

Campus Improvement Plan

2023-2024



Edgar Allan Poe STEM Dual Language Middle School

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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

- 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** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the 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 3, 2023	Meeting Topics: We discussed the problem statements and root causes from the current year and looked at data for all areas for the CNA. We decided on some of the problem statements. We want to address the academic performance of our Emergent Bilingual population. All four measures were addressed: Demographics, Student Learning, Processes & Programs, and Perceptions.
Meeting #2 May 8, 2023	<ul style="list-style-type: none"> • summative for 2022-23 • refined problem statements • identified strategies that will continue for 2023-24 school year

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

We looked at areas that we made growth in and areas that needed to be readdressed. Problem statement 1 addressed backward planning, but did not see the correlation to our demographics.

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes														
Emergent Bilinguals	CBA Data MAP 2022 STAAR Data	PS DE-1	Emergent Bilinguals students perform lower (6% - 7%) than the overall population on Assessments.													
			<table border="1"> <thead> <tr> <th>CBA</th> <th>Oct.</th> <th>Dec.</th> </tr> </thead> <tbody> <tr> <td>6 Math</td> <td>61%</td> <td>74%</td> </tr> <tr> <td>7 Math</td> <td>38%</td> <td>24%</td> </tr> <tr> <td>6 Rdg.</td> <td>47%</td> <td>18%</td> </tr> <tr> <td>7 Rdg.</td> <td>39%</td> <td>20%</td> </tr> </tbody> </table>	CBA	Oct.	Dec.	6 Math	61%	74%	7 Math	38%	24%	6 Rdg.	47%	18%	7 Rdg.
CBA	Oct.	Dec.														
6 Math	61%	74%														
7 Math	38%	24%														
6 Rdg.	47%	18%														
7 Rdg.	39%	20%														
		RC DE-1	The campus does not have a consistent use of instructional strategies for Emergent Bilingual Students.													
At Risk	CBA Data 2022 STAAR Data	PS DE-2	At-Risk students perform lower than the overall population on Assessments. (add data in your statement)													
			<table border="1"> <thead> <tr> <th>CBA</th> <th>Oct.</th> <th>Dec.</th> </tr> </thead> <tbody> <tr> <td>6 Math</td> <td>43%</td> <td>58%</td> </tr> <tr> <td>7 Math</td> <td>39%</td> <td>22%</td> </tr> <tr> <td>6 Rdg.</td> <td>23%</td> <td>46%</td> </tr> <tr> <td>7 Rdg.</td> <td>46%</td> <td>21%</td> </tr> </tbody> </table>	CBA	Oct.	Dec.	6 Math	43%	58%	7 Math	39%	22%	6 Rdg.	23%	46%	7 Rdg.
CBA	Oct.	Dec.														
6 Math	43%	58%														
7 Math	39%	22%														
6 Rdg.	23%	46%														
7 Rdg.	46%	21%														
		RC DE-2	The campus does not consistently monitor the performance of At-Risk students.													
Special Education	CBA Data MAP Data	PS DE-3	Special Education students perform lower than the overall population on Assessments.													
			<table border="1"> <thead> <tr> <th>CBA</th> <th>Oct.</th> <th>Dec.</th> </tr> </thead> <tbody> <tr> <td>6 Math</td> <td>18%</td> <td>40%</td> </tr> <tr> <td>7 Math</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>6 Rdg.</td> <td>9%</td> <td>7%</td> </tr> <tr> <td>7 Rdg.</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	CBA	Oct.	Dec.	6 Math	18%	40%	7 Math	0%	0%	6 Rdg.	9%	7%	7 Rdg.
CBA	Oct.	Dec.														
6 Math	18%	40%														
7 Math	0%	0%														
6 Rdg.	9%	7%														
7 Rdg.	0%	0%														
		RC DE-3	The campus does not have sufficient staff to provide services to students.													

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)

<p>Data Determinations</p>	<p>Based on the data examined, our subpopulations of Special Education, Emergent Bilinguals, and At Risk students are struggling in Math and Reading performance. Some successes include 6th grade math.</p>
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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											
Math	CBA Scores MAP Data 2022 STAAR Scores (2023 STAAR Interim Data)	PS SL-1	Math scores are below state standard. <table border="1"> <thead> <tr> <th>CBA</th> <th>Oct.</th> <th>Dec.</th> </tr> </thead> <tbody> <tr> <td>6 Math</td> <td>44%</td> <td>59%</td> </tr> <tr> <td>7 Math</td> <td>40%</td> <td>22%</td> </tr> </tbody> </table>		CBA	Oct.	Dec.	6 Math	44%	59%	7 Math	40%	22%
		CBA	Oct.	Dec.									
6 Math	44%	59%											
7 Math	40%	22%											
RC SL-1	The campus does not have a consistent process for problem solving in math.												
Reading	CBA Scores MAP Data 2022 STAAR Scores (2023 STAAR Interim Data)	PS SL-2	Reading scores are below state standard. <table border="1"> <thead> <tr> <th>CBA</th> <th>Oct.</th> <th>Dec.</th> </tr> </thead> <tbody> <tr> <td>6 Rdg.</td> <td>40%</td> <td>25%</td> </tr> <tr> <td>7 Rdg.</td> <td>46%</td> <td>20%</td> </tr> </tbody> </table>		CBA	Oct.	Dec.	6 Rdg.	40%	25%	7 Rdg.	46%	20%
		CBA	Oct.	Dec.									
6 Rdg.	40%	25%											
7 Rdg.	46%	20%											
RC SL-2	The campus did not provide timely interventions to meet students needs.												
Data Determinations	Math and Reading student performance are a struggle for Poe Middle School. Students are not on grade level in these two areas. 6th grade math performed slightly better than other grade levels. 6th grade math was the only course with a consistent instructor for the school year.												

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	
Coaching	Completed Coaching Cycles	PS PP-1	100% of teachers did not go through a complete coaching cycle during this school year.
		RC PP-1	Campus only has one instructional coach who is currently filling a vacancy.
PLCs	Calendar of Meetings	PS PP-2	Admin led PLCs were held 33% of the scheduled times. The remaining 66% of scheduled PLCs were held by department heads. This resulted in a lack of consistency between departments and a decrease in fidelity to programs.
		RC PP-2	Administrators who hold PLCs are pulled for other issues throughout the school day.
Staffing	Number of Vacancies	PS PP-3	The campus is only 76% staffed.
		RC PP-3	Lack of instructional coaching opportunities has affected the retention of highly qualified teachers.
		PS PP-4	
		RC PP-4	
Data Determinations	Our biggest struggle has been with staffing. The lack of staffing affected several areas on our campus. One strength was our ability to use our staff to their maximum potential to provide coverage and continue with instruction.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parent Involvement	Number of Parents at Parent Meetings	PS PE-1	Parent attendance at core academic nights and family meetings is low with only between 1-4 parents showing up at any given meeting or night.
		RC PE-1	Communication of events is limited.
Discipline	Number of suspensions	PS PE-2	68 students were assigned out of school suspension for a total of 293 days for the school year.
		RC PE-2	There are no campus-wide systems for preventing behaviors.
Guidance	Number for Guidance Lessons	PS PE-3	Zero guidance lessons were provided this school year to address trends and student needs.
		RC PE-3	We were unable to fill a counselor vacancy that opened up mid-year and counselors work with multiple programs.
		PS PE-4	
		RC PE-4	
Data Determinations	The campus struggled with meeting the social/behavioral needs of our students An area we were slightly successful in was creating consistency with expectations in the latter part of the school year.		

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		By the end of the year there will be a 10% increase in EB students at Approaches on the 2024 Reading STAAR. Demographics 1	Implement consistent strategies that address listening, speaking, reading and writing in all classrooms.	Admin Team Inst. Coaches	ESSER/materials/\$6,000.
		Quarterly KPIs	By the end of quarter 1 common strategies will be identified and taught to teachers for each area. By the end of Quarter 2 100% of core teachers will implement the four strategies in daily instruction.. By the end of quarter 3 100% of students will be proficient in the use of the strategies. By the end of the year there will be a 10% increase in EB students scoring at the approaches level of STAAR.		
DE-2		By the end of the year there will be a 10% increase in students classified as “At Risk” students at Approaches on the 2024 Math and Reading STAAR. Demographics 2	Use data (MAP, Exit Tickets, CBA, and classroom assessments) to monitor student performance in core subjects every three weeks. Use the data to create opportunities for tutoring	Admin Team Inst. Coaches	ESSER / tutoring / \$4000
		Quarterly KPIs	By the end of quarter 1 100% of core teachers will have identified their students classified as “At Risk”and will have collected three data points. By the end of quarter 2 100% of core teachers will use their 3-week data to make adjustments to instruction and interventions,		
DE-3		By the end of the year there will be a 10% increase in students in Special Education at Approaches on the 2024 Reading and Math STAAR. Demographics 3	Use accommodations and small group teaching regularly and routinely in classroom.	Admin Team Inst. Coaches	211-11-6129-00-060-30-000 / Instructional Assistant / \$33,390 ESSER / 4-function calculators, hands on materials / \$5,000
		Quarterly KPIs	By the end of quarter 1 100% of small groups will be identified for interventions in Math and Reading. By the end of quarter 2 100% of students who were identified for interventions will be receiving interventions in Reading and Math. By the end of quarter 3 all students will be progress monitored based on groups.		
DE-4					
		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		By the end of the year there will be a 10% increase in students at Approaches on the 2024 Math STAAR. Student Learning 1	Provide a consistent math problem solving strategy.	Admin Team Inst. Coaches	ESSER/Printing Materials / \$1,000
		Quarterly KPIs	By the end of quarter 1 a common math problem solving strategy will be agreed upon by the math department. By the end of Quarter 2 this process will have been introduced to students and fully implemented. By the end of quarter 3 100% of students will be proficient in the problem solving process. By the end of the year there will be a 10% increase in students scoring at the approaches level of STAAR.		
SL-2		By the end of the year there will be a 10% increase in students at Approaches on the 2024 Math STAAR. Student Learning 1	Provide all math classrooms with high-quality instructional materials for tier one instruction and interventions.	Admin Team Inst. Coaches	211-11-6399-00-060-30-000 / Supplies / \$9.00 ESSER / Instructional Materials / \$5,000
		Quarterly KPIs	By the end of quarter 1 100% of math teachers will be trained in the instructional materials. By the end of quarter 2 100% of math teachers will be utilizing instructional materials for small group instruction.		
SL-3		By the end of the year there will be a 10% increase in students at Approaches on the 2024 Reading STAAR. Student Learning 2	Provide all reading classrooms with high-quality instructional materials for tier one instruction and interventions.	Admin Team Inst. Coaches	ESSER / Instructional Materials / \$16,640
		Quarterly KPIs	By the end of quarter 1 100% of reading teachers will be trained in the instructional materials. By the end of quarter 2 100% of reading teachers will be utilizing instructional materials for whole group and small group instruction.		
SL-4					211-11-6118-24-060-30-000 / Tutoring Pay (560 hours total) / \$16,800
		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		By the end of the school year 100% of core teachers will have completed three coaching cycle. Processes & Programs 1	Create a system for identifying teacher needs and a coaching plan to target core teachers(15).	Admin Team Inst. Coaches	211-13-6119-XX-060-30-000 / 2 instructional Coaches / \$178,266
		Quarterly KPIs	By the end of quarter 1 the instructional leadership team will have identify teacher needs for coaching and will have completed one round of coaching cycles. By the end of Quarter 2 100% of core teachers will have completed their second round of coaching cycles. By the end of quarter 3 100% of core teachers will have completed their third round of coaching cycles. By the end of the year 100% of core teachers will have completed three coaching cycles.		
PP-2		By the end of the school year 100% of PLCs will have been calendarized and held by an Administrator or Instructional Coach. Processes & Programs 2	Calendarize weekly PLCs with topics and who will lead. The admin team will work to ensure this person does not get pulled away from PLCs.	Admin Team Inst. Coaches	
		Quarterly KPIs	By the end of quarter 1 100% of PLCs will be scheduled. By the end of Quarter two 50% of scheduled PLCs will have been held. By the end of quarter three 75% of scheduled PLCs will have been held. By the end of the year 100% of scheduled PLCs will have been held.		
PP-3		By the end of the school year 100% of teachers will have completed one coaching cycle. Processes & Programs 3	Create a system for identifying teacher needs and a coaching plan to target teachers.		
		Quarterly KPIs	By the end of quarter 1 the instructional leadership team will have identify teacher needs for coaching and will have completed 20% of total coaching cycles.. By the end of Quarter 2 50% of teachers will have completed one round of coaching cycles. By the end of quarter 3 75% of teachers will have completed a round of coaching cycles. By the end of the year 100% of teachers will have completed one coaching cycles.		
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		By the end of the school year, increase parent attendance at academic nights and family meetings by 20% as indicated by sign-ins and surveys.	Communicate parent nights in a timely manner		
		Quarterly KPIs	By the end of the 1st quarter we will have calendarized 100% of parent events including academic nights.		
PE-2		By the end of the school year decrease the number of students assigned out of school suspension by 20% as indicated in discipline reports	Create a campus-wide system for address campus expectations. Use rewards to reinforce positive behaviors and provide areas in classrooms for students to reflect and refocus if needed.		ESSER (kindness)/\$5,000
		Quarterly KPIs	By the end of the 1st quarter we will have introduced and reviewed the campus-wide expectations through our advisory period.		
PE-3					
		Quarterly KPIs			
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 common strategies will be identified and taught to teachers for each area. By the end of Quarter 2 100% of core teachers will implement the four strategies in daily instruction.. By the end of quarter 3 100% of students will be proficient in the use of the strategies. By the end of the year there will be a 10% increase in EB students scoring at the approaches level of STAAR.	MT	Keep moving forward with campus-wide instructional strategies for student discourse and writing.
DE 2	By the end of quarter 1 100% of core teachers will have identified their students classified as “At Risk”and will have collected three data points. By the end of quarter 2 100% of core teachers will use their 3-week data to make adjustments to instruction and interventions,	SP	Teachers used MAP, CBA 1, and prior year STAAR data to make determinations on student needs academically.
DE 3	By the end of quarter 1 100% of small groups will be identified for interventions in Math and Reading. By the end of quarter 2 100% of students who were identified for interventions will be receiving interventions in Reading and Math. By the end of quarter 3 all students will be progress monitored based on groups.	MT	All intervention groups have been identified.
SL 1	By the end of quarter 1 a common math problem solving strategy will be agreed upon by the math department. By the end of Quarter 2 this process will have been introduced to students and fully implemented. By the end of quarter 3 100% of students will be proficient in the problem solving process. By the end of the year there will be a 10% increase in students scoring at the approaches level of STAAR.	NP	We are working with the district IS on incorporating the problem solving process.
SL 2	By the end of quarter 1 100% of math teachers will be trained in the instructional materials. By the end of quarter 2 100% of math teachers will be utilizing instructional materials for small group instruction.	MT	100% of our Math teachers are trained in Desmos.
SL 3	By the end of quarter 1 100% of reading teachers will be trained in the instructional materials. By the end of quarter 2 100% of reading teachers will be utilizing instructional materials for whole group and small group instruction. (Reading)	GP	Our teachers are trained in No Red Ink and are working to training in Amplify. Our teachers have been working with our district IS on instructional materials.
PP 1	By the end of quarter 1 the instructional leadership team will have identify teacher needs for coaching and will have completed one round of coaching cycles. By the end of Quarter 2 100% of core teachers will have completed their second round of coaching cycles. By the end of quarter 3 100% of core teachers will have completed their third round of coaching cycles. By the end of the year 100% of core teachers will have completed three coaching cycles.	GP	We have identified teacher needs for coaching cycles (core), with 52% of our teachers completing one coaching cycle.

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
PP 2	By the end of quarter 1 100% of PLCs will be scheduled. By the end of Quarter two 50% of scheduled PLCs will have been held. By the end of quarter three 75% of scheduled PLCs will have been held. By the end of the year 100% of scheduled PLCs will have been held.	MP	We have scheduled 100% of our PLC days.
PP 3	By the end of quarter 1 the instructional leadership team will have identify teacher needs for coaching and will have completed 20% of total coaching cycles.. By the end of Quarter 2 50% of teachers will have completed one round of coaching cycles. By the end of quarter 3 75% of teachers will have completed a round of coaching cycles. By the end of the year 100% of teachers will have completed one coaching cycles.	GP	We have identified teacher needs for coaching cycles, and 30% of teachers have gone through the coaching cycles.

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
DE - 1	By the end of Quarter 2 100% of core teachers will implement the four strategies in daily instruction	GP	Focus on one strategy for speaking and one for writing. Strategies have been taught, but the writing strategy had to be adjusted for rigor.
DE - 2	By the end of quarter 2 100% of core teachers will use their 3-week data to make adjustments to instruction and interventions,	NP	Three week assessments are not given consistently.
DE - 3	By the end of quarter 2 100% of students who were identified for interventions will be receiving interventions in Reading and Math.	GP	Interventions are planned for and most students are receiving them.
SL -1	By the end of Quarter 2 this process will have been introduced to students and fully implemented.	NP	We are still working on implementing UPSC in all math classrooms.
SL - 2	By the end of quarter 2 100% of math teachers will be utilizing instructional materials for small group instruction.	NP	Teachers have been trained in instructional materials, but are not using them in small groups.
SL - 3	By the end of quarter 2 100% of reading teachers will be utilizing instructional materials for whole group and small group instruction.	SP	100% of Reading Teachers are utilizing NoRedInk and CommonLit (with short, constructed responses) in daily instruction.
PP - 1	By the end of Quarter 2 100% of core teachers will have completed their second round of coaching cycles.	SP	85% of core teachers have completed their second round of coaching. We will continue to work with our core teachers and plan for coaching for teachers who are on leave.
PP - 2	By the end of Quarter two 50% of scheduled PLCs will have been held.	MT	100% of scheduled PLCs have been held.
PP - 3	By the end of Quarter 2 50% of teachers will have completed one round of coaching cycles.	MT	Over 50% of teachers have completed one coaching cycle. The cycles tended to focus on classroom management, routines, and procedures.

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
DE-1	By the end of quarter 3 100% of students will be proficient in the use of the strategies.	SP	100% of students who have 85% attendance or better are proficient in the use of CER and Sage and Scribe.
DE-3	By the end of quarter 3 all students will be progress monitored based on groups.	NP	Not all intervention turn in their work for data to be analyzed and groups to be progress monitored.
SL-1	By the end of quarter 3 100% of students will be proficient in the problem solving process.	GP	100% of the teachers have introduced the problem solving process, but 60% of students use the problem solving process. The process needs to be modeled routinely and more questions/tasks need to touch on the process or specific parts of it.
PP-1	By the end of quarter 3 100% of core teachers will have completed their third round of coaching cycles	GP	We did not reach 100% because of teachers on leave and vacancies.
PP-2	By the end of quarter three 75% of scheduled PLCs will have been held	MT	100% of scheduled PLCs have been held. We made a move to an 8-period day for our bell schedule. This allowed us to hold PLC daily.
PP-3	By the end of quarter 3 75% of teachers will have completed a round of coaching cycles.	GP	Less than 75% of teachers have completed a coaching cycle. This is due to a limited number of ICs and new teachers.

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
Edgar Allan Poe STEM Dual Language Middle School	15907- 060
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Julio Garcia
Principal	SAISD Board Approval Date
Elizabeth Castro	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
August 8, 2023	September 13, 2023

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	Main Office in Binder
Languages Available	English, Spanish Translation is available
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	
Languages Available	
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	
	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		

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		

