Campus Improvement Plan
2023-2024

SAISD

Rogers 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

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.

Comprehensive Needs Assessment Processes

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 9, 2023**	The team reviewed data sources from Demographics and Student learning and identified root causes and problem statements.Findings from this meeting were as follows:
Meeting #2 **May 10, 2023**	The team reviewed data sources from Processes/Programs and Perceptions and identified root causes and problem statements.
How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?	
CLT goals and strategies. We discussed what was successful and what the campus struggled with. Campus struggled with implementation of performance monitoring but was successful with using data to inform instruction (through assessments). For the 2023-2024 school year, Rogers will transition to a College Prep Middle School with a slow grow model beginning with 6th grade. Campus will implement new HQIM for ELAR and Math as well as Leader in Me for SEL. Protocols for reviewing data and teaching methods aligned to Texas Education Agencies research based instructional practices have been selected to improve teacher and student performance.	

Comprehensive Needs Assessment – 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**
Tier 4, Tier 3 attendance, overall rate	-- Rogers Middle School Absence Summary -Perfect Attendance Report: No Absences, ADA Period Only -Chronically Absent Students by Tiers for School Year 2022-23	**PS DE-1** During the 2022-2023 the campus absences summary report shows that the campus documented 547 absences as suspensions
		RC DE-1 The campus did not have an alternate in school option for infractions-ISS (ESF 3.2)
race/ethnicity/gender percentages make up our student population	--2022 PEIMS Demographics -Class of 2021 Graduation and -Dropout Rates by Feeder Campu -Overage Students and Their Grade Levels for the Past 14 years	**PS DE-2** 68% of teachers have 0-5 years experience
		RC DE-2 Campus leaders did not implement targeted and personalized strategies to retain high performing staff (ESF 2.1)
race/ethnicity/gender percentages make up our staff	Staff Demographics	**PS DE-3** Student enrollment continues to demonstrate a decline: In 2018 494 students were enrolled whereas at the end of the 2022-2023 school year 365 were enrolled.
		RC DE-3 The campus did not have an established and inclusive welcoming environment that engaged all families in critical aspects of student learning (ESF 3.3)
		PS DE-4
		RC DE-4

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
Data Determinations	Rogers Middle School is a Title I campus in San Antonio ISD. Rogers serves 6th-8th grade students in southeast Bexar county., The student population is 88% Hispanic, 7% African American, and 4% White. Females make up 46% of the learners and males represented 54%. Our economically disadvantaged percentage is 91%. Our English Learner (EL) population consisted of 54 learners that make up 15% of our campus. Our 40 gifted and talented learners constitute 11% of our population. We have 83 learners that qualified for special education services, which represented 23% of our population. There are 38 learners with 504 accommodations, which is 10% of the total enrollment. The average daily attendance for our campus is 84.5%, an increase of 1.1% from the prior year The school faculty consists of educators with varied years of service to include teachers new to the profession, mid-range in years, and also those with more than twenty years of teaching experience. Rogers Middle School has two counselors, one Assistant Principal and one Principal. There is one teacher per grade level per core area. Rogers offers several high school credit opportunities: STEM (Principles of Engineering), HIgh School Art, Algebra and Partners (Credit recovery). CLT reviewed data and defined the following findings: 76.9% of students are at-risk ● 25.6% of the student population is identified as Special Education ● There are more male students in 6th grade ● 45% of special education students are defined as having behavior disabilities ● 92 students are special education ● Most teachers are beginning to 5 years ● staff demographics mirror that of the student population ● Campus had a high suspension rate accounting for 30% of absences ● Meets grade level scores for reading are not at a A or B campus level Beginning in the 2023-2024 school year, Rogers will transition to a College Prep Middle School beginning with 6th grade. To support the efforts of implementing rigorous HQIM additional staffing have been added to include 2 teachers for 6th grade (one math and one ELAR), a Math Instructional Coach and an Assistant Principal	

Comprehensive Needs Assessment – 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.			
Student Learning (Minimum 2 Areas)			
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
Progress towards campus goals and sub pop performance	Mock STAAR Test Data (eduporia reports)	PS SL-1	During the 2022-2023 school year students identified to receive Special Education did not achieve meets or masters at the same level as general education peers on formative assessments
		RC SL-1	Intensive and prescriptive intervention aimed at supporting gaps did not exist (ESF 5.4)
Progress towards campus goals and sub pop performance	Formative assessment data	PS SL-2	On the 2022-2023 STAAR Assessment, Rogers Middle School did not meet the achievement domain on state accountability
		RC SL-2	High Quality instructional material was not consistently used across all classrooms (ESF 4.1)
Progress towards campus goals and sub pop performance	Mock STAAR Reading Test Data (eduporia reports)	PS SL-3	Many students in our school are facing challenges with reading, evidenced by below-average reading scores and a noticeable lack of enthusiasm for reading-related activities
		RC SL-3	Rogers has Insufficient literacy interventions and a limited access to diverse reading materials
		PS SL- 4	
		RC SL-4	

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)

Data Determinations

STUDENT ACHIEVEMENT DOMAIN

STAAR PERFORMANCE	# Tested	#	Approaches %	#	Meets %	#	Masters %
Reading	313	188	60%	106	34%	51	16%
Math	316	141	45%	45	14%	10	3%
Science	101	48	48%	15	15%	5	5%
Social Studies	101	32	32%	10	10%	4	4%
Total	831	409	49%	176	21%	70	8%

Achievement Domain:	(% Approaches + % Meets + % Masters) / 3 (49 + 21 + 8) / 3 = **26**	Raw Score **26**	DOMAIN SCORE:	Scale Score **54 / F**

Rogers Middle School is a traditional middle campus located in southeast San Antonio. Our campus has roughly 365 students in 6th, 7th, and 8th . STAAR, STAAR interim, MAP, and teacher created formative assessments are administered to students throughout the year. Data is used to disaggregate and determine the strengths and needs of students. In 2021-2022,, Rogers Middle School earned a rating of C. Although we did not meet the student achievement domain, we did meet growth and closing the gap.We have identified an area of need in literacy, reading overall, writing, and the lack of special education and LEP students as sub pops meeting grade-level expectations. Each teacher tracks their student's performance throughout the year and students also track their own data in relation to goals set at the beginning of the year.

Strengths:
- We have continued to focus on improving STAAR achievement by focusing on constant and regular student data to determine gaps in student mastery of TEKS.
- Student/Teacher Ratios are favorable for students

Struggles:
Campus struggled with creating action plans based on root causes aimed at improving student performance
EB and Special Education population scored below other student groups (masters) on the mock test in the following:
Social Studies- 0% EB
Science- 0% SPED
Science-0% EB

Comprehensive Needs Assessment – Processes & Programs

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

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Professional Practices	Develop Instructional leaders	PS PP-1	The MTSS processes at Rogers MS were not implemented effectively
		RC PP-1	Teachers did not receive adequate training on use of branching minds
Programs and opportunities for students	-Campus program list -Daily schedule -College readiness program opportunities	PS PP-2	PBIS was not in place during the 2022-2023 school year
		RC PP-2	Committee chair and committee did not follow through with trainings and PBIS activities
Procedures	-Transition from EI-MS plan -PLC process -Lesson planning -Campus teaching methods	PS PP-3	Teachers did not receive aligned and consistent feedback with preparing for and delivering high quality TIER 1 instruction.
		RC PP-3	Campus Instructional leaders did not use consistent written observation and feedback protocols and processes (ESF1.1)
		PS PP-4	
		RC PP-4	

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
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Processes and Programs (Minimum 2 Areas)

Data Determinations	Professional Practices-Teachers are supported with specialists, coaches, and administrators. Teachers have the opportunity to grow in their practices and leadership. New teachers are required to attend district training's for district initiatives. Professional learning is encouraged to be ongoing Programs and Opportunities for students-Currently, classroom teachers utilize document projectors, their teacher computer, and classrooms are 1-1 with Chromebooks. Programs such as study island, imagine math, IXL Khan Academy and Brainpop are used for instructional purposes with students.Technology is used for communication with parents and colleagues as well as giving access to teachers for lesson planning and access to district resources. Additionally, the staff has quick access to data to evaluate the students' performance. Procedures- Rogers Middle School utilizes the TEKS, district scope and sequence, campus and district assessments, and district curriculum resources.. Teachers have a common planning period that allows them to collaborate weekly to plan instruction for our students. Teachers collaborate in professional learning communities to analyze data, student work, discuss misconceptions and misunderstandings that students may have and create re-teach plans. Personnel Policy and Procedures: We will continue to recruit, cultivate and maintain a high quality staff. We provide mentoring and new teacher training, as well as meaningful and purposeful staff development. To improve teacher practice the leadership team provides immediate feedback for Administrators from walkthroughs and TTESS Observations and schedules time with teachers to review observations and determine next steps.Building staff morale is recognized as a critical component in retaining high-quality staff at Rogers. Staff members receive special treats throughout the year that show how much they are appreciated by the administration team. Strengths: - New Teacher Academy (As outlined by District for each campus) - Mentors are assigned to every teacher new to campus - Grade level PLCS strengthen instruction through weekly planning with our Instructional Coaches - Administrative walk-throughs occur multiple times per semester for every teacher; feedback is ongoing - Teachers are integrating the technology into their lessons more (state curriculum also requires greater use of technology).

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
Student Engagement	Attendance Rate	PS PE-1	Attendance rate for the 2022-2023 school year was 84.5%
		RC PE-1	Suspensions decreased attendance rate. There were no other alternatives to suspension
Family Engagement	Parent Survey Data	PS PE-2	Low family attendance to campus events
		RC PE-2	Family engagement data is not reviewed regularly so that plan can be adapted to provide opportunities that focus on grades and future planning (ESF 3.4)
Staff Engagement	TNTP Data	PS PE-3	Staff attendance rate is lower than the previous school year.
		RC PE-3	Survey results indicate low morale and climate as main contributors to low attendance aside from illness.
SEL-Students	Counselor referrals	PS PE-4	During the 2022-2023 school year Rogers experienced an increase in counselor referrals
		RC PE-4	Students required social emotional interventions related to depression, withdrawal anxiety, feelings of not belonging

Comprehensive Needs Assessment – Perceptions

	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)
Data Determinations	Student Engagement-Attendance rate for student groups was as follows: Hispanic-86% Black -83% White-83% Overall -88.4 Staff Engagement-Rogers Middle School has made tremendous strides over the past several years and continues to make parent and community engagement a campus priority. Although COVID has certainly impacted the way in which we are able to interact with families and community members, the importance of family engagement remains central and has led to different methods of engaging families. Continuous communication and thriving collaboration amongst teachers, families, and our community have proven to be vital components in our positive culture and climate on campus. Standardized SEI program aimed at increase positive culture and decreasing behavior did not exist

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	By the end of the 2023-2024 school year, Campus leaders have established and ensured that all staff and students understand an attendance system of incentives and consequences and consistently implement the system with fidelity resulting in a campus attendance rate will increase from 84.5 to 88% (ESF 3.1) **Demographics 1**	Campus will implement an attendance incentive program to reward students for 100% attendance monthly.	Attendance Committee	Kindness Funds / ESSER Funds
		Quarterly KPIs	By the end of quarter 1, Students with perfect attendance will be rewarded and acknowledged on three occasions. By the end of the 2nd quarter student daily attendance rate will show an increase from the prior quarter. By the end of the school year, campus will demonstrate that the attendance goal was achieved.		
DE-2	4	By the end of the 2023-2024 school year, Campus leaders have established and ensured that all staff and students understand an attendance system of incentives and consequences and consistently implement the system with fidelity resulting in a campus attendance rate will increase from 84.5 to 88% (ESF 3.1) **Demographics 1**	Rogers Middle School will meet with leaver team bi-weekly to review chronic student absenteeism issues and identify strategies to address concerns by evidence of leaver team agendas and minutes	Leaver team	Kindness Funds / ESSER Funds
		Quarterly KPIs	By the end of quarter 1 % of students identified as Chronic will decrease by 3%. By the end of quarter 2 % of students identified as Chronic will decrease by 5%.By the end of quarter 3 % of students identified as Chronic will decrease by 6%. By the end of the school year, students identified as Chronic will decrease by 8%		

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					
#	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
DE-3	4	By the end of 2023-2024 school year, the campus will successfully implement explicit school-wide behavioral expectations and culture routines, resulting in a decrease in suspensions from the prior year (ESF 3.1) **Demographics 1**	Campus will receive implementation training on Leader in Me in August 2023 and ongoing coaching from Leader in Me trainers to support successful implementation.	Leadership team	Fund 208- Professional Development $10,800

Fund 210 Professional Development Material |
		Quarterly KPIs	By the end of Quarter 1, 100% of all staff will have been provided professional development on Leader in Me , By the end of Quarter 2, walkthrough evidence will show that 60% of all classrooms will have implemented Leader in Me lessons. By the end of Quarter 3 100% of all classrooms will have implemented Leader in Me Lessons. By the end of the school year, all staff will successfully implement Leader in Me resulting in a 20% increase in students' sense of belonging as demonstrated by the Panorama survey.		
DE-4	4	By the end of 2023-2024 school year, the campus will successfully implement explicit school-wide behavioral expectations and culture routines, resulting in a decrease in suspensions from the prior year (ESF 3.1) **Demographics 1**	Teachers will implement weekly SEL Leadership in Me lessons during falcon time	Leadership team	
		Quarterly KPIs	By the end of Quarter 1, 100% of all staff will have been provided professional development on Leader in Me , By the end of Quarter 2, walkthrough evidence will show that 60% of all classrooms will have implemented Leader in Me lessons. By the end of Quarter 3 100% of all classrooms will have implemented Leader in Me Lessons. By the end of the school year, all staff will successfully implement Leader in Me resulting in a 20% increase in students' sense of belonging as demonstrated by the Panorama survey.		

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2	By end of the 2023-2024 school year, Rogers Middle School will increase meets grade level pass rate for all students, across all contents from 22% to 30% (**Student Learning 1**)	Campus leaders will facilitate a consistent process for teachers, 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 respond. (ESF 5.3)		210- Supplies for lesson planning and data analysis
		Quarterly KPIs	By the end of quarter 1, Administrators and ICs will have modeled with 100% of teachers standardized data protocol, determining trends , identifying root causes and developing a plan. By the end of quarter 2, t, 100% of teachers will come to PLC prepared with data and successfully participate in data protocol, identifying trends/root causes and developing a response plan. By the end of the 3rd quarter, 100% of teachers will be able to review response plans for effectiveness and determine next steps. By the end of the year, 100% of teachers will successfully determine root cause of data struggles , resulting in a effectively written response plan that supports increase in student achievement and overall student learning.t		
SL-2	1,2	By end of the 2023-2024 school year, Rogers Middle School will increase meets grade level pass rate for all students, across all contents from 22% to 30% (**Student Learning 1**)	Staff will 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. (ESF 5.4)		211- Intervention program (Study Island) 164- materials for interventions
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will be trained on collecting/analyzing formative assessment data, By the end of Quarter 2 70% of identified students will receive small group instruction and tutoring, By the end of Quarter 3 By the end of Quarter 3 100\0% of identified students will receive small group instruction and tutoring, By the end of the year there will be a 8% increase in Meets across all subjects.		
SL-3	1,2	By end of the 2023-2024 school year, Rogers Middle School will increase meets grade level pass rate for all students, across all contents from 22% to 30% (**Student Learning 1**)	Teachers will use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. (ESF 5.4)		164-Materials and software $1000. 199- Materials $400.
		Quarterly KPIs	By the end of Quarter 1 teacher will have recorded at minimum two assessment data points on their teacher selected data. At the end of the 2nd quarter a total of 4 data points will be recorded. At the end of the 3rd quarter, a minimum of 6 data points will be recorded.		

Plan for Improvement – Student Learning

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-4	1,2	By end of the 2023-2024 school year, Rogers Middle School will increase meets grade level pass rate for all students, across all contents from 20 to 30% **(Student Learning 2,3)**	Teachers will use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students (special education and emergent bilingual), including special populations.in the areas of math, science, ELAR and Social studies	Instructional Coach, Principal	Fund 208- Professional Development $16,000 Fund 164-$2,000 ,208, 211, 282 Lesson material for HQIM implementation (manipulatives, general supplies) Library Books
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will have been trained in the implementation of highly qualified instructional material and teaching methods and planning to include No/show charts, marking lessons, creating exemplars By the end of Quarter 2 50% of teachers will effectively implement HQIM, teaching methods strategies, and planning steps. By the end of Quarter 3 70% teachers of teachers will effectively implement HQIM, teaching methods strategies, and planning steps. By the end of the year there will be a 8% increase in Meets across all subjects.		

Plan for Improvement – Processes & Programs

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	By the end of the 2023-2024 school year, Campus Instructional leaders successfully will use consistent written observation and feedback protocols and processes resulting in a 10% increase on 3, 6 and 9 week assessments (ESF1.1) **Processes and Programs 3**	Campus instructional leaders will meet on a weekly basis to focus on student progress, formative data, and walkthrough feedback (ESF 1.1)	Leadership Team	
		Quarterly KPIs	By the end of quarter 1, instructional leaders will select and norm on observation and feedback tools. By the end of quarter 2, instructional leaders will have documented and recorded at minimum 1 walkthrough using normed observation and feedback tools. By the end of quarter 3, instructional leaders will have documented at minimum 3 walkthroughs using normed observation and feedback tools		
PP-2	1,2	By the end of the 2023-2024 school year, Campus Instructional leaders successfully will use consistent written observation and feedback protocols and processes resulting in a 10% increase on 3, 6 and 9 week assessments (ESF1.1) **Processes and Programs 3**	Campus instructional leaders use established tools and processes, conduct observations, capture trends, and track progress over time. (ESF 5.2)		
		Quarterly KPIs	By the end of quarter 1, instructional leaders will select and norm on observation and feedback tools. By the end of quarter 2, instructional leaders will have documented and recorded at minimum 1 walkthrough using normed observation and feedback tools. By the end of quarter 3, instructional leaders will have documented at minimum 3 walkthroughs using normed observation and feedback tools		

Plan for Improvement – Processes & Programs

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-3		By the end of the 2023-2024 school year, Campus Instructional leaders successfully will use consistent written observation and feedback protocols and processes resulting in a 10% increase on 3, 6 and 9 week assessments (ESF1.1) **Processes and Programs 3**	Campus instructional leaders will lead observation debrief conversations within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step. (ESF 5.2)		
		Quarterly KPIs	By the end of quarter 1, 50% of recorded walks will be provided t teachers within 3 days. By the end of quarter, 75% of walks be be provided to teachers within 3 days and By the end of the 3rd quarter 80% of walks will be provided to teachers within 3 days		

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the 2023-2024 school year, successful systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success, resulting in a minimum 10% increase in family attendance from the prior year. (ESF 3.3) **(Perceptions 2**)	Parent conferences will be scheduled to take place three times per year to review student performance progress		
		Quarterly KPIs	By the end of the 1st quarter, the campus will provide 2 family event opportunities. By the end of the 2nd quarter, parent attendance and participation will increase by 2% from prior quarter. By the end of the 3rdd quarter, parent attendance and participation will increase by 2% from prior quarter. By the end of the year, parent attendance rate will show a 5% increase from prior year.		
PE-2	1,2	By the end of the 2023-2024 school year, successful systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success, resulting in a minimum 10% increase in family attendance from the prior year. (ESF 3.3) **(Perceptions 2)**	To improve academic performance and forster parent involvement, Parent forums and family academic nights will be held monthly and cover topics including : math, literacy, science, social studies, college degrees, preparing for college, preparing for high school, importance of GPA, and social emotional support		208-Items for college awareness ESSER: Items for SEL 211-Instructional resources and supplies for family events 164- Instructional resources and supplies for family events
		Quarterly KPIs	By the end of the 1st quarter, the campus will provide 2 family event opportunities. By the end of the 2nd quarter, parent attendance and participation will increase by 2% from prior quarter. By the end of the 3rdd quarter, parent attendance and participation will increase by 2% from prior quarter. By the end of the year, parent attendance rate will show a 5% increase from prior year.		

Plan for Improvement – Perceptions

<table>
<tr><td colspan="6">2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes</td></tr>
<tr>
<th>#</th>
<th>Board Goal</th>
<th>Performance Objective and Problem Statement</th>
<th>Strategy</th>
<th>Monitor(s)</th>
<th>Fund /Purchase/ Amount</th>
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<tr>
<td>PE-3</td>
<td>4</td>
<td>By the end of the 2023-2024 school year, we will enhance staff well being and foster a positive work environment by investing in materials for social-emotional support, promoting team building, and facilitating activities that contribute to the overall mental health and cohesion of staff (Perceptions 3)</td>
<td>Purchase materials aimed at strengthening staff well-being and team cohesion</td>
<td></td>
<td>282, 461- team building and SEL material for staff.</td>
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<tr>
<td colspan="2"></td>
<td>Quarterly KPIs</td>
<td colspan="3">By the end of the 1st quarter, campus staff absences will decrease by 3% from the prior year. By the end of the 2nd quarter staff absences will decrease by 5% from the prior year. By the end of the 3rd quarter staff absences will decrease by 7% from the prior year. by the end of the year, staff absences will decrease by 10% from prior year.</td>
</tr>
<tr>
<td>PE-4</td>
<td>4</td>
<td>By the end of the 2023-2024 school year, we will enhance and support students well being and foster a positive school environment by investing in materials for social-emotional support, promoting team building, and facilitating activities that contribute to the overall mental health and cohesion of students (Perceptions 4)</td>
<td>Counselors will provide individual and small group support ot students experiencing emotional health needs.</td>
<td></td>
<td>211- counseling and SEL related materials</td>
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<tr>
<td colspan="2"></td>
<td>Quarterly KPIs</td>
<td colspan="3">By the end of the 1st quarter, student counseling referrals will decrease. By the end of the 2nd quarter student counseling referrals by 5% from the prior year. By the end of the 3rd quarter student counseling referrals will decrease by 7% from the prior year. by the end of the year, student counseling referrals will decrease by 10% from prior year.</td>
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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, DE 2	By the end of quarter 1, Students with perfect attendance will be rewarded and acknowledged on three occasions.	GP	Advertise students honored through social media and announcements.
DE 3, DE 4	By the end of Quarter 1, 100% of all staff will have been provided professional development on Leader in Me ,	GP	Schedule weekly implementation walks to provide guidance to staff
SL 1	By the end of quarter 1, Administrators and ICs will have modeled with 100% of teachers standardized data protocol, determining trends , identifying root causes and developing a plan.	GP	Leadership team will continue to provide teacher guidance on data analysis with emphasis on developing plans
SL 2	By the end of Quarter 1 100% of teachers will be trained on collecting/analyzing formative assessment data,	SP	Focus will be on supporting teacher son analyzing data
SL 3	By the end of Quarter 1 teacher will have recorded at minimum two assessment data points on their teacher selected data chart.	MT	Teachers will continue to administer 3,6, and 9 week assessments and recording the data
PP 1 PP 2	By the end of quarter 1, instructional leaders will select and norm on observation and feedback tools.	MT	Leadership team will continue to conduct collaborative walks and share feedback to better align
PP 3	By the end of quarter 1, 50% of recorded walks will be provided t teachers within 3 days.	GP	Leadership team will continue to record and submit walkthrough feedback within 24 hrs
PE 1 PE 2	By the end of the 1st quarter, the campus will provide 2 family event opportunities.	MT	Campus will increase opportunities for families as provided in feedback from parents.

Quarter 1 Formative Review

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

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
	Campus will implement an attendance incentive program to reward students for 100% attendance monthly. By the end of the 2nd quarter student daily attendance rate will show an increase from the prior quarter	NP	
	Rogers Middle School will meet with leaver team bi-weekly to review chronic student absenteeism issues and identify strategies to address concerns by evidence of leaver team agendas and minutes By the end of quarter 2 % of students identified as Chronic will decrease by 5%	NP	QT 1=71 QT 2=80
	Campus will receive implementation training on Leader in Me in August 2023 and ongoing coaching from Leader in Me trainers to support successful implementation. By the end of Quarter 2, walkthrough evidence will show that 60% of all classrooms will have implemented Leader in Me lessons	GP	Leadership team received specialized Leader training during QT 1 to include implementation of the annual survey There is evidence of implementation but it is primarily seen in 6th grade. Focus attention on PD for staff on implementation and continue walks
	Teachers will implement weekly SEL Leadership in Me lessons during falcon time By the end of Quarter 2, walkthrough evidence will show that 60% of all classrooms will have implemented Leader in Me lessons	GP	
	Campus leaders will facilitate a consistent process for teachers, 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 respond. (ESF 5.3) By the end of quarter 2, t, 100% of teachers will come to PLC prepared with data and successfully participate in data protocol, identifying trends/root causes and developing a response plan.	GP	
	Staff will 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. (ESF 5.4) By the end of Quarter 2 70% of identified students will receive small group instruction and tutoring	GP	Every student in 7th and 8th receive intervention every Friday. This schedule will change beginning after spring break where every student will receive intervention everyday.
	Teachers will use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. (ESF 5.4)	MT	

D – Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

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
DE1	Campus will implement an attendance incentive program to reward students for 100% attendance monthly. student daily attendance rate will show an increase from the prior quarter.	GP	Q3- 88.24 up 0.01%
DE-2	Rogers Middle School will meet with leaver team bi-weekly to review chronic student absenteeism issues and identify strategies to address concerns by evidence of leaver team agendas and minutes By the end of quarter 3, students identified as Chronic will decrease by 6%	SP	Social worker home visits, police visit, student contracts, phone calls
DE-3	Campus will receive implementation training on Leader in Me in August 2023 and ongoing coaching from Leader in Me trainers to support successful implementation. By the end of Quarter 3 100% of all classrooms will have implemented Leader in Me Lessons.	NP	Focus from administration has been on implementation of new curriculum and college readiness model.
DE-4	Teachers will implement weekly SEL Leadership in Me lessons during falcon time By the end of Quarter 3 100% of all classrooms will have implemented Leader in Me Lessons.	NP	Focus from administration has been on implementation of new curriculum and college readiness model.
SL-1	Campus leaders will facilitate a consistent process for teachers, 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 respond. (ESF 5.3) By the end of the 3rd quarter, 100% of teachers will be able to review response plans for effectiveness and determine next steps	GP	14 teachers 11 out of 14 teacher 79%
SL-2	Staff will 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. (ESF 5.4) By the end of Quarter 3 By the end of Quarter 3 100\0% of identified students will receive small group instruction and tutoring,	SP	
PP-3	Campus instructional leaders will lead observation debrief conversations within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step. (ESF 5.2) By the end of the 3rd quarter 80% of walks will be provided to teachers within 3 days	GP	Teachers receive all recorded walks within 3 days for snapshots and 5 days for comprehensive

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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
DE-1	Campus will implement an attendance incentive program to reward students for 100% attendance monthly. By the end of the school year, campus will demonstrate that the attendance goal was achieved. 88%	MTB	Current ADA 6th grade- 89.08 7th-88.4 8th-87.2
DE-2	Rogers Middle School will meet with leaver team bi-weekly to review chronic student absenteeism issues and identify strategies to address concerns by evidence of leaver team agendas and minutes By the end of the school year, students identified as Chronic will decrease by 8%	RO	
DE-3	Campus will receive implementation training on Leader in Me in August 2023 and ongoing coaching from Leader in Me trainers to support successful implementation. By the end of the school year, all staff will successfully implement Leader in Me	RO	

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

Quarter 4 Formative Review

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**
DE-4	Teachers will implement weekly SEL Leadership in Me lessons during falcon time By the end of the school year, all staff will successfully implement Leader in Me	RO	We didnt provide support and guidance in leader and me implementation as we did for Carnegie and Amplify.
SL-1	Campus leaders will facilitate a consistent process for teachers, 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 respond. (ESF 5.3) By the end of the year, 100% of teachers will successfully determine root cause of data struggles , resulting in a effectively written response plan that supports increase in student achievement and overall student learning.t	MTB	THe leadership team will continue to support teachers in analyzing data, determining root causes and developing intervention plans.
SL-2	Staff will 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. (ESF 5.4) By the end of the year there will be a 8% increase in Meets across all subjects.	MTB	Staff will work to individualize interventions with students aimed at closing gaps
SL-4	Teachers will use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students (special education and emergent bilingual), including special populations.in the areas of math, science, ELAR and Social studies By the end of the year there will be a 8% increase in Meets across all subjects	MTB	Teachers will continue to implement HQIM in math and reading in 6th and 7th grade. We will work to increase the meets and masters percent across all tested subjects

Quarter 4 Formative Review

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
PP-1	Campus instructional leaders will meet on a weekly basis to focus on student progress, formative data, and walkthrough feedback (ESF 1.1) By the end of quarter 3, instructional leaders will have documented at minimum 3 walkthroughs using normed observation and feedback tools	MTB	

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
By the end of the 2023-2024 school year, Campus leaders have established and ensured that all staff and students understand an attendance system of incentives and consequences and consistently implement the system with fidelity resulting in a campus attendance rate will increase from 84.5 to 88% (ESF 3.1) **Demographics 1**	MP	YTD attendance rates are as follows: 6th grade-89.08% 7th grade-88.4% 8th grade- 87.2%
By the end of 2023-2024 school year, the campus will successfully implement explicit school-wide behavioral expectations and culture routines, resulting in a decrease in suspensions from the prior year (ESF 3.1) **Demographics 1**	LP	Student Survey results-: 6th grade- 7th/8th-Perceptions of student physical and psychological safety while at school. 49% worry about violence at school-49% Staff survey results- Data
By end of the 2023-2024 school year, Rogers Middle School will increase meets grade level pass rate for all students, across all contents from 22% to 30% (**Student Learning 1**)		TBD based on STAAR Data
By the end of the 2023-2024 school year, Campus Instructional leaders successfully will use consistent written observation and feedback protocols and processes resulting in a 10% increase on 3, 6 and 9 week assessments (ESF1.1) **Processes and Programs 3**	MP	
By the end of the 2023-2024 school year, successful systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success, resulting in a minimum 10% increase in family attendance from the prior year. (ESF 3.3) **(Perceptions 2**)	LP	We have hired a full time FACE Specialist for the 24-25 school year to support parent involvement
By the end of the 2023-2024 school year, we will enhance staff well being and foster a positive work environment by investing in materials for social-emotional support, promoting team building, and facilitating activities that contribute to the overall mental health and cohesion of staff **(Perceptions 3)**	LP	

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

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

Name	Role	Name	Role
Julie May	Principal		
Nalda Zepeda	SS Teacher		
Monica De Hoyos	Art Teacher		
Daniel Jimenez	Math Teacher		
John Castillo	ELA Teacher		
Dora Morales	Special Ed Teacher		
Arthur Villarreal	Counselor		
Maria Lara	AP		
Vanessa Schultz	Counselor		
Bianca Martinez	Social Worker		
Gustavo Gonzales	Community		
James Angst	Teacher		
Joshua Carpenter	Teacher		
Karl Wiggins	Teacher		
Bernadette Serbantez	Non Instructional staff		
Maria Lara	Associate Principal		
Samantha Calvert	District Level Professional Staff		

Committee Members

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
Rogers Middle School/ Rogers College Prep Middle School	15907- 057
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Julio Garcia
Principal	**SAISD Board Approval Date**
Julie May	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
9-27-2023	10-27-2023

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District Purchases

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.	y	All are based on the success criteria of the ESF.	y
All are based on issues that the campus can control and improve on.	y	All talk to adult systems and behaviors.	y

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

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

Equitable Availability of the Campus Improvement Plan to Parents		Equitable Availability of the School-Parent Compact to Parents	
Physical Locations of the Plan	Front office	Physical Locations of the Plan	Front office
Languages Available	Spanish /English	Languages Available	Spanish/English
URL to Online Version	https://schools.saisd.net/page/057.homepage	URL to Online Version	https://schools.saisd.net/page/057.homepage

Equitable Availability of Parent-Family Engagement Policy to Parents		
Physical Locations of the Policy	Front office	How and When was the PFE Policy Distributed
Languages Available	English and Spanish	It was distributed electronically via school messenger and in printcopy at the annual meeting
URL to Online Version	https://schools.saisd.net/page/057.homepage	

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		
	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		

Documentation and Submissions

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		

Data Tables