

Campus Improvement Plan

2023-2024



Lowell Middle 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

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
Meeting #1 May 8, 2023	Discussion Items included: CIP Training PPT, Planning for Upcoming meetings, Review preliminary campus data Actions: Reviewed training PowerPoint with team, scheduled next meetings, reviewed list of data source
Meeting #2 May 18, 2023	Discussion Items included: Review Campus data, 2022-23 Summative Review (CNA) Actions: shared campus data, completed summative review in plan4learning
Meeting #3 May 30, 2023 and May 31, 2023	Discussion Items: Lowell 22-23 SWOT Analysis, CNA Problem Statements and Root Causes – Handbook page 17-54, Demographics (Cantu/Sandoval/Vargas), Attendance, Enrollment, Student Learning (Hernandez/Perez/Ibanez), Effective Instruction, SPED/EB, Processes/Programs (Willis/Woods/Garza), PLCs, Feedback process, Perceptions (Rebo/Clark/Ochoa/Solis), Parent engagement, SEAD, CIP Goals-Performance Objectives-Strategies – Handbook page 55-63 Actions: team members completed SWOT analysis, groups completed problem statements, root causes, and strategies

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

Based on the summative evaluation of the 2022 - 2023 CIP -

- Based on student outcomes in all grade levels, professional development will focus on writing rigorous lesson plans, PLC process, aggressive monitoring, and utilizing the Data-Driven Instruction protocol to analyze student assessment data.
- We need to engage in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.
- We will continue to cultivate an inclusive and welcoming environment that engages all families in critical aspects of student learning.

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	
Attendance	Attendance reports	PS DE-1	Our daily attendance rate is averaging less than 87.31%
		RC DE-1	As a campus, we have need to revisit systems to meet regularly, track attendance, call parents, and follow-up on absences. (ESF 3.2d)
Student Groups	STAAR results TELPAS Results Edugence Branching Minds	PS DE-2	Our EB population is at 21% and our Special Education population is at 28%. We have 179 students identified as Tier 3 in reading and 202 students identified as Tier 3 in Math in Branching Minds.
		RC DE-2	All grade level meetings are not focused on coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills to provide them with timely interventions throughout the year. (ESF 5.4a)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	<ul style="list-style-type: none">- Our daily attendance rate is averaging less than 87.31%- Our EB population is at 21% and our Special Education population is at 28%. We have 179 students identified as Tier 3 in reading and 202 students identified as Tier 3 in Math in Branching Minds.		

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	
Effective Instruction	STAAR Results	PS SL-1	Math preliminary STAAR scores are 6th grade at 18%, 7th grade at 12%, 8th grade 1%, and Algebra I at 79%. Reading preliminary STAAR scores are 6th grade at 27%, 7th grade at 25%, and 8th grade at 38%. These scores are significantly lower than the district averages with Math 6th grade at 25%, 7th grade at 24%, 8th grade at 16%, and Algebra at 44%. Reading 6th grade at 40%, 7th at 51%, and 8th at 53%.
		RC SL-1	Teachers inconsistently used a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach (ESF 5.3b)
SPED and EB	Campus Assessments, Teacher-Created Assessments, and student artifacts	PS SL-2	70% of EB students (6-8) answered exit tickets assessments correctly. Less than or equal to 40% of SPED students answered exit tickets assessments correctly. Lower than 30% of both EB and SPED students were not successful on CBA results.
		RC SL-2	Ineffective differentiated instruction and ineffective instructional strategies. (ESF 5.1)
		PS SL-3	
		RC SL-3	
		PS SL-4	
		RC SL-4	
Data Determinations	<p>June 2022</p> <p>We had 67% of our students show growth in Math and Reading. In the Closing the Gap domain, we also met 6 targets in Reading in Academic Growth (all students, Hispanic, Eco Dis, ELL, Continuously enrolled and Non Continuously enrolled), 1 target in Academic Achievement in Reading (SPED), and one target in Student Success (SPED). We are projected to meet the English Language Proficiency target as well.</p> <p>2022 data for these sub pops;</p> <p>5th grade EB students in Math was 33% approaches and SPED was 5%.</p> <p>6th grade EB students in Math was 33% approaches and SPED was 10%.</p> <p>7th grade EB students in Math was 14% approaches and SPED was 0%.</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	
Professional Development	PLC, Deep dive	PS PP-1	Data Deep Dives completed by teachers implemented a reteach plan 50% of the time.
		RC PP-1	Campus instructional leaders did not consistently provide follow-up training for teachers to effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.(ESF 5.1b)
Feedback process	Lesson Plans, Canvas	PS PP-2	Based on submitted lesson plans for the year, teachers did not receive timely feedback on 30% of submitted lesson plans.
		RC PP-2	Campus instructional leaders prioritized lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor but did not always provide actionable feedback. (ESF 4.1c)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	School Processes & Programs Strengths -A weekly smore with instructional strategies and campus events is shared by email. -We hold bi-weekly faculty meetings, weekly PLC meetings, monthly PBIS meetings. -Students work to earn Class Dojo points by showing that they SOAR with Kindness - they are Safe, Organized, Accountable, Respectful, and Kind. With these points, students can purchase items from our Falcon Store or a ticket to our monthly Choice Room incentive where they get to participate in an activity they enjoy - video games, cooking, sports, chess, etc. 66% of the core teachers were 1st year teacher or hired on mid year, and needed extra support. According to our campus submitted Deep Dives on average 45% of teachers completed the reteach action plan. Based on submitted lesson plans for the year, teachers did not receive timely feedback on 30% of submitted lesson plans.		

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	
Parental Engagement	Parent surveys, PFE event sign-ins, engagement calendar	PS PE-1	Parent attendance averages about 10 parents for academic nights, while campus events (concerts, athletic events) average 50-80 parents.
		RC PE-1	Ineffective systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way (ESF 3.4B)
Parental Engagement	Parent surveys	PS PE-2	93% of surveyed parents indicated they weren't aware of parental events due to non-electronic communication and would prefer electronic means.
		RC PE-2	Multiple communication strategies with families are not integrated into teacher roles and responsibilities (ESF 3.4C)
SEAD	Rhythm App, Restorative Practices/RD Fall Student Surveys	PS PE-3	Staff and students have little to no knowledge of the process and implementation of restorative practices and 34% of students do not feel encouraged by their teachers to do their best, creating a lack of student voice on campus.
		RC PE-3	All staff and students have not been trained to understand and implement a system of rewards and consequences, specifically restorative practices, to consistently implements the system with fidelity 3.2B
		PS PE-4	
		RC PE-4	
Data Determinations	<ul style="list-style-type: none"> - Parent attendance averages about 10 parents for academic nights, while campus events bring in more parental involvement. Getting an accurate needs assessment from the parents in order to understand their needs. Not having available language translation at events (a lot of parents only understand spanish) - Inconsistent contact information that can be improved through measures of updating parent demos (phone #'s, addresses, etc) - Also, staff and students have little to no knowledge of the process and implementation of restorative practices, so therefore there is little buy-in and implementation of SEAD practices on campus. - Lack of training, lack of implementation of SEAD within PRIDE time, - attendance issues and/or intentionally skipping PRIDE. 18% of students only feel that school leadership does ask for their opinion about how the school should function 		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	By the end of the year, student attendance will be at least 92% Demographics 1	Attendance committee will monitor attendance every 3 weeks and meet with Tier 3 and 4 Chronically Absent students and parents to develop attendance contracts, in addition to IAPs.	Assistant Principal Attendance Committee	
		Quarterly KPIs	By the end of Quarter 1, attendance will be at 89%. By the end of Quarter 2, attendance will be at 90%. By the end of Quarter 3, attendance will be at 91%. By the end of Quarter 4, attendance will be at 92%.		
DE-2	1,2,3	By the end of the year, 100% of Tier 3 students will have an implemented plan of intervention. Demographics 2	Grade Level MTSS Meetings will be scheduled weekly to discuss Tier 3 students, track progress, and plan for intervention.	Administrative Leadership Team (ALT) Teachers	
		Quarterly KPIs	By the end of Quarter 1, all students will be tiered 1, 2, or 3 for Reading and Math and 100% of Tier 3 students will have a documented plan in Branching minds. By the end of Quarter 2, 100% of the plans for Tier 3 students will be monitored by core teacher in Branching minds and 50% will be reviewed at Grade Level meetings. By the end of Quarter 3, 100% of the plans for Tier 3 students will be monitored by core teacher in Branching minds and 100% will be reviewed at Grade Level meetings. By the end of Quarter 4, 100% of Tier 3 students will have an implemented plan of intervention.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			
DE-5					
		Quarterly KPIs			
DE-6					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the year, 100% of teachers will incorporate technology. Student Learning 1	Teachers will incorporate the use of technology such as computers, tablets, chromebooks and chromebook carts, laptops and laptop carts, and smartboards to increase student understanding of concepts. Technological accessories and programs will be purchased to supplement the incorporation of technology in the classrooms.	Administrative Leadership Team (ALT)	164 - State Compensatory Education (SCE) - \$3,000
		Quarterly KPIs	By the end of Quarter 1, 75% of teachers will incorporate technology. By the end of Quarter 2, 80% of teachers will incorporate technology. By the end of Quarter 3, 90% of teachers will incorporate technology. By the end of the year, 100% of teachers will incorporate technology.		
SL-2	1,2	By the end of year there will be a 5 point increase in the percentage of students at Meets or Masters on 2024 Reading and Math STAAR. Student Learning 1	To improve rigorous instruction, weak objectives, and critical thinking skills, teachers will use a variety of instructional strategies to include Gradual Release of Responsibility, Collaborative Learning, Student Profiles, DOK questioning, Aggressive Monitoring, Data Driven Instruction Protocol, differentiated instruction and formative assessments. ESL and Reg Ed teachers will also use a variety of instructional strategies to address the needs of EB students to include Seidlitz strategies. Campus will purchase additional materials and resources, such as, but not limited to, student supplies, student manipulatives, workbooks, library books, anchor chart maker, reading materials, STAAR related testing material to assist teachers and students in strengthening weak reading objectives.	Administrative Leadership Team (ALT)	
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will have been trained instructional materials and aligned assessments. By the end of Quarter 2 50% of teachers will implement strategies and assessments aligned to identified gaps, By the end of Quarter 3 70% teachers will be intentional when implementing lesson and use assessments aligned to identified gaps By the end of the year there will be a 5 point increase in the percentage of students at Meets or Masters on 2024 Reading and Math STAAR.		
SL-3	1,2,3	By the end of the year, student growth for SPED and EB subpops will increase by 10 percentage points. Student Learning 2	Teachers will provide specific and targeted (TEKS/Objective) interventions/tutoring based on data where areas of weakness have been identified. Tutoring will be provided before school, after school and on Saturday School to students in need including at-risk, ELL's and Spec Ed students. Snacks for students will be provided.	Administrative Leadership Team (ALT) Teachers	Extra Duty Pay - 211 - ESEA Title I, Part A - Regular - \$3,500
		Quarterly KPIs	By the end of Quarter 1, 50% of all assigned mentees should have an increase in assigned teacher-created assessments. By the end of Quarter 2, 75% of all assigned mentees should have an increase on district-created assessments by the MOY. By the end of Quarter 3, 85% of all assigned mentees should be seeing an increase in their teacher created pre-STAAR assessments. By the end of Quarter 4, 98% of assigned mentees should see an increase on their end of year exams/assessments.		
SL-4					
		Quarterly KPIs			

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	1,2,3,4	By the end of the year, 100% of teachers will develop and implement Deep Dive Data Driven Instruction Protocol. Processes and Programs 1	Solution Tree and Lead4ward Professional Development and support designed to help core teachers, campus leaders, and implementation specialists utilize data to focus the design and implementation of effective lessons and deep dives to increase student achievement.	Administrative Leadership Team (ALT)	
		Quarterly KPIs	By the end of Quarter 1, all core teachers will be trained in the Deep Dive Data Driven Instruction Protocol. By the end of Quarter 2, all teachers will be trained in the Deep Dive Data Driven Instruction Protocol. By the end of Quarter 3, 100% of core teachers will submit a completed Deep Dive with complete action plan, including reteach. By the end of Quarter 4, 100% of all teachers will submit a completed Deep Dive with complete action plan, including reteach.		
PP-2	1,2,3,4	By the end of the year 100% of feedback will be given to the teachers and ALT will follow up with 100% of teacher feedback through classroom walkthroughs. Processes and Programs 2	The principal will set expectations for lesson plan collection, vetting, and feedback provided to teachers for the Administrative Leadership Team (ALT) to implement.	Administrative Leadership Team (ALT)	Material and Supplies - 164 - State Compensatory Education (SCE) - \$1,500
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will receive timely feedback through lesson plan submission platform. By the end of Quarter 2, ALT will follow up with 50% of teacher feedback through classroom walkthroughs. By the end of Quarter 3, ALT will follow up with 75% of teacher feedback through classroom walkthroughs. By the end of Quarter 4, ALT will follow up with 100% of teacher feedback through classroom walkthroughs.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, increase attendance at events by 10% as indicated by sign-ins. Perceptions 1	The school will work with families to develop a Parent and Family Engagement Policy. Lowell will convene an annual meeting and invite all parents, as well as various meetings throughout the year to involve parents and families.	CAC Members	Refreshments - 211 - ESEA Title I, Part A - Regular - \$1,000
		Quarterly KPIs	By the end of Quarter 1, the campus will have identified family engagement needs and establish a system of communication to promote PD sessions. By the end of Quarter 2, attendance at campus events will increase to 5%. By the end of Quarter 3, attendance at campus events will increase to 8%. By the end of the year, there will be an increase of 10% in attendance at events.		
PE-2	4	By the end of the year, increase attendance at events by 10% as indicated by sign-ins and parent surveys. Perceptions 2	School will remind parents to update their contact information including phone and email to ensure invitations to meetings and events are received and attended.	CAC Members	
		Quarterly KPIs	By the end of Quarter 1, the campus will have established a reminder system to have parents update their contact information. By the end of Quarter 2, attendance at campus events will increase to 5%. By the end of Quarter 3, attendance at campus events will increase to 8%. By the end of the year, there will be an increase of 10% in attendance at events.		
PE-3	4	By the end of the year, 30% of students will report that the school has asked for their opinion, along with a decrease of 10% in students that do not feel encouraged at school Perceptions 3	The school will train teachers and staff in Restorative Practices to ensure campus culture and positive language is consistent and uniform.	CAC Members	
		Quarterly KPIs	By the end of Quarter 1, all staff will have received the initial training of Restorative Practices. By the end of Quarter 2, all staff will be implementing RP with their students and Fall student survey will show a 5% increase in student opinion and 3% decrease in students not feeling encouraged in school. By the end of Quarter 3, all staff will be fully trained in RP. By the end of the year, the Spring student survey will show an increase to 30% for student opinion and a decrease of 10% in students not feeling encouraged in school.		
PE-4					
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter 1, attendance will be at 89%.		
DE-2	By the end of Quarter 1, all students will be tiered 1, 2, or 3 for Reading and Math and 100% of Tier 3 students will have a documented plan in Branching minds.		
SL-1	By the end of Quarter 1, 75% of teachers will incorporate technology.		
SL-2	By the end of Quarter 1 100% of teachers will have been trained instructional materials and aligned assessments.		
SL-3	By the end of Quarter 1, 50% of all assigned mentees should have an increase in assigned teacher-created assessments.		
PP-1	By the end of Quarter 1, all core teachers will be trained in the Deep Dive Data Driven Instruction Protocol.		
PP-2	By the end of Quarter 1, 100% of teachers will receive timely feedback through lesson plan submission platform.		
PE-1	By the end of Quarter 1, the campus will have identified family engagement needs and establish a system of communication to promote PD sessions.		
PE-2	By the end of Quarter 1, the campus will have established a reminder system to have parents update their contact information.		
PE-3	By the end of Quarter 1, all staff will have received the initial training of Restorative Practices.		

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

2.2 – Third Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

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

Performance Objective	Q4 Rating	Findings / Next Steps

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					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan					Physical Locations of the Plan				
Languages Available					Languages Available				
URL to Online Version					URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy					How and When was the PFE Policy Distributed				
Languages Available	English and Spanish								
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	X
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

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

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
Lowell Middle School	015907- 051
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Julio Garcia
Principal	SAISD Board Approval Date
Yvonne M. Hernandez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Demographics

Demographics Summary

2021-2022 TOTAL ENROLLMENT 287, HISP 97%, AMER IND 0%, ASIAN 0%, AF AMER 0%, WHITE 2%, PAC ISLAND 0%, MULTIRACE 0%, ECO DIS 97%, GT 5%, LEP 21%, SPED 25%, AT-RISK 77%, MIGRANT 0%, HOMELESS 3%

2022-2023 TOTAL ENROLLMENT 298, HISP 98%, AMER IND 1%, ASIAN 0%, AF AMER 1%, WHITE 1%, PAC ISLAND 0%, MULTIRACE 0% , ECO DIS 96%, GT 5% , LEP 21% , SPED 28% , AT-RISK 76%, MIGRANT 0%, HOMELESS 3%

ATTENDANCE

2012	2013	2014	2015	2016	2017	2018	2019	2020 thru 3/6/20	2021	2022	2023 GOAL
94.2	96.2	96.5	97.1	95	95.3	96	94.5	91.4	85.6	81.9	90

Student Learning

2023 Data Pending

For the 21-22 school year, Lowell was rated Improvement Required Year 2. As of June 2022, we have a preliminary rating of a C. We did not reach our goal for student achievement of 70% Approaches, 30% Meets, and 15% Masters. However, we did have 67% of our students show growth in Math and Reading. In the Closing the Gap domain, we also met 6 targets in Reading in Academic Growth (all students, Hispanic, Eco Dis, ELL, Continuously enrolled and Non Continuously enrolled), 1 target in Academic Achievement in Reading (SPED), and one target in Student Success (SPED). We are projected to meet the English Language Proficiency target as well.



2021-22 Very Preliminary Accountability Results with Domain Scores 051 Lowell Middle School

ACHIEVEMENT DOMAIN

	Tested #	DNM # %	APP # %	MTS # %	MAS # %
MATHEMATICS	270	169 63%	46 37%	37 20%	18 7%
READING	267	126 47%	69 53%	36 27%	36 13%
SCIENCE	79	47 59%	18 41%	9 18%	5 6%
SOCIAL STUDIES	78	38 49%	15 51%	15 32%	10 13%
Achievement	694	380 55%	148 45%	97 24%	69 10%
Achievement Domain Raw Score 26			Scale Score 54		

Academic Growth

Subject	Total Possible	Total Earned	Campus Total	Total Possible	Total Earned	# Met Progress
Math	219	124.5		430	289.5	67%
Reading	211	165.0				
Academic Growth Raw Score 67				Scale Score 72		

Relative Performance

Eco Dis % 96.6% Achievement Domain Raw Score 26

Relative Performance 26

Scale Score 59

Student Learning

CLOSING THE GAPS

	All Students	African American	Hispanic	White	Eco Dis	SPED Current	ELL +4 Yr Exit	Contin. Enrolled	Non Cont. Enrolled	
ACADEMIC ACHIEVEMENT <i>(Meets Grade Level)</i>										
% Meets Math	18	***	18	***	18	19	8	18	18	
% Meets Read	26	***	26	***	25	21	26	23	34	
Targets Met: 1	Total Targets: 14		% Targets Met: 7		Weight: 30.0		Points: 2.1			
ACADEMIC GROWTH										
% Growth Math	57	***	57	***	57	54	55	57	57	
% Growth Read	78	***	78	***	78	55	72	78	79	
Targets Met: 6	Total Targets: 14		% Targets Met: 43		Weight: 50.0		Points: 21.5			
ENGLISH LANGUAGE PROFICIENCY										
# Met: 16	Total Tested: 53		% Met Growth: 30		Weight: 10.0		Points: 0.0			
STUDENT SUCCESS - STAAR Component										
Targets Met: 1	26	26		26	24	26	25	29		
Targets Met: 1	Total Targets: 7		% Targets Met: 14		Weight: 10.0		Points: 1.4			
Closing the Gaps Raw Score				25	Scale Score					68

Early Projected Accountability Score: 71 - *C/D

Student Learning

STAAR: ACADEMIC ACHIEVEMENT (Meets Grade Level)												ACADEMIC GROWTH						
	READING			MATH			SCIENCE			SOCIAL STUDIES			READING			MATH		
	2021	2022	2023 GOAL	2021	2022	2023 GOAL	2021	2022	2023 GOAL	2021	2022	2023 GOAL	2021	2022	2023 GOAL	2021	2022	2023 GOAL
All Students	14	26	29	6	18	21	12	14	17	18	30	33		78	81		58	61
Hispanic	14	26	29	6	18	21	12	15	18	18	28	31		77	80		58	61
African American																		
White																		
Eco Dis	14	25	28	6	18	21	11	13	16	17	31	34		78	81		58	61
SPED	14	20	23	14	19	22	7			15				58	61		59	62
ELL+4	8	27	30	0	10	13	0			4				71	74		57	60
Cont. Enrolled	14	23	26	5	18	21	13	11	14	22	28	31		77	80		59	62
Non Cont. Enrolled	15	34	37	11	18	21					38	41		78	81		57	60

NOTE: Data is displayed only for student groups with 25 or more students.