



# Campus Improvement Plan

## 2024 - 2025



**CAST MED HIGH SCHOOL**

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**Board of Trustees**



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**Superintendent of Schools  
Dr. Jaime Aquino**

**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
<p><b>Meeting #1: August 2, 2024</b></p>	<p>What is a Comprehensive Needs Assessment &amp; Four Multiple Measures</p> <p>Data Sets mySAISD Dashboard Home, Attendance, Demographic, Membership, Discipline</p> <p>Questions to Consider Demographics Who are we? Student population, staff population, parents and community Example Problem Statement: Processes &amp; Programs What are our procedures, methods and practices? Includes: Use of technology, how the school is organized, staff recruitment and retention, curriculum, assessment and instruction.</p>
<p><b>Meeting #2: August 6, 2024</b></p>	<p>What is a Comprehensive Needs Assessment &amp; Four Multiple Measures</p> <p>Data Sets mySAISD Dashboard Home, Attendance, Demographic, Membership, Discipline</p> <p>Questions to Consider Perceptions How do others see us and how do we see ourselves? Includes: Family Engagement Student Learning How well are our students doing? Includes: Student Achievement data</p>

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

No CIP Summative Evaluation was submitted. At the beginning of the 2024-2025 school year there was a change of administration. The school principal Dr Maricela Alarcon started at CAST Med/Imagine on July 8, 2024 and found no evidence of Title I CNA/CIP meetings. As such, school principal Dr. Alarcon proactively held two meetings in August 2024 to conduct a critical needs assessment and develop the campus improvement plan in collaboration with stakeholders.

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

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

**Comprehensive Needs Assessment Process**

**Demographics**

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

**Student Learning**

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

**Processes and Programs**

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

**Perceptions**

Teacher/Staff Surveys		Parent/Student Surveys		Classroom Observations	x	Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement		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)**

**Comprehensive Needs Assessment - Demographics**

Area Examined	Problem Statements and Root Causes	
Teacher Turnover	PS DE-1	Since 2022, the turnover rate of teachers is 50%.
	RC DE-1	As a campus, we have not fully implemented systems to onboard new teachers (ESF 2.1).
Student Attendance	PS DE-2	Last year, attendance declined 2% from 94% to 92%.
	RC DE-2	As a campus, we are inconsistent with the implementation of campus-wide program incorporating communication systems, approved methodologies, and processes that promote student attendance. (ESF 3.2)
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
<p align="center"><b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b></p>	<p>Strengths: Student disciplinary action resulting in administrative action was recorded to take place in 5 instances in 2023-2024 school year.</p> <p>Areas for Improvement: Since 2022, the turnover rate of teachers is 50%. The campus only has one master teacher, 1 exemplary teachers, and one recognized teacher within the MTI designation.</p>	



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

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
EOY Assessment Outcomes	PS SL-1	33% of students scored at the "Meets" level in Math STAAR.
	RC SL-1	Math and Reading classrooms do not use available high quality instructional materials and aligned assessments (ESF 4.1) and the majority of teachers are not consistently using teaching practices that promote critical thinking and differentiation for student groups (ESF 5.1).
Grade Level Readiness	PS SL-2	17% of students did not earn credit for 1 one or more courses by the end of the 2023-2024 school year.
	RC SL-2	Teachers do not use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconception, determine the root cause as to why students may not have learned the concept, and create plans to reteach (ESF 5.4).
CCMR Assessments	PS SL-3	Less than 100% of students have passed the math, reading and writing portions of the TSI before they graduate.
	RC SL-3	The faculty as a whole is not familiar with the TSI test, standards, and how best to prepare students for success. (ESF 1.2, 5.2)
Choose One	PS SL- 4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		

**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	
Teacher PD	PS PP-1	Student outcomes for all grade levels indicate that only 56% of all students are able to use their critical-thinking skills to get beyond the Level 1 and Level 2 questions.
	RC PP-1	As a campus we have not constantly trained teachers to effectively use instructional materials and teaching practices to promote critical thinking skills to include differentiation and scaffolding support (ESF 5.1)
Behavioral / SEAD Needs	PS PP-2	In the 2023-2024 school year, students reporting stress-related issues increased by 63% from the previous year.
	RC PP-2	As a campus, we are inconsistent with the implementation of campus-wide program incorporating systems, approved methodologies, and processes that promote students' physical and mental health skills, making students feel unwelcome or not cared about (ESF 3.3)
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Extracurricular Involvement	<b>PS PE-1</b>	More than 50% of student and parent interviews reveal that there is a need for organized sports on the campus.
	<b>RC PE-1</b>	The campus has not consistently communicated or followed through with actionable steps to when organized sports will come to pass. (ESF 3.1).
Parent Engagement Attendance	<b>PS PE-2</b>	Parent participation in campus SLCs is less than 100%
	<b>RC PE-2</b>	The campus has not yet developed a system to guarantee every student shares their SLC with a parent/family member (ESF 3.4).
Choose One	<b>PS PE-3</b>	
	<b>RC PE-3</b>	
Choose One	<b>PS PE-4</b>	
	<b>RC PE-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>		

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, the campus will retain 100% of all high-performing new teachers (new to school, new to CAST Med/CAST Imagine, or new to the profession).	Provide quarterly induction activities aligned with the recommendations of the CAST Network Induction Guide.	Admin Team	
	PS #	Quarterly KPIs	Quarter 1: New faculty will have identified/selected a mentor(s) or alternate structure to best meet their needs.		
			Quarter 2: 100% of new faculty will have completed part 1 of their personalized plan.		
			Quarter 3: 100% of new faculty will have completed part 2 of their personalized plan.		
			Quarter 4:100% of new faculty will have completed part 3 of their personalized plan.		
DE-2		By the end of the year, attendance will be at 94%	Staff members will work collaboratively using the school-wide protocol with families to increase student daily attendance by calling/texting families daily, hosting two SLC meetings, utilizing REMIND as a family communicator, and participating in events to re-engage specific families back into the school community.	Admin Team	
	PS #	Quarterly KPIs	By the end of the first quarter, attendance will be at 92.5%		
			By the end of the second quarter, attendance will be at 93%		
			By the end of the third quarter, attendance will be at 93.5%		
			By the end of the fourth quarter, attendance will be at 94%		
DE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Student Learning

**2.1 - Campus Improvement Plan (CIP)**  
 The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of year there will be a 5% increase in students at the Meets or Masters on Math STAAR	Teachers will implement professional development of teaching practices and instructional materials that promote critical thinking, differentiation, and formative/summative assessment (i.e.ALEKS Program, Total Participation Techniques, 7 Steps, and Kagan Cooperative Learning Structures) and implement these practices in their classrooms.	Admin Team, Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, there will be an 1% increase in students at the Meets or Masters on Math assessments.		
			By the end of the second quarter, there will be an 1% increase in students at the Meets or Masters on Math assessments.		
			By the end of the third quarter, there will be an 1% increase in students at the Meets or Masters on Math assessments.		
			By the end of the fourth quarter, there will be an 2% increase in students at the Meets or Masters on Math assessments.		
	By the end of the year, the % of students who do not successfully obtain credit for a course will decrease by 8%	Teachers will implement professional learning centered around Tier 1 Instruction, learning stations, scaffolding vs. differentiation, and tutoring.	Admin Team, Teachers	211/Supplemental Pay/\$10,000	
SL-2	PS #	Quarterly KPIs	By the end of the first quarter, the percentage of students failing a course will decrease by 2%		
			By the end of the second quarter, the percentage of students failing a course will be 4%		
			By the end of the third quarter, the percentage of students failing a course will be 6%		
			By the end of the fourth quarter, the percentage of students failing a course will decrease by 8%		
SL-3		By the end of the year, the % of juniors and seniors having passed all sections of the TSI will increase by 25% from the % in June of 2024.	Provide professional learning about the TSI to all secondary math and ELAR teachers that allows them to make curricular/instructional adjustments to better prepare students.	Admin Team, Teachers	
	PS #	Quarterly KPIs	1st Quarter: 50% secondary math and ELAR teachers will have participated in TSI training.		
			2nd Quarter:75% secondary math and ELAR teachers will have participated in TSI training.		
			3rd Quarter:100% secondary math and ELAR teachers will have participated in TSI training.		
		4th Quarter: 100% secondary math and ELAR teachers will have made curricular and/or instructional adjustments.			
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
		By the end of the fourth quarter,			

Plan for Improvement – 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, 100% of all classrooms will have integrated strategies that promote critical thinking in students.	Conduct professional development to teachers on how to effectively use instructional materials and teaching practices that promote critical thinking skills including differentiation and scaffolding support. The administrative team will conduct weekly learning walks and gather student and teacher artifacts to gauge integration of the PD	Admin Team	
	PS #	Quarterly KPIs	By the end of the first quarter, 40% of all classrooms will have integrated strategies that promotes critical thinking in students.		
			By the end of the second quarter, 60% of all classrooms will have integrated strategies that promotes critical thinking in students.		
			By the end of the third quarter, 80% of all classrooms will have integrated strategies that promotes critical thinking in students.		
			By the end of the fourth quarter, 100% of calibration data and teacher feedback will be aligned to the T-TESS rubric		
PP-2		By the end of the year 100% of all classrooms will have integrated strategies that promote methodologies, and processes that promote students' physical and mental health skills.			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the year, 80% of family units will have participated in a family engagement event.	By the end of the year, 80% of family units will have participated in a family engagement event.	Admin Team & Coach	
	PS #	Quarterly KPIs	By the end of the first quarter, 20% of family units will have participated in a family engagement event.		
			By the end of the second quarter, 40% of family units will have participated in a family engagement event.		
			By the end of the third quarter, 60% of family units will have participated in a family engagement event.		
			By the end of the fourth quarter, 80% of family units will have participated in a family engagement event.		
PE-2		By the end of the year, 80% of school families will have participated in a student -led conference.	Design engaging student-led conferences for parents to learn about their child’s learning and communicate the purpose and benefit of the events	Admin Team	211-4399-01-026-30 (Refreshments) 211-6399-99-01-026-30 (Supplies)
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of family units will subscribe to emails will have learned about the purpose of SLC through the Community Update		
			By the end of the second quarter: 100% 6th-12th grade students will have been introduced to SLCs.		
			By the end of the third quarter, 75% of 6th-12th family units will have participated in an SLC		
			By the end of the fourth quarter, 80% of family units will have participated in an SLC.		
PE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

**First Quarterly Review**

**DEMOGRAPHICS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	Quarter 1: New faculty will have identified/selected a mentor(s) or alternate structure to best meet their needs	Choose One	
DE-2	By the end of the first quarter, attendance will be at 92.5%	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, there will be an 1% increase in students at the Meets or Masters on Math assessments.	Choose One	
SL-2	By the end of the first quarter, the percentage of students failing a course will decrease by 2%	Choose One	
SL-3	1st Quarter: 50% secondary math and ELAR teachers will have participated in TSI training	Choose One	
SL-4	By the end of the first quarter,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 40% of all classrooms will have integrated strategies that promotes critical thinking in students	Choose One	
PP-2	By the end of the first quarter,	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 100% of family units will subscribe to emails will have learned about the purpose of SL C through the Community Update	Choose One	
PE-2	#REF!	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter, 20% of family units will have participated in a family engagement event	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	Quarter 2: 100% of new faculty will have completed part 1 of their personalized plan	Choose One	
DE-2	By the end of the second quarter, attendance will be at 93%	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, there will be an 1% increase in students at the Meets or Masters on Math assessments	Choose One	
SL-2	By the end of the second quarter, the percentage of students failing a course will be 4%	Choose One	
SL-3	2nd Quarter:75% secondary math and ELAR teachers will have participated in TSI training	Choose One	
SL-4	By the end of the second quarter,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 60% of all classrooms will have integrated strategies that promotes critical thinking in students	Choose One	
PP-2	By the end of the second quarter,	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter: 100% 6th-12th grade students will have been introduced to SL Cs	Choose One	
PE-2	#REF!	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter, 40% of family units will have participated in a family engagement event	Choose One	

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

**Third Quarterly Review**

**DEMOGRAPHICS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	Quarter 3: 100% of new faculty will have completed part 2 of their personalized plan	Choose One	
DE-2	By the end of the third quarter, attendance will be at 93.5%	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, there will be an 1% increase in students at the Meets or Masters on Math assessments	Choose One	
SL-2	By the end of the third quarter, the percentage of students failing a course will be 6%	Choose One	
SL-3	3rd Quarter:100% secondary math and ELAR teachers will have participated in TSI training	Choose One	
SL-4	By the end of the third quarter,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 80% of all classrooms will have integrated strategies that promotes critical thinking in students	Choose One	
PP-2	By the end of the third quarter,	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 75% of 6th-12th family units will have participated in an SLC	Choose One	
PE-2	#REF!	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter, 60% of family units will have participated in a family engagement event	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	Quarter 4:100% of new faculty will have completed part 3 of their personalized plan	Choose One	
DE-2	By the end of the fourth quarter, attendance will be at 94%	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, there will be an 2% increase in students at the Meets or Masters on Math assessments	Choose One	
SL-2	By the end of the fourth quarter, the percentage of students failing a course will decrease by 8%	Choose One	
SL-3	4th Quarter: 100% secondary math and ELAR teachers will have made curricular and/or instructional adjustments	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of calibration data and teacher feedback will be aligned to the T-TESS rubric	Choose One	
PP-2	By the end of the fourth quarter,	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, 80% of family units will have participated in an SLC	Choose One	
PE-2	#REF!	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter, 80% of family units will have participated in a family engagement event	Choose One	

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

**Annual Summative Review**

**DEMOGRAPHICS**

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, the campus will retain 100% of all high-performing new teachers (new to school, new to CAST Med/CAST Imagine, or new to the	Choose One	
DE-2	By the end of the year, attendance will be at 94%	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

**STUDENT LEARNING**

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of year there will be a 5% increase in students at the Meets or Masters on Math STAAR	Choose One	
SL-2	By the end of the year, the % of students who do not successfully obtain credit for a course will decrease by 8%	Choose One	
SL-3	By the end of the year, the % of juniors and seniors having passed all sections of the TSI will increase by 25% from the % in June of 2024	Choose One	
SL-4	By the end of the year,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 100% of all classrooms will have integrated strategies that promote critical thinking in students	Choose One	
PP-2	By the end of the year 100% of all classrooms will have integrated strategies that promote methodologies and processes that promote students' physical and mental	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

**PERCEPTIONS**

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	#REF!	Choose One	
PE-2	By the end of the year, 80% of school families will have participated in a student -led conference	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year, 80% of family units will have participated in a family engagement event	Choose One	

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.

## Committee Members

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

Committee Members

Name	Role	Name	Role
Maricela Alarcon	Principal		
David Garcia	CAST Imagine Assistant Principal		
La Rhonda Nolan	CAST Med Assistant Principal		
Melissa Gonzalez	Paraprofessional		
Marc Harrison	Special Education Teacher		
Elizabeth Agosto	Content Teacher		
Oscar Garcia-Roman	Content Teacher		
John Song	Content Teacher		
Hilda Garcia	Content Teacher		
Audrie Torres	Student		
Paulina Garcia	Student		
Jennifer Torres	Parent		
Deborah Hilario	Parent		
Carol Harole	Community Representative		
Alex Melo	Business Representative		
Eddie Rodriguez	Community Representative		
Rosemary Riggs	Business Representative		

## 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
CAST Med High School	15907- 028
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Shawn Bird
Principal	SAISD Board Approval Date
Dr. Maricela Alarcon	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
August 2, 2024	August 6, 2024

Assurances and Plan Approval Information





## 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 checked="" type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Main Office Binder		
<input checked="" type="checkbox"/>	CCMR - Secondary	Languages Available	English, Spanish, Other Languages Upon Request		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	<b>Equitable Availability of Parent-Family Engagement Policy to Parents</b>			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Main Office Binder		
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English, Spanish, Other Languages Upon Request		
<input type="checkbox"/>	Physical Activity	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0235/docs/24-25ParentFamilyEngagementPolicy.pdf">https://schools.saisd.net/upload/template/0235/docs/24-25ParentFamilyEngagementPolicy.pdf</a> AND <a href="https://schools.saisd.net/upload/template/0310/docs/24-25ParentFamilyEngagementPolicy.pdf">https://schools.saisd.net/upload/template/0310/docs/24-25ParentFamilyEngagementPolicy.pdf</a>		
<input checked="" type="checkbox"/>	Professional Development	<b>Equitable Availability of the School-Parent Compact to Parents</b>			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Main Office Binder		
<input checked="" type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English, Spanish, Other Languages Upon Request		
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0235/docs/24-25CASTMEDHSCompact.pdf">https://schools.saisd.net/upload/template/0235/docs/24-25CASTMEDHSCompact.pdf</a> AND <a href="https://schools.saisd.net/upload/template/0310/docs/24-25CASTIMAGINEMSCompact.pdf">https://schools.saisd.net/upload/template/0310/docs/24-25CASTIMAGINEMSCompact.pdf</a>		
<input checked="" type="checkbox"/>	Student Attendance	<b>How and When was the PFE Policy &amp; School-Parent Compact Distributed</b>			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations	Community Update Email	9/29/2024		
<input type="checkbox"/>	Transition PK to K	Community Update Text Message	9/29/2024		
<input type="checkbox"/>	Violence Prevention/Intervention	REMIND	9/29/2024		

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	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	Google Shared Folder	
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		