

# Campus Improvement Plan

## 2024 - 2025



## Rogers College Prep Middle School

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**Board of Trustees**



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Dr. Jaime Aquino**

**VISION**

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

**MISSION**

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

**CORE VALUES**

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

**CORE BELIEFS**

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

**SAISD 5 Year Board Goals**

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

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

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

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

**SAISD 2024-2025 Board Goals**

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

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

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

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

**SAISD 2024-2025 Campus Goals**

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

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

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

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

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

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

**Comprehensive Needs Assessment Process**

CNA Meeting Dates	Meeting Topics and Actions
<p><b>Meeting #1 5-15-2024</b></p>	<p>Introductions                      Quarter 4 Review                      Review Data for CNA                      Develop problem statements and root causes                      Draft goals</p> <p>Notes:                      Ms. May reviewed the agenda. The focus of the meeting was to review the Quarter 4 KPI goals on the campus improvement plan. Ms. May reviewed the criteria for selecting the rating. She then led the team in analyzing data for the CNA, identifying problem statements and root causes</p>
<p><b>Meeting #2 5-17-2024</b></p>	<p>Introductions                      Review Data for CNA                      Develop problem statements and root causes                      Draft goals</p> <p>Notes:                      Ms. May reviewed the agenda. The focus of the meeting was in analyzing data for the CNA, identifying problem statements and root causes. Ms. May captured feedback from the meeting on a word document template that she developed</p>

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

The committee reviewed and rated the goals and objectives from 23-24 24 school year and identified ones that would continue for the 24-25 school year:

1. Campus will implement an attendance incentive program to reward students for 100% attendance monthly.
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
3. Campus will receive implementation training on Leader in Me and ongoing coaching from Leader in Me trainers to support successful implementation.
4. Teachers will implement weekly SEL Leadership in Me lessons during falcon time
5. 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)
6. 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)
7. 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
8. Campus instructional leaders will meet on a weekly basis to focus on student progress, formative data, and walkthrough feedback (ESF 1.1)

**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	x	GT Service Records		Classroom Observation Data	x	EOY Assessment Data	x
Special Education Service Records		PEIMS Standard Reports	x	CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	x	Teacher Attendance Records		Other (Indicate to the Right)			

**Student Learning**

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

**Processes and Programs**

Observational Data		Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	x	MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle	x	SEAD Activities & Effectiveness	x	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	x	Parent/Student Surveys	x	Classroom Observations		Parental Involvement Data	x
Parent Volunteers	x	Calendar of Parent Engagement	x	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	Rogers attendance rate for the 23-24 year was 88%. However the campus continues to struggle with students in the chronic range (tier 3 and 4)
	RC DE-1	Students don't feel like they have a reason to be here (lack of student engagement and lack of adult connections)
Student Discipline	PS DE-2	In reviewing BI discipline data the prevalent offenses are fighting, disrespecting students and employees
	RC DE-2	Campus does not have a consistent, transparent followed discipline plan.
Student Discipline	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
<p><b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b></p>	<p>Areas of strength: Rogers Middle School met the 23-24 attendance target of 88%.</p> <p>Areas of improvement: The campus continues to struggle with students in the chronic range (tier 3 and 4) Students don't feel like they have a reason to be here (lack of student engagement and lack of adult connections) In reviewing BI discipline data the prevalent offenses are fighting, disrespecting students and employees Campus does not have a consistent, transparent followed discipline plan.</p>	

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

**Student Learning (Minimum 2 Areas)**

Area Examined		Problem Statements and Root Causes
Grade Level Readiness	<b>PS SL-1</b>	Rogers data from 23-24 shows that the all student category and special education group are lower than that of the district and state.
	<b>RC SL-1</b>	Staff did not 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)
EOY Assessment Outcomes	<b>PS SL-2</b>	4% meets grade level 8th math 28% meets grade level 8th ELA, 26% meets grade level 7th ELA 32% meets grade level 6th ELA 15% meets 8th grade level science, 8% meets grade level 8th social studies all below the district and state
	<b>RC SL-2</b>	Teachers did not consistently implement research based best practices for delivering rigorous instruction including student centered opportunities (ESF 5.1)
EOY Assessment Outcomes	<b>PS SL-3</b>	4% meets grade level 8th math 28% meets grade level 8th ELA, 26% meets grade level 7th ELA 32% meets grade level 6th ELA 15% meets 8th grade level science, 8% meets grade level 8th social studies all below the district and state
	<b>RC SL-3</b>	Teachers did not use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress (ESF 5.4)
EOY Assessment Outcomes	<b>PS SL-4</b>	
	<b>RC SL-4</b>	

**Strengths &  
Areas for  
Improvement  
Based on your  
Data Analysis**

Strengths:  
7th reading: Improvement on sped from CBA 1-CBA 2 38% to 58%  
6th: Overall pass rate increase from first assessment to last

Areas for improvement:

**READING**

Rogers data from 23-24 that the all student category and special education group are lower than that of the district and state.

8th reading: Sped lower than all other groups

Meets for 7th reading SPED is lower than grade level

6th reading: Sped continues to be lower than other groups

6th reading: District CBA 2 data was low in meets and masters and not comparable between teachers

**MATH**

6th: SPED % meets and masters is lower than all other groups

7th: African American 0% meets, masters on all assessments

8th: Overall low performance across all tests. African American 0% meets, masters across all but one test

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

**Processes & Programs (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Behavioral / SEAD Needs	<b>PS PP-1</b>	Student survey showed 49% were worried about violence
	<b>RC PP-1</b>	Explicit school-wide behavioral expectations and culture routines were not in place (ESF 3.1)
Implementation of PD	<b>PS PP-2</b>	Special Education students are performing lower than all other student groups on 3, 6, and 9 week assessments
	<b>RC PP-2</b>	Campus instructional leaders did not provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups. (ESF 5.1)
Behavioral / SEAD Needs	<b>PS PP-3</b>	
	<b>RC PP-3</b>	
Choose One	<b>PS PP-4</b>	
	<b>RC PP-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<p>Strengths: Campus has 3 Administrators: Principal, Associate Principal, Assistant Principal</p> <p>Areas for Improvement: Special Education students continue to struggle with grade level assessments Student survey showed 49% were worried about violence Campus will not have ISS next school year</p>	

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

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Staff Survey Results	<b>PS PE-1</b>	51% of students surveyed feel a sense of belonging at school
	<b>RC PE-1</b>	Rogers did not have a campus-wide program to proactively teach mental health and wellness skills to students. (ESF 3.2)
Student Survey Results	<b>PS PE-2</b>	Only 29% of staff survey felt there are consistent expectations and consequences for student behavior.
	<b>RC PE-2</b>	Campus leaders did not establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity. (ESF 3.1)
Parent Engagement Attendance	<b>PS PE-3</b>	Parent attendance at campus events was not consistent throughout the year
	<b>RC PE-3</b>	Systems were not 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. (ESF 3.3)
Choose One	<b>PS PE-4</b>	
	<b>RC PE-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<p>Strengths:                      Staff insight survey shows teachers feel strongest about observation and feedback, evaluation                      Student SEAD survey results show self management and social awareness were strongest</p> <p>Areas for Improvement:                      Staff insight survey shows teachers feel learning environment is the biggest struggle                      Student SEAD survey results show sense of belonging ranked lowest</p>	

**2.1 - Campus Improvement Plan (CIP)**

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By the end of the 2024-2025 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 88 to 90% (ESF 3.1)	Campus will implement an attendance incentive program that highlights campus, grade level, and individual achievements monthly	Attendance clerk, Assistant Principal	
			By the end of the first quarter, attendance will increase 1%		
	PS #		By the end of the second quarter, attendance will increase 1%		
			By the end of the third quarter, attendance will increase 1%		
	DE-1		By the end of the fourth quarter, attendance will be at least 90%		
DE-2		By the end of the year, there will be a system of rewards and consequences within the school-wide behavior system that is consistently implemented that includes clear campus-wide guidelines for immediate next steps when a student does not fully meet expectations resulting in a decrease of office referrals by 20%.(ESF 3.1)	Campus will develop, share and provide training on a discipline matrix that outlines immediate next steps when a student does not fully meet expectations	Assistant Principal	
		Quarterly KPIs	By the end of the first quarter, discipline referrals will decrease 5%		
	PS #		By the end of the second quarter, discipline referrals will decrease 10%		
			By the end of the third quarter, discipline referrals will decrease 15%		
	DE-2		By the end of the fourth quarter, discipline referral will decrease 20%		
DE-3					
		Quarterly KPIs	By the end of the first quarter,		
	PS #		By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4					
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		

**Quarterly KPIs**

By the end of the third quarter,

By the end of the fourth quarter,

**2.1 - Campus Improvement Plan (CIP)**

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By end of the 2024-2025 school year, Rogers Middle School will increase meets grade level pass rate for all students and all student groups on all STAAR assessments by 10% points	Teachers will 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)	Principal, Assistant Principal, Teachers	Title I \$50,000
	PS #	Quarterly KPIs	By the end of the first quarter, meets grade level % will increase by 3% points from STAAR 23-24		
			By the end of the second quarter, meets grade level % will increase by 5% points from STAAR 23-24		
			By the end of the third quarter, meets grade level % will increase by 7% points from STAAR 23-24		
			By the end of the fourth quarter, meets grade level % will increase by 10% points from STAAR 23-24		
1					
SL-2		By end of the 2024-2025 school year, Rogers Middle School will increase meets grade level pass rate for all students and all student groups by 10 % points <b>SL-2</b>	Campus instructional leaders provide training and support in student centered learning strategies, productive struggle and student discourse so that teachers consistently implement these research based best practices for delivering rigorous instruction in any content area (ESF 5.1)	Principal, Assistant Principal, Instructional Coach	Title I \$50,000
	PS #	Quarterly KPIs	By the end of the first quarter, meets grade level % will increase by 3% points from STAAR 23-24		
			By the end of the second quarter, meets grade level % will increase by 5% points from STAAR 23-24		
			By the end of the third quarter, meets grade level % will increase by 7% points from STAAR 23-24		
			By the end of the fourth quarter, meets grade level % will increase by 10% points from STAAR 23-24		
2					
SL-3		By end of the 2024-2025 school year, Rogers Middle School will increase the growth rate for all students and all student groups by 20% points	Teachers will use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress (ESF 5.4)	Principal, Assistant Principal, Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, growth rate will increase by 5% points from STAAR 23-24		
			By the end of the second quarter, growth rate will increase by 10% points from STAAR 23-24		
			By the end of the third quarter, growth rate will increase by 15% points from STAAR 23-24		
			By the end of the fourth quarter, growth rate will increase by 20% points from STAAR 23-24		
3					
SL-4					
	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, student survey results that indicate worries about violence will decrease by 20%	Campus will create, model and implement PBIS School wide routines include steps for students and staff that are clear, action-oriented, and easy to remember. (ESF 3.1)	Principal, Assistant Principal, PBIS committee members	
	PS #	Quarterly KPIs	By the end of the first quarter, discipline referrals will decrease by 5% compared to 23-24		
			By the end of the second quarter, discipline referrals will decrease by 10% compared to 23-24		
			By the end of the third quarter, discipline referrals will decrease by 15% compared to 23-24		
	1		By the end of the fourth quarter, EOY survey results on worries about violence will indicate a decrease of at least 20%		
PP-2		By the end of the year, special education student pass rate will increase by 20% in math and reading	Campus instructional leaders will provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups (ESF 5.1)	Principal, Assistant Principals, Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of staff will be trained on effective strategies that support special education students		
			By the end of the second quarter, special education pass rate will increase 10% compared to 23-24 STAAR		
			By the end of the third quarter, special education pass rate will increase 15% compared to 23-24 STAAR		
	2		By the end of the fourth quarter, special education pass rate on STAAR Math and reading will increase 20% compared to 23-24 STAAR		
PP-3					
	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,		

**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 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)	We will implement, Leader in Me, a campus-wide program that proactively teaches mental health and wellness skills to students (ESF 3.2)	Principal, Assistant Principals	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of all staff will have been provided professional development on Leader in Me ,		
			By the end of the second quarter, 75% of walkthroughs focused on Leader in Me will show implementation		
			By the end of the third quarter, 85% of walkthroughs focused on Leader in Me will show implementation		
			By the end of the fourth quarter, 100% of walkthroughs focused on Leader in Me will show implementation		
1					
PE-2		By the end of the 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)	Campus leadership has communicated to staff, clear school-wide expectations and consequences for student behavior (ESF 3.1)	Principal, Assistant Principals, Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, all staff will be trained on the Rogers MS discipline matrix		
			By the end of the second quarter, discipline referrals will decrease by 10% from 23-24		
			By the end of the third quarter, discipline referrals will decrease by 15% from 23-24		
			By the end of the fourth quarter, staff survey results on consistent expectations and consequences for behavior will increase by 20%		
2					
PE-3		By the end of the year, 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 increasing parent attendance by 10% from prior year	Campus will expand outreach services (based on research) to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.	Principal, Associate Principal, FACE Specialist	211-61-6399.00-057-30-0-00 -\$317.00 211-61-6499.00-057-30-0-00 \$317 211-61-6399.00-045-30-0-00 -\$682.00 211-61-6499.00-045-30-0-00- \$682.00 208-61-6399.00-045-99-0-00 - \$400.00 208-61-
	PS #	Quarterly KPIs	By the end of the first quarter, family and community event attendance will increase by 2.5%		
			By the end of the second quarter, family and community event attendance will increase by 2.5%		
			By the end of the third quarter, family and community event attendance will increase by 2.5%		
			By the end of the fourth quarter, family and community event attendance will increase by 2.5%		

<b>PE-4</b>	<b>PS #</b>	By the end of the year,					
		<b>Quarterly KPIs</b>	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, attendance will increase 1%	Choose One	
DE-2	By the end of the first quarter, discipline referrals will decrease 5%	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, meets grade level % will increase by 3% points from STAAR 23-24	Choose One	
SL-2	By the end of the first quarter, meets grade level % will increase by 3% points from STAAR 23-24	Choose One	
SL-3	By the end of the first quarter, growth rate will increase by 5% points from STAAR 23-24	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, discipline referrals will decrease by 5% compared to 23-24	Choose One	
PP-2	By the end of the first quarter, 100% of staff will be trained on effective strategies that support special education students	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 all staff will have been provided professional development on Leader in Me	Choose One	
PE-2	By the end of the first quarter, all staff will be trained on the Rogers MS discipline matrix	Choose One	
PE-3	By the end of the first quarter, family and community event attendance will increase by 2.5%	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, attendance will increase 1%	Choose One	
DE-2	By the end of the second quarter, discipline referrals will decrease 10%	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, meets grade level % will increase by 5% points from STAAR 23-24	Choose One	
SL-2	By the end of the second quarter, meets grade level % will increase by 5% points from STAAR 23-24	Choose One	
SL-3	By the end of the second quarter, growth rate will increase by 10% points from STAAR 23-24	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, discipline referrals will decrease by 10% compared to 23-24	Choose One	
PP-2	By the end of the second quarter, special education pass rate will increase 10% compared to 23-24 STAAR	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, 75% of walkthroughs focused on Leader in Me will show implementation	Choose One	
PE-2	By the end of the second quarter, discipline referrals will decrease by 10% from 23-24	Choose One	
PE-3	By the end of the second quarter, family and community event attendance will increase by 2.5%	Choose One	
PE-4	By the end of the second quarter,	Choose One	

**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, attendance will increase 1%	Choose One	
DE-2	By the end of the third quarter, discipline referrals will decrease 15%	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, meets grade level % will increase by 7% points from STAAR 23-24	Choose One	
SL-2	By the end of the third quarter, meets grade level % will increase by 7% points from STAAR 23-24	Choose One	
SL-3	By the end of the third quarter, growth rate will increase by 15% points from STAAR 23-24	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, discipline referrals will decrease by 15% compared to 23-24	Choose One	
PP-2	By the end of the third quarter, special education pass rate will increase 15% compared to 23-24 STAAR	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, 85% of walkthroughs focused on Leader in Me will show implementation	Choose One	
PE-2	By the end of the third quarter, discipline referrals will decrease by 15% from 23-24	Choose One	
PE-3	By the end of the third quarter, family and community event attendance will increase by 2.5%	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.

**DEMOGRAPHICS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, attendance will be at least 90%	Choose One	
DE-2	By the end of the fourth quarter, discipline referral will decrease 20%	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, meets grade level % will increase by 10% points from STAAR 23-24	Choose One	
SL-2	By the end of the fourth quarter, meets grade level % will increase by 10% points from STAAR 23-24	Choose One	
SL-3	By the end of the fourth quarter, growth rate will increase by 20% points from STAAR 23-24	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, EOY survey results on worries about violence will indicate a decrease of at least 20%	Choose One	
PP-2	By the end of the fourth quarter, special education pass rate on STAAR Math and reading will increase 20% compared to 23-24 STAAR	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 walkthroughs focused on Leader in Me will show implementation	Choose One	
PE-2	By the end of the fourth quarter, staff survey results on consistent expectations and consequences for behavior will increase by 20%	Choose One	
PE-3	By the end of the fourth quarter, family and community event attendance will increase by 2.5%	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

**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 2024-2025 school year, Campus leaders have established and ensured that all staff and students understand an attendance system of incentives.	Choose One	
DE-2	By the end of the year, there will be a system of rewards and consequences within the school-wide behavior system that is consistently implemented that includes clear	Choose One	
DE-3		Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By end of the 2024-2025 school year, Rogers Middle School will increase meets grade level pass rate for all students and all student groups on all STAAR	Choose One	
SL-2	By end of the 2024-2025 school year, Rogers Middle School will increase meets grade level pass rate for all students and all student groups by 10 % points	Choose One	
SL-3	By end of the 2024-2025 school year, Rogers Middle School will increase the growth rate for all students and all student groups by 20% points	Choose One	
SL-4		Choose One	

**PROCESSES & PROGRAMS**

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, student survey results that indicate worries about violence will decrease by 20%	Choose One	
PP-2	By the end of the year, special education student pass rate will increase by 20% in math and reading	Choose One	
PP-3		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 2023-2024 school year, the campus will successfully implement explicit school-wide behavioral expectations and culture routines, resulting in a	Choose One	
PE-2	By the end of the year, the campus will successfully implement explicit school-wide behavioral expectations and culture routines, resulting in a decrease in suspensions	Choose One	
PE-3	By the end of the year, systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way	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**

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.

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 type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	the front office and the office of the Family and Community Engagement Specialist		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	available in English; other languages upon request		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0243/docs/CampusImprovementPlan23-24.pdf">https://schools.saisd.net/upload/template/0243/docs/CampusImprovementPlan23-24.pdf</a>		
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	the front office and the office the Family and Community Engagement Specialist		
<input type="checkbox"/>	Parent & Family Engagement	Languages Available	Available in English and Spanish; other languages upon request		
<input type="checkbox"/>	Physical Activity	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0243/docs/24-25PFEPolicya.pdf">https://schools.saisd.net/upload/template/0243/docs/24-25PFEPolicya.pdf</a>		
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	the front office and the office the Family and Community Engagement Specialist		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	Available in English and Spanish; other languages upon request		
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0243/docs/RCPMSStudentCompact24-25a.pdf">https://schools.saisd.net/upload/template/0243/docs/RCPMSStudentCompact24-25a.pdf</a>		
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations	In-Person at our Parent Meeting with the Principal	8/27/2024	Included in Family & Community Newsletter - newsletter was sent via School Messenger & posted to campus website	8/30/2024
<input type="checkbox"/>	Transition PK to K	Emailed to parents (with email on file) via School Messenger	8/27/2024	Included in Annual Title I Meeting Presentation	8/24/24 & 8/25/24
<input type="checkbox"/>	Violence Prevention/Intervention	Posted to campus website	8/29/2024		

**Title I Compliance Documentation and Submissions**

**Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)**

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
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		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
<b>Documentation</b>	<b>Description</b>	<b>CIP Location / Upload Location</b>	<b>Done</b>
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	
<b>School-Parent-Compact (ESSA Sec. 1116(d))</b>			
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		
<b>Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))</b>			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

**Documentation and Submissions**

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		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		