWT feedback	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, 80% of teachers will respond favorably of having productive collaboration	Choose One	
PE-2	By the end of the third quarter, 65% of students will respond favorably to having a sense of belonging	Choose One	
PE-3	By the end of the third quarter, 40% of teachers will respond favorably that they feel supported	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, we will maintain 92% or higher attendance.	Choose One	
DE-2	By the end of the fourth quarter, 50 WBL opportunities have occurred in CTE.	Choose One	
DE-3	By the end of the fourth quarter, ALL at-risk students will have been identified and coded in frontline for accurate reporting in PEIMS	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, students will score 80% or higher in Meets on the English I or English II EOC as indicated by CBAs or unit assessments	Choose One	
SL-2	By the end of the fourth quarter, 95% of dual credit students should be passing their courses with intervention efforts and parent phone calls captured in	Choose One	
SL-3	By the end of the fourth quarter, increase scores by 25%	Choose One	
SL-4	By the end of the fourth quarter, will show an improvement on formative assessments by 15%	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 5 cross-curricular planning sessions have occurred	Choose One	
PP-2	By the end of the fourth quarter, all teachers have received 4th training and specific feedback on domains in CWT's by appraiser	Choose One	
PP-3	By the end of the fourth quarter, all teachers will have implemented focused strategies in their classroom that align to 3.2, 2.5 and 2.4 domains. CWT feedback	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, 90% of teachers will respond favorably of having productive collaboration	Choose One	
PE-2	By the end of the fourth quarter, 75% of students will respond favorably to having a sense of belonging	Choose One	
PE-3	By the end of the fourth quarter, 50% of teachers will respond favorably that they feel supported	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.

DEMOGRAPHICS			
GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, our attendance rate will increase to 91% for the 24-25 school year.	Choose One	
DE-2	By the end of the year, we will increase our work based learning opportunities for all CTE students by 100%: moving from 25 activities to 50 activities.	Choose One	
DE-3	By the end of the year, increase our at-risk population from 41% to 50% of student population so that we meet the At-Risk indicator of the P-TECH Outcomes based	Choose One	
DE-4		Choose One	
STUDENT LEARNING			
GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, we will increase the meets percentages of English I and English II to 75% or above on meets EOC.	Choose One	
SL-2	By the end of the year, Dual Credit passing rate will increase from 92% to 95%.	Choose One	
SL-3	By the end of the year, sstudent's TSI scores will have a passing rate of 25% or higher in Math and ELAR by sophomore year.	Choose One	
SL-4	By the end of the year, Algebra I EOC scores increased from the 22-23 year, but the campus did not meet the number students attaining the "Meets" level (goal of 30%).	Choose One	
PROCESSES & PROGRAMS			
GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, we will create opportunities for cross-curricular alignment and lesson planning every other month (5 times in the year).	Choose One	
PP-2	By the end of the year, the average domain score for campus teachers will be 3.75 for all domains 1-3.	Choose One	
PP-3	By the end of the year, we will decrease the amounts of refinement in the following domains by 50%: 3.2 Managing Student Behavior; 2.5 Monitor & Adjust; and 2.4	Choose One	
PP-4		Choose One	
PERCEPTIONS			
GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, increase in teachers feeling supported to 90% in regards to collaboration.	Choose One	
PE-2	By the end of the year, increase to 75% in regards to students feeling a sense in belonging on campus.	Choose One	
PE-3	By the end of the year, increase in teachers feeling supported by 50% in regards to student discipline.	Choose One	
PE-4		Choose One	

## Committee Members

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

Committee Members

Name	Role	Name	Role
Veronica Valdovinos	Principal		
Jason Strawn	Assistant Principal		
Marissa Fain	Assistant Principal		
Sierra Gonzales	Math Department Chair		
Brian Carroll	English Department Chair		
Jennifer Lankes	Science Department Chair		
Jane Johnson	Social Studies Department Chair		
Yvette DeLeon	CTE Health Science Department Chair		
Jennifer Casanova	CTE Law Department Chair		
Myca Lopez	SPED Teacher		
Anastasia Rocha	English Teacher		
Marisa De La Cerda	Lead Counselor		
Carlos Maestas	Business Representative		
Jennifer Maestas	Business Representative		
Angela Rolan	District Representative		
Dr. Carlos Orozco	Community Member		
Dr. Lillian Porter	Community Member		
Miamor Gaitan	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
	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
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.

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		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
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		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
<b>Documentation</b>	<b>Description</b>	<b>CIP Location / Upload Location</b>	<b>Done</b>
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	
<b>School-Parent-Compact (ESSA Sec. 1116(d))</b>			
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		
<b>Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))</b>			
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		

**Documentation and Submissions**

		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		