

Campus Improvement Plan 2024-2025



Edgar Allan Poe Middle School

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1	The CAC met on Wednesday, May 8. The CAC broke into 4 groups each led by an administrator to focus on a specific area of the CNA. The committee came back together to review the problem statements. The demographics groups looked at student attendance, staff attendance and CBA / MAP data. The Student Learning group looked at CBA / MAP data and honed in on Math and Reading Scores. They noticed a decline in both Math and Reading from the first nine weeks to the second. The Perceptions group looked at T-TESS data from the domains feedback was mainly given in and the Insight data. The Processes and Program group looked at discipline referrals, school wide processes (ROAR) and Coaching Cycle Data. Each group generated two problem statements and shared them with the entire group. We will meet again in one week to do a root cause analysis for each problem statement.
Meeting #2	

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

Comprehensive Needs Assessment Process

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	Anecdotal data from programs	
STAAR Domain 3 Data	GT Service Records	Classroom Observation Data	EOY Assessment Data	
Special Education Service Records	PEIMS Standard Reports	CTE Enrollment	Anecdotal data from T-TESS	
Student Attendance Records	Teacher Attendance Records	Other (Indicate to the Right)		
Student Learning				
STAAR/EOC Results	Local Benchmark Results	State Interim Results	MAP Data	
CIRCLE Data	CBA and Local Formative Results	PSAT/SAT/ACT/TCSI scores	IB/DC/AP Scores	
Branching Minds Interventions	Student Retention Rates	CTE Enrollment	Semester Exam	
Other (Indicate to the Right)	Quarterly Averages	Other (Indicate to the Right)		
Processes and Programs				
Observational Data	Sign-Ins / Minutes	Calendar of Events	RDA (PBMS) Reports	
Tutoring/Enrichment Opportunities	MTSS Data	Branching Minds	Feedback Given To Teachers	
Coaching Cycle	SEAD Activities & Effectiveness	Effectiveness of Restorative Practices	Rhythm Data	
App usage dashboard	SKEW Data	Out of class routines	T-TESS Data	
Other (Indicate to the Right)		Other (Indicate to the Right)		
Perceptions				
Teacher/Staff Surveys	Parent/Student Surveys	Classroom Observations	Parental Involvement Data	
Parent Volunteers	Calendar of Parent Engagement	Feedback to Teachers	Mission, Values, and Vision	
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	
Student Attendance	PS DE-1	m
	RC DE-1	The leadership team and attendance team/committe did not regularly monitor and intervene in chronic absenteeism
Student Attendance	PS DE-2	For 2023-2024, attendance was 85.92% with 8th grade having the lowest attendance (84.5%).
	RC DE-2	The leadership team did not provide incentives for attendance and promote the incentives prior to the recognition.
Teacher Attendance	PS DE-3	For the first 9 weeks, staff attendance was at 73%.
	RC DE-3	The leadership team did not provide clarity on employee absences and leave policy beyond the district provided updates.
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

Student Learning (Minimum 2 Areas)

Comprehensive Needs Assessment - Student Learning

Area Examined	Problem Statements and Root Causes	
Grade Level Readiness	PS SL-1	Student learning data shows downward trends in Math and Reading between Fall and Winter.
	RC SL-1	Lack of fidelity in implementing and monitoring backwards planning.
Grade Level Readiness	PS SL-2	Student CBA and MAP data shows declining scores in Reading and Math.
	RC SL-2	The efficacy of new teachers on classroom management and motivation/engagement strategies was not in place to support learning.
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-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.

Processes & Programs (Minimum 2 Areas)

Comprehensive Needs Assessment - Processes & Programs		
Area Examined	Problem Statements and Root Causes	
Behavioral / SEAD Needs	PS PP-1	Our PIEMS data indicates that in the areas of OSS, ISS, persistent misbehavior and mutual combat, the number of unique incidents exceeded the number of unique students, meaning there were repeat offenders.
	RC PP-1	We were inconsistent in our implementation of RP processes to generate solutions and accountability.
Behavioral / SEAD Needs	PS PP-2	Our PIEMS data indicates that fighting / mutual combat was the student code of conduct offense with the greatest number of occurrences.
	RC PP-2	We did not address the idea of fighting through our SEAD and counseling services.
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)

Comprehensive Needs Assessment - Perceptions

Area Examined	Problem Statements and Root Causes	
Staff Survey Results	PS PE-1	Our Insight survey indicated that Poe MS scores 2.2 (District 7.0) in learning environment.
	RC PE-1	As a campus there is a lack of consistency regarding the enforcement and understanding of expectations of high-quality learning environments.
Staff Survey Results	PS PE-2	Our Insight survey indicates that Poe MS polled at well below district average regarding common language and vision for what effective teaching looks like (57% vs. 70% and 36% vs 65%).
	RC PE-2	Teachers/staff did not have an opportunity to see effective teaching in action (lack of resources, substitutes, etc.).
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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	PS # 1	Quarterly KPIs	By the end of the year, chronic absenteeism will decrease by 20%.	The admin team will work with the attendance clerk to track chronic absenteeism and intervene when needed.	Data Clerk Admin Team	
			By the end of the first quarter, identify students with chronic absenteeism through the Frontline Report. Meet with students individually to conduct a AIP.			
			By the end of the second quarter, monitor 100% of students who were identified in the first 9-week period.			
			By the end of the third quarter, monitor 100% of students who were identified in the second 9-week period. Continue to identify students with chronic absenteeism.			
		By the end of the fourth quarter, we will see an overall 20% decrease in chronic absenteeism.				
DE-2	PS # 2	Quarterly KPIs	By the end of the year, the campus will have an attendance rate of 90%.	Provide incentives for students to attend school daily to increase attendance and hold educational events for students and parents to increase attendance.	Data Clerk Admin Team	211-61-6118-25-060-3-0-00
			By the end of the first quarter, the campus will have an attendance rate of 90%.			
			By the end of the second quarter, the campus will maintain an attendance rate of 90% or better.			
			By the end of the third quarter, the campus will maintain an attendance rate of 90% or better.			
		By the end of the fourth quarter, the campus will maintain an attendance rate of 90% or better.				
DE-3	PS # 3	Quarterly KPIs	By the end of the year, the attendance rate of staff will be at 90% or higher.	Review district policies and procedures for employee absences at the beginning of year professional development.	Admin Team	
			By the end of the first quarter, 100% of employees will have been trained on district policies and procedures about employee absences.			
			By the end of the second quarter, teachers with more than 5 absences will have been identified and reminded of the policies.			
			By the end of the third quarter, teachers with more than 8 absences will have been identified and reminded of district policies.			
		By the end of the fourth quarter, 100% of teachers who went over their leave balances will have been documented through HCM.				
DE-4	PS #	Quarterly KPIs	By the end of the year,			
			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	1	By the end of the year, students will demonstrate 20% growth on STAAR Reading. SL-1 & SL-2	100% of reading teachers will utilize Amplify for tier 1 instruction in reading.	Admin Team Instructional	164-11-6399-38-060-30-9-47 \$26,961.20
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of reading teachers will receive training on Amplify and utilize it daily.		
			By the end of the second quarter, 80% of students will have demonstrated growth on common assessments.		
	SL-1 SL-2		By the end of the third quarter, 90% of students will have demonstrated growth on common assessments.		
			By the end of the fourth quarter, 100% of students will have demonstrated growth on common assessments.		
SL-2	1	By the end of the year, students will demonstrate 20% growth on STAAR Math. SL-1 & SL-2	100% of math teachers will utilize Carnegie Math for tier 1 instruction in math.	Admin Team Instructional Coaches	164-11-6399-38-060-30-9-47 \$41,312.00
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of math teachers will receive training on Carnegie Math and utilize it daily.		
			By the end of the second quarter, 80% of students will have demonstrated growth on common assessments.		
	SL-1 SL-2		By the end of the third quarter, 90% of students will have demonstrated growth on common assessments.		
			By the end of the fourth quarter, 100% of students will have demonstrated growth on common assessments.		
SL-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,		
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, the number of repeat offenders of the student code of conduct will have	Utilize the Restorative Practices and counseling to address the causes of repeat offenses.	Admin team, counselor, CIS	
	PS #	Quarterly KPIs	By the end of the first quarter, refer 100% of students who engage in persistent misbehavior or fighting to counseling through the school or CIS.		
			By the end of the second quarter, refer 100% of students who engage in persistent misbehavior or fighting to counseling through the school or CIS. Monitor that all students referred for services are getting the services needed.		
			By the end of the third quarter, refer 100% of students who engage in persistent misbehavior or fighting to counseling through the school or CIS. Monitor that all students referred for services are getting the services needed.		
	By the end of the fourth quarter, refer 100% of students who engage in persistent misbehavior or fighting to counseling through the school or CIS. Monitor that all students referred for services are getting the services needed.				
PP-2		By the end of the year, there will be a 50% decrease in the number of students engaging in fighting / mutual combat.	Provide counseling lessons that specifically address fighting to students and parents. This will allow students to understand the implications of fighting at school.	Admin team, counselor, CIS	
	PS #	Quarterly KPIs	By the end of the first quarter, the admin team, counselor, and CIS will present a training on the implications of fighting to parents and students. Parents and students will also learn about mediations.		
			By the end of the second quarter, 100% of students will have received two counseling lessons on the implications of fighting.		
			By the end of the third quarter, 100% of students will have received four counseling lessons on the implications of fighting and what can be done instead.		
	By the end of the fourth quarter, 100% of students will have received 5 total counseling lessons on the implications of fighting and what can be done.				
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, the insight survey will indicate a 4 point increase in the area of learning environment. PE-1	Provide teachers the opportunity to view high quality learning in action in the classroom and through PLCs and professional development.	Admin Team Instructional Coaches	Title I \$50,000
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of core teachers will have observed model teaching through PLCs at least 3 times.		
	1		By the end of the second quarter, 100% of core and new teachers will have observed model teaching through PLCs or classroom visits at least 6 (Core) or 2 (New).		
			By the end of the third quarter, 80% of core and new teachers will have observed model teaching through PLCs or classroom visits at least 10 (Core) or 5 (New).		
			By the end of the fourth quarter, 100% of core and new teachers will have observed model teaching through PLCs or classroom visits at least (Core) or 2 (New).		
PE-2		By the end of the year, the insight survey will indicate a 15 point increase in the vision for what effective teaching looks like. PE-2	Provide teachers the opportunity to view high quality learning in action in the classroom and through PLCs and professional development.	Admin Team Instructional Coaches.	Title I \$50,000
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of core teachers will have observed model teaching through PLCs at least 3 times.		
	2		By the end of the second quarter, 100% of core and new teachers will have observed model teaching through PLCs or classroom visits at least 6 (Core) or 2 (New).		
			By the end of the third quarter, 80% of core and new teachers will have observed model teaching through PLCs or classroom visits at least 10 (Core) or 5 (New).		
			By the end of the fourth quarter, 100% of core and new teachers will have observed model teaching through PLCs or classroom visits at least (Core) or 2 (New).		
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	By the end of the first quarter, identify students with chronic absenteeism through the Frontline Report. Meet with students individually to conduct a AIP.	Choose One	
DE-2	By the end of the first quarter, the campus will have an attendance rate of 90%.	Choose One	
DE-3	By the end of the first quarter, 100% of employees will have been trained on district policies and procedures about employee absences.	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, 100% of reading teachers will receive training on Amplify and utilize it daily.	Choose One	
SL-2	By the end of the first quarter, 100% of math teachers will receive training on Carnegie Math and utilize it daily.	Choose One	
SL-3	By the end of the first quarter,	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, refer 100% of students who engage in persistent misbehavior or fighting to counseling through the school or CIS.	Choose One	
PP-2	By the end of the first quarter, the admin team, counselor, and CIS will present a training on the implications of fighting to parents and students. Parents and	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 core teachers will have observed model teaching through PLCs at least 3 times.	Choose One	
PE-2	By the end of the first quarter, 100% of core teachers will have observed model teaching through PLCs at least 3 times.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, monitor 100% of students who were identified in the first 9-week period.	Choose One	
DE-2	By the end of the second quarter, the campus will maintain an attendance rate of 90% or better.	Choose One	
DE-3	By the end of the second quarter, teachers with more than 5 absences will have been identified and reminded of the policies.	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, 80% of students will have demonstrated growth on common assessments.	Choose One	
SL-2	By the end of the second quarter, 80% of students will have demonstrated growth on common assessments.	Choose One	
SL-3	By the end of the second quarter,	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, refer 100% of students who engage in persistent misbehavior or fighting to counseling through the school or CIS. Monitor that all	Choose One	
PP-2	By the end of the second quarter, 100% of students will have received two counseling lessons on the implications of fighting.	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% of core and new teachers will have observed model teaching through PLCs or classroom visits at least 6 (Core) or 2	Choose One	
PE-2	By the end of the second quarter, 100% of core and new teachers will have observed model teaching through PLCs or classroom visits at least 6 (Core) or 2	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

Third Quarterly Review

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

DEMOGRAPHICS			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, monitor 100% of students who were identified in the second 9-week period. Continue to identify students with chronic absenteeism.	Choose One	
DE-2	By the end of the third quarter, the campus will maintain an attendance rate of 90% or better.	Choose One	
DE-3	By the end of the third quarter, teachers with more than 8 absences will have been identified and reminded of district policies.	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, 90% of students will have demonstrated growth on common assessments.	Choose One	
SL-2	By the end of the third quarter, 90% of students will have demonstrated growth on common assessments.	Choose One	
SL-3	By the end of the third quarter,	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, refer 100% of students who engage in persistent misbehavior or fighting to counseling through the school or CIS. Monitor that all	Choose One	
PP-2	By the end of the third quarter, 100% of students will have received four counseling lessons on the implications of fighting and what can be done instead.	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, 80% of core and new teachers will have observed model teaching through PLCs or classroom visits at least 10 (Core) or 5 (New).	Choose One	
PE-2	By the end of the third quarter, 80% of core and new teachers will have observed model teaching through PLCs or classroom visits at least 10 (Core) or 5 (New).	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

Fourth Quarterly Review

DEMOGRAPHICS			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, we will see an overall 20% decrease in chronic absenteeism.	Choose One	
DE-2	By the end of the fourth quarter, the campus will maintain an attendance rate of 90% or better.	Choose One	
DE-3	By the end of the fourth quarter, 100% of teachers who went over their leave balances will have been documented through HCM.	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, 100% of students will have demonstrated growth on common assessments.	Choose One	
SL-2	By the end of the fourth quarter, 100% of students will have demonstrated growth on common assessments.	Choose One	
SL-3	By the end of the fourth quarter,	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, refer 100% of students who engage in persistent misbehavior or fighting to counseling through the school or CIS. Monitor that all	Choose One	
PP-2	By the end of the fourth quarter, 100% of students will have received 5 total counseling lessons on the implications of fighting and what can be done.	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, 100% of core and new teachers will have observed model teaching through PLCs or classroom visits at least (Core) or 2	Choose One	
PE-2	By the end of the fourth quarter, 100% of core and new teachers will have observed model teaching through PLCs or classroom visits at least (Core) or 2	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

Annual Summative Review

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

DEMOGRAPHICS			
GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, chronic absenteeism will decrease by 20%.	Choose One	
DE-2	By the end of the year, the campus will have an attendance rate of 90%.	Choose One	
DE-3	By the end of the year, the attendance rate of staff will be at 90% or higher.	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 the year, students will demonstrate 20% growth on STAAR Reading. SL-1 & SL-2	Choose One	
SL-2	By the end of the year, students will demonstrate 20% growth on STAAR Math. SL-1 & SL-2	Choose One	
SL-3	By the end of the year,	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, the number of repeat offenders of the student code of conduct will have decreased to 5%.	Choose One	
PP-2	By the end of the year, there will be a 50% decrease in the number of students engaging in fighting / mutual combat	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	By the end of the year, the insight survey will indicate a 4 point increase in the area of learning environment	Choose One	
PE-2	By the end of the year, the insight survey will indicate a 15 point increase in the vision for what effective teaching looks like	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Assurances and Approval Information

Principal Supervisor Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

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/parent room		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English/Spanish		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input checked="" type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input checked="" type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English/Spanish		
<input checked="" type="checkbox"/>	Physical Activity	URL to Online Version	https://schools.saisd.net/page/054.homepage		
<input checked="" type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input checked="" type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input checked="" type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English/Spanish		
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input checked="" type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input checked="" type="checkbox"/>	Support for Special Populations			Mail	
<input type="checkbox"/>	Transition PK to K				
<input checked="" type="checkbox"/>	Violence Prevention/Intervention				

Documentation and Submissions

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	
Quarterly Reviews	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
	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		

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.

District Purchases