

# Campus Improvement Plan

## 2023-2024



CAST Tech HS

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## **VISION**

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

## **MISSION**

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

## **CORE VALUES**

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

## **CORE BELIEFS**

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

**SAISD 5 Year Board Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - 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 2023-2024 Board Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
4. **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 2023-2024 Campus Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
4. **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 state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
<p><b>Meeting #1</b>  April 27, 2023</p>	<p>Stakeholders were polled to identify strengths and growth areas for our campus; the information was presented again on May 31 to solicit additional input from parents and faculty. <a href="#">Stakeholder Input</a></p> <p>Themes that arose included:</p> <ul style="list-style-type: none"> <li>● <b>school processes and student learning</b> - planning lessons to maximize student engagement with on-task activities during a 90-minute class period</li> <li>● <b>student learning and school processes</b> - provide intentional grade level planning time and department planning time</li> <li>● <b>student learning and school programs</b> - provide additional experiential learning via industry visits and college visits for faculty/students</li> <li>● <b>demographics and perceptions</b> - increase communication and engagement with parents, i.e. grades, events to include teachers, counselors, and administration</li> <li>● <b>school processes</b> - main office phones being answered with a live person for immediate assistance; timely counseling services</li> </ul>
<p><b>Meeting #2</b>  May 23, 2023</p>	<p>The campus advisory board met and identified topics to address for the 23-24 school year. Specifically, artificial intelligence and project management were skills identified for integration across the campus. Data analytics was identified as a relevant skills to embed within the curriculum with industry willing to data for analysis. <a href="#">agenda</a></p> <p>Parents were polled to inform the Parent-Engagement Policy and Compact for the 23-24 school year.</p>

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

Faculty met on June 2, 2023 to review STAAR outcomes and goal attainment for the 22-23 school year.  
 Draft data indicates the following:  
 Goal 1: Earn an A within TEA accountability system; outcome: 88 projected score  
 Goal 2 & 3: NA  
 Goal 4: Met established goals for scoring meets on STAAR 2023  
 Goal 5: Met ADA goal of 90%  
 Goal 6: NA  
 Goal 7: Need AP Scores to evaluate this goal; dual-credit results achieved 95%  
 Goal 8: TSI ELA/Math results increased by 5% from the prior year  
 Goal 9: CCMR goal was not met which was 70% of current juniors will achieve a CCMR indicator  
 Goal 10: Met goal, at least 95% of the 2023 Class was accepted into college

Although we did not meet Goal 9, the CTE department and campus derived a vertical plan to address CCMR indicators starting sophomore year. Additional staff were secured to provide TSI course instruction during the 23-24 school year.

A system to answer the phones with a live person for the 23-24 school year was identified as a need to assist with stakeholder responsiveness.



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

**Demographics (Minimum 2 Areas)**

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Groups	Campus <a href="#">Demographics</a> Summary Preliminary <a href="#">2023 EOC Results</a>	PS DE-1	As a faculty, we must create a cohesive advisory program by grade level in order to foster and develop common expectations within the grade level and campus, i.e. student cell phone usage, attendance. behavior norms, use of instructional time to incorporate student engagement.
		RC DE-1	Students are coming from varied educational experiences, i.e. parochial, homeschool, private, charter, public from various neighboring school districts. As a result, there is not a unified curriculum, common expectations, or an instructional style the students have experienced. (ESF 5.3: Data Driven Instruction)
Staff Data	T-TESS Data trends	PS DE-2	Campus faculty need professional development to teach within a 90-minute time block in order to implement research-based instructional strategies that promote student engagement .
		RC DE-2	A little over 10% of the faculty is comprised of first-year teachers. Other faculty have not received training for lesson design in a 90-minute block versus a traditional 45-minute block of time that meets daily. (ESF 5.1: PD for Effective Classroom Instruction)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Highly differentiated instruction is needed at CAST Tech due to the diverse student population. As a result, our faculty needs professional development to meet the individual needs of students and increase student engagement, i.e. flexible groupings, implementation of co-teach services, identification of differentiated resources.		

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**

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

**Student Learning (Minimum 2 Areas)**

Area Examined	Data Sources	Problem Statements and Root Causes	
STAAR Domain	22-23 STAAR Results	<b>PS SL-1</b>	15% of our Algebra I students and 15% of our English 1 and English 2 students failed the STAAR assessment during the 22-23 school year.
		<b>RC SL-1</b>	Some of our most at-risk Special Education students need additional direct services, i.e. co-teach, tutorials (ESF 1.2: Compelling and aligned vision focused on a safe environment, high expectations, and rigorous instruction)
CCMR	Graduation rate, certifications, dual-credit passing rates, AP scores, P/SAT & ACT scores, TSI results	<b>PS SL-2</b>	Less than 80% of our 2023 seniors achieved a CCMR indicator
		<b>RC SL-2</b>	The campus was not able to offer TSI prep courses during the school year as courses within the master schedule. The certifications identified by the CTE dept are no expired by the TEA agency. The CTE dept will meet to update a vertical instructional CTE path to prepare students for an industry certification exam within their chosen pathway.. (ESF 1.3: Focused plan development and regular monitoring of implementation and outcomes)
		<b>PS SL-3</b>	
		<b>RC SL-3</b>	
		<b>PS SL-4</b>	
		<b>RC SL-4</b>	
<b>Data Determinations</b>	<p>Implementation of co-teach services will be planned for the 23-24 school year.</p> <p>Teachers are to be identified to provide TSI prep courses so that students may receive intensive, individualized instruction to close gaps.</p> <p>Strategic scheduling of AVID during junior year with CTE teachers is warranted to ensure rising seniors secure an industry certification.</p> <p>Data protocols and reflection activities are to be calendared for the year to ensure fidelity to evaluation of outcomes in order to inform instruction.</p>		



### ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

#### Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Routines	Parent emails and phone calls, Parent survey feedback	<b>PS PP-1</b>	Only 50% of families indicated school services were timely and responsive to their family needs, i.e. guidance services, resources, student services, answering phone with a live person.
		<b>RC PP-1</b>	The main office phone routing system needs to be configured so that a live person answers the phone. (ESF 3.2 - Proactive and Responsive Student Support Services). An additional counselor is needed to effectively handle the workload of student guidance services warranted in a timely manner. Parents need additional communication and interaction with campus personnel to adequately be informed for college and career readiness, student achievement, as well as the opportunity to add input..
PLC	Faculty Survey <a href="#">Feedback</a> STAAR scores, AP Scores, TSI results	<b>PS PP-2</b>	Teachers have limited time to lesson plan and reflect upon their outcomes after creating and implementing the planned curriculum for their course load, i.e. industry-informed lessons, specialized PD, unit creations.
		<b>RC PP-2</b>	Administration must schedule targeted work time during the faculty work day to thoughtfully consult with industry, develop lessons/assessments, evaluate outcomes and then reflect upon them to inform adjustments and next steps using a collaborative model to develop instructional leaders across the faculty. (ESF 1.1: Develop campus instructional leaders with clear roles and responsibilities)
		<b>PS PP-3</b>	
		<b>RC PP-3</b>	
		<b>PS PP-4</b>	
		<b>RC PP-4</b>	
<b>Data Determinations</b>	<p>A cadence of monthly time for office meetings, department meetings, grade level time, and the like will be generated so that faculty may thoughtfully plan and collaborate with colleagues.</p> <p>Campus PD will allow for teacher choice, within parameters, aligned to the campus focus areas such as student agency, differentiated instructional strategies, and using student data to inform instruction.</p>		

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**

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

**Perceptions (Minimum 2 Areas)**

Area Examined	Data Sources	Problem Statements and Root Causes	
Parent Family Engagement	Parent phone calls	PS PE-1	Parents are fearful the school will close due to the right-sizing initiative in SAISD.
		RC PE-1	Our school parents need ongoing communication, such as monthly updates, and listening sessions from our campus team to promote timely and accurate information. (ESF 3.3 - Involving Families and Community)
Parent Satisfaction	Parent <a href="#">Feedback</a>	PS PE-2	Parents want additional communication from teachers, counselors, and administration regarding their child's achievement .
		RC PE-2	Teachers need campus administration to provide a schedule and system for timely parent communication. (3.1 - Explicit behavior expectations and culture routines; 3.3 - Involving Families and Community)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
<b>Data Determinations</b>	<p>Parent meetings will be provided in virtual formats to assist with parent time demands.</p> <p>The campus will continue to advocate from the district the ability to send text messages with School Messenger or other social media outlets in order to promote timely communication that is relevant and brief, per their request.</p> <p>Implementation of Remind, or some other social media tool, by grade level will be used for announcements and reminders pertinent to their child(ren).</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-2	1, 2, & 3	By the end of the 23-24 school year, 100% of faculty will have implemented intentional instructional strategies to promote student engagement with data to evaluate student outcomes as evidenced by learning walks.	Implement a professional development plan to focus upon differentiation strategies for student engagement  <i>Problem Statements addressed:</i> DE-1: Ongoing, in-depth levels of DI are needed due to the diversity of achievement levels as students enter the campus DE-2: Campus faculty need professional development to teach within a 90-minute time block in order to implement research-based instructional strategies that promote student engagement. PS-2: Teachers have limited time to lesson plan and reflect upon their outcomes after creating and implementing planned curriculum for their course load.	Campus Administration  Department Chairs	1882 Funds / PD Materials / \$788
		<b>Quarterly KPIs</b>	Q1: Create a YAG schedule for PLC to schedule time for differentiation strategies and instructional development as educators. Launch Book Study: The Shift to Student-Led in August 2023 Schedule campus learning walks for the school year - re: Student Engagement Focus Q2: Implement campus learning walks to focus upon student engagement Complete data disaggregation from learning walks to identify trends and faculty training needs Showcase teachers DI and student engagement strategies during PLC or PD Q3: Walk throughs will indicate 80% of teachers implementing specifically planned DI and student engagement strategies Campus administration will provide specific support with those teachers not regularly providing intentional student engagement strategies Q4: Departments will identify the most effective student engagement strategies implemented within their department this school year using data to support their response(s)		
DE-1		Each grading cycle, the respective grade levels will execute specific, planned activities to promote students' development of organization, time management, and wellness resulting in an ADA of 94%.	Each grade level will create and implement a unique weekly curriculum for advisory that can be updated the subsequent school year.  <i>Problem Statements addressed:</i> DE-1: Ongoing, in-depth levels of DI are needed due to the diversity of achievement levels as students enter the campus	Grade Level Chairs  Campus Administration	
		<b>Quarterly KPIs</b>	Q1: Campus administration provided grade 9 a template of weekly activities for the school year. Campus administration will plan and post one weekly activity for grades 10-12. Q2: ADA for the 1st 9-weeks will be 93% with 85% of students on track to graduate with their cohort. . Q3: ADA for the fall semester will be 94% with 85% of students on track to graduate with their cohort. Q4: ADA for the spring semester will be 94% with 90% of students on track to graduate with their cohort.		
DE-3					
		<b>Quarterly KPIs</b>			
DE-4					

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	3	STAAR passing rates for Special Education students will increase by 5%.	<p>The campus will implement co-teach services within the core classes, as needed.</p> <p><i>Problem Statements addressed:</i>                      DE-1: Ongoing, in-depth levels of DI are needed due to the diversity of achievement levels as students enter the campus.                      DE-2: Campus faculty need PD to teach within a 90-minute time block in order to implement research-based instructional strategies that promote student engagement.                      SL-1: 5% of our Algebra I students and 15% of our English 1 and English 2 students failed the STAAR assessment during the 22-23 school year.                      PP-2: Teachers have limited time to lesson plan and reflect upon their outcomes after creating and implementing a unique curriculum for their course load.</p>	<p>Campus Administration</p> <p>Core Depts</p> <p>Special Education Dept</p>	
		<b>Quarterly KPIs</b>	<p>Q1: Core teachers and the Special Education team will receive co-teach training by September 30, 2023.</p> <p>Q2: Pertinent core teachers and Special Education teachers will plan together once a week.</p> <p>Q3: Walk throughs will indicate “developing” fidelity to the co-teach model.</p> <p>Q4: Student grades in core courses will indicate a 5% increased passing rate within the course amongst Special Educations students.</p>		
SL-2	1 & 2	By the end of the school year, 60% of juniors will be TSI ready in math and English.	<p>Teachers with a TSI course will be provided professional development to tailor lessons to students’ learning needs.</p> <p><i>Problem Statements addressed:</i>                      SL-2: Less than 80% of our 2023 seniors achieved a CCMR indicator</p>	<p>Campus administration</p> <p>English/Math Dept</p>	\$500
		<b>Quarterly KPIs</b>	<p>Q1: TSI teachers will complete initial TSI training with appropriate curriculum resources, i.e. TSIA 2.0 By October 13, 2023, freshmen will complete a baseline TSI test. Students in grades 10-12 will be placed in a TSI course or TSI tutorials in order to close learning gaps.</p> <p>Q2: The English and math department will evaluate TSI test results in order to create tutorial groupings and lesson plans that address students’ learning goals. Targeted instruction will be implemented via station rotations during class time and AM/PM tutorials.</p> <p>Q3: TSI students will be assessed and re-grouped based on evaluation outcomes. Teachers will generate lessons to target specific areas informed by the test results.</p> <p>Q4: The last TSI assessment will be administered. Departments will evaluate if the goal was met.</p>		
	1, 2 & 3	The school will earn a grade of 90 or higher within the TEA Accountability system.	<p>Teachers will implement differentiated instruction in to promote academic growth for all students.</p> <p><i>Problem Statements addressed:</i>                      PP-1: Students and parents do not consistently receive timely information or support.                      PP-2: Teachers have limited time to lesson plan and reflect upon their outcomes after creating and implementing a planned curriculum for their course load.                      SL-1: 15% of our Algebra I students and 15% of our English 1 and English 2 students failed the STAAR assessment during the 22-23 school year.                      DE-1: Ongoing, in-depth levels of DI are needed due to the diversity of achievement levels as students enter the campus.                      DE-2: Campus faculty need PD to teach within a 90-minute time block in order to implement research-based instructional</p>	<p>Campus administration</p> <p>Department Chairs</p>	

## 2.1 - Campus Improvement Plan (CIP)

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	3 & 4	By the end of the school year, at least 80% of parents will indicate campus communication is timely and adequate.	Structured faculty activities will be devised for the month and the week to ensure timely parent communication and collaboration with colleagues to review student learning outcomes <i>Problem Statements addressed:</i> PP-1: Students and parents do not consistently receive timely information or support. PE-1: Parents are fearful the school will close due to the right-sizing initiative in SAISD PE-2: Parents want additional communication from teachers, counselors, and administration regarding their child's achievement.	Campus leadership team  Grade Level Sponsors	211 - \$1000 refreshments and \$1000 supplies
		<b>Quarterly KPIs</b>	Q1: The principal will establish a campus newsletter account for all faculty to access. Administration will publish the deadline dates for the campus monthly newsletter so that faculty may add articles, news, and announcements. AVID will be used for students to communicate their grades to their parents once a week via text/email. Families will be instructed to set-up notifications from the campus and school district by text and email. Q2: Every parents will be offered a parent conference to discuss their child's achievement with the option for a conference in-person, by phone, or a virtual platform. Monthly parent meeting dates/topics will be published in the school's calendar. Q3: Over 85% of parents will have an active email address on file within our database. The fall parent survey will indicate improved communication compared to last year's results. Q4: Analytics will indicate at least one-third of parents open the monthly newsletter and over half open the weekly bulletin.		
PP-2	1 & 2	By the end of the school year, 70% of teachers will indicate additional planning time was provided for the department, grade level, and self.	Professional planning time will be calendared and published for the school year to promote fidelity and accountability within our faculty as we align our actions to support the campus plan <i>Problem Statements addressed:</i> PP-2: Teachers have limited time to lesson plan and reflect upon their outcomes after creating and implementing a planned curriculum for their course load.	Dept Heads Grade Level Chairs Campus Administration	199 - \$3,000
		<b>Quarterly KPIs</b>	Q1: Administration will integrate teachers PD requests into the calendar along with topics to address campus-wide trends, such as differentiation, i.e. Thursday Time, PLC, PD days, planning days. Q2: PD artifacts will indicate planning time has been provided for departments, grade levels, and teacher selected topics at least three times during the fall semester. Q3: Walk-throughs will illustrate at least a 25% increase in cohesion within departments as well as grade levels in regard to classroom practices and expectations. Q4: Insight survey results will improve by 10% in regard to planning time, collaboration, and work satisfaction		
PP-3	4	By the end of the school year, at least 80% of parents will indicate students services are timely and adequate.	To ensure adequate guidance services are provided to students, part-time counselors will be secured to assist with providing specialized services. <i>Problem Statement addressed:</i> PP-1: Students and parents do not consistently receive timely information or support.	Counseling Dept	211 - Supp Pay Part-Time Counselor & supplies \$30,000
		<b>Quarterly KPIs</b>	Q1: Students will be identified for guidance services and groups formed for services. Q2: A regular schedule for guidance services will be devised and put into action by the counseling team. Q3: Groups will be evaluated and adjusted based on students' education outcomes and SEL needs.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		School communication to families will be offered in multiple formats resulting in a 10% increase in parent satisfaction with school communication between school to parent, grade level to parent and teacher to parent.	<p>Campus administration will work with the faculty to implement weekly, monthly, and real-time announcements with reminders.</p> <p><i>Problem Statements addressed:</i>                      PE-1: Parents are fearful the school will close due the right-sizing initiative in SAISD.                      PE-2: Parents want additional communication from teachers, counselors, and administration regarding their child's achievement.</p>	campus administration	211 - \$1000 supplies
		<b>Quarterly KPIs</b>	<p>Q1: The campus will create a remind code for each graduation cohort to provide a text message feature of communication. Teacher will be trained in using Remind. Campus administration will create a system for staff to submit articles and news highlights for the monthly campus newsletter.</p> <p>Q2: By the end of the semester, parents will have received four monthly newsletters, regular weekly bulletins on Sundays, and Remind messages with information pertinent to their child's grade level, i.e. field trips, deadlines.</p> <p>Q3: The campus parent survey data will indicate improved communication from the prior year with at least a 10% increase.</p> <p>Q4: The district parent survey will indicate a 10% improvement in communication between school and home.</p>		
PE-2					
		<b>Quarterly KPIs</b>			
PE-3					
		<b>Quarterly KPIs</b>			
PE-4					
		<b>Quarterly KPIs</b>			



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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	Campus administration will provide grade 9 a template of weekly activities for the school year. Campus administration will plan and post one weekly activity for grades 10-12.	SP	Grade 9 has curriculum to adapt from implementation prior years. Campus administration posts the weekly lesson in the faculty bulletin for grades 10-12.
DE-2	Create a YAG schedule for PLC to schedule time for differentiation strategies and instructional development as educators. Launch Book Study: The Shift to Student-Led in August 2023 and schedule campus learning walks for the school year - re: Student Engagement Focus	SP	Each teacher has selected a chapter to focus on. Each PD day for the year incorporates the book study with a focus upon student agency and engagement strategies. Learning walk PD is planned for Oct 16.
SL-1	Core teachers and the Special Education team will receive co-teach training by September 30, 2023.	NP	Campus admin must create or secure the training on their own; there is no district training toolkit
SL-2	TSI teachers will complete initial TSI training with appropriate curriculum resources, i.e. TSIA 2.0. By October 13, 2023, freshmen will complete a baseline TSI test. Students in grades 10-12 will be placed in a TSI course or TSI tutorials in order to close learning gaps.	SP	The TSI courses are in place and students have successfully completed the course. TSI test scheduled for grade 9.
SL-3	Model data protocols with department chairs; Devise rosters for students needing EOC tutorials, TSI prep, AP workshops, and certification tutorials	GP	MTSS training provided to core teachers to identify students for tutorials. Data protocol to be implemented after first grading cycle.
PP-1	The principal will establish a campus newsletter account for all faculty to access. Administration will publish the deadline dates for the campus monthly newsletter so that faculty may add articles, news, and announcements. AVID will be used for students to communicate their grades to their parents once a week via text/email. Families will be instructed to set-up notifications from the campus and school district by text and email.	SP	Counseling and grade levels submit news for the principal to e-blast routinely. Grade level reminds set-up and active for one grade level, i.e. seniors. All grades using AVID to train student to communicate their grades and attendance. Directions provided at Open House, ARD meetings, Meet the CAST, and grade level events to secure Frontline Parent Portal access and CANVAS Parent view. To Do: add all club meetings to school calendar, ask parents to respond to email for 2-way communication, all grades to use Remind, monthly "Open Hall" mtg with parents
PP-2	Administration will integrate teachers PD requests into the calendar along with topics to address campus-wide trends, such as differentiation, i.e. Thursday Time, PLC, PD days, planning days.	GP	At this time, the leadership team has maintained fidelity to professional learning, i.e. PLC, Thurs Time, PD day activities. Requests: goal-setting with students, implementation of bulb for artifacts, content conversations between students, incorporation of presentation skills, how to promote movement in class period, real-world examples/issues
PP-3	Students will be identified for guidance services and groups formed for services.	GP	The part-time counselor is hosting guidance sessions in addition to the full-time counselors. The counseling team is now meeting weekly to coordinate services with the CIS counselor, as well.

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps







**District Purchases**

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

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



**Campus Improvement Plan Quality Checklist**

**Comprehensive Needs Assessment - Problem Statements and Root Causes**

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

**Improvement Plan – Performance Objectives**

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

**Improvement Plan – Strategies**

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

**Federally Required Strategies – Do we have strategies that address -**

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

**Equitable Availability of the Campus Improvement Plan to Parents**

Physical Locations of the Plan	front office
Languages Available	English
URL to Online Version	

**Equitable Availability of the School-Parent Compact to Parents**

Physical Locations of the Plan	front office
Languages Available	English & Spanish
URL to Online Version	

**Equitable Availability of Parent-Family Engagement Policy to Parents**

Physical Locations of the Policy	front office	How and When was the PFE Policy Distributed
Languages Available	English and Spanish	PFE was shared as follows: Aug 9 at zoom mtg, Meet the Teacher on Aug 11; Sept 2023 Newsletter - eblast
URL to Online Version		

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

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

## Assurances and Approval Information

### Assistant Superintendent Assurance

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

### Campus Principal Assurance

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

Campus Name	Campus Number
CAST Tech High School	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Dr. Melissa Alcala	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
September 13, 2023	September 28, 2023



## Data Tables