



Campus Improvement Plan

2023-2024



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

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 5.30.23	CAC met to review 22-23 CIP and CNA. CAC looked at historic data to identify campus strengths and weaknesses and wrote problem statements and root causes. We reviewed test scores for MAP, Benchmarks, Attendance, Teacher needs and student demographics. We also discussed the needs the campus has for the upcoming year and what items would serve us best such as adding an additional Instructional Coach and more teachers so that we didn't have year long vacancies.
Meeting #2 8.28.23	CAC met to review 23-24 CIP and CNA. CAC reviewed what had been discussed in May of the previous school year and assisted in determining if we wanted to make any changes to the needs seen and adjustments we were addressing such as an additional Instructional Coach and more teachers. We also discussed budget and how to best serve our students and what materials would be needed in the classrooms for our students to be successful.

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

The CIP was created last year by a different administration team. This year the CIP was developed based on needs seen from October 2023 through the end of the school year and with considering the last 5 years of the campus.

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	
Student Groups	STAAR, CBA's, 9 wk Assessments, MAP	PS DE-1	Special Education and English learner students continue to perform 10 - 20% lower on formative and summative assessments than their general education counterparts in all core content areas (Math, English, Science & Social Studies).
		RC DE-1	Campus instructional leaders do not provided effective training and ongoing support to include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. (5.1b)
Attendance	TAPR	PS DE-2	Attendance rates have dropped and remain below 90%.
		RC DE-2	Data systems do not exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly. (3.2d)
<p>Data Determinations</p>	<p>Tafolla is a comprehensive middle school serving 594 students in grades 6th - 8th grade.</p> <p><u>Our current demographics are:</u></p> <p>97% Hispanic 3% Black >1% White >1% Other 25% EB 18% SPED 75% At Risk 85% Economically Disadvantaged</p> <p><u>Campus Strengths</u></p> <p>Tafolla MS offers bilingual and advanced placement courses in Spanish. Tafolla MS offers: STEM courses and aligned courses to Lanier Tafolla MS offers extra-curricular sports, clubs, and organization to all students.</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.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
High Quality Instruction	Performance Matters, Staff Records	PS DE-3	The campus has not been completely staffed for several years with high quality instructors with years of experience.
		RC DE-3	Campus struggles to find highly qualified teachers and be able to retain them. Currently there are 17 new teachers that need high levels of support.
Data Determinations	<p>Tafolla has a current staff of 35 teachers with 9 vacancies.</p> <p><u>Our current demographics are:</u> New Teachers:10 5+ years of experience:13 10+ years of experience:12</p> <p><u>Campus Strengths</u> Tafolla MS has turned around the campus climate and culture to make it a better learning environment for students</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	Data Sources	Problem Statements and Root Causes	
STAAR Domain	STAAR, CBAs	PS SL-1	The TAPR indicates that STAAR scores remain at least 5% below the district average and 20% below the state average.
		RC SL-1	Campus is not fully engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skill in order to provide them with timely interventions throughout the year. (5.4a)
STAAR Domain	STAAR, CBAs	PS SL-2	The TAPR indicates that less than 38% of students are achieving Meets and/or Masters on all four content areas of the STAAR exams.
		RC SL-2	Campus does not use a corrective instruction planning process, individually and in PLCs to analyze data identify trends in student misconception, determine root cause as to why student may not have learned the concept, and create plans to reteach. (5.3b)
Data Determinations	<p><u>Spring 2023 EOC Testing (2022) Results:</u> Approaches/Meets/Masters Math 42% / 12% / 2% RLA 51% / 20% / 5% SS 19% / 5% / 0% Science 37% / 11% / 1% TELPAS - 15% increase 1 proficiency level</p> <p><u>Campus Strengths:</u> TELPAS went from 24% passing to 39 percent passing.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Feedback	Lesson Plan Submission in SharePoint	PS PP-1	Over half of the submitted lesson plans do not indicate specific instructional practices, scaffolding and questioning that reflect grade level and alignment expectations. Tutoring is not consistent across the campus.
		RC PP-1	Campus leaders do not frequently review how teachers use, internalize and modify lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. (4.1c) Campus leaders did not have clear expectations on tutoring for the school year.
Instructional Practices	Classroom Observations	PS PP-2	Scaffolding and differentiation (process, content, or product) is not observed daily as per Performance Matters recorded walkthroughs. Resources and supplies are not
		RC PP-2	Campus does not provide ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills to include differentiated and scaffolded supports for students with disabilities, EBs, and other student groups. (5.1b)
Professional Growth	Fixed Assets	PS PP-3	70% of all classrooms lack appropriate technology to support instructional strategies and initiatives.
		RC PP-3	Campus does not provide ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills to include differentiated and scaffolded supports for students with disabilities, EBs, and other student groups. (5.1b) <i>(Access to computer labs, laptop carts, iPad carts, or interactive smartboards is limited. Our computer labs are used for state online testing which further limits teacher access.)</i>
PLCs/PLNs	Frontline Failure Reports	PS PP-4	There was a high percentage of students in each 9 weeks that failed in core and elective courses.
		RC PP-4	Campus does not regularly use a corrective instruction action planning process, in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (5.3b)

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	
Attendance	TAPR	RC PP-5	Data Systems do not exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly. (3.2d)
		RC SL-3	Campus does not always track students that are suspended or placed in OCI to code correctly for attendance purposes.

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
<p>Data Determinations</p>	<p>Professional Practices: Tafolla. has teachers in all core areas and they are serving students most at risk. Tafolla professional development plans are tailored to teacher needs (request, classroom data & observed needs). AVID and 7 steps to a language-rich, interactive classroom are two ongoing professional development topics. Professional development is presented by administration, teachers, and/or specialists as appropriate. SEL will be focused on as well</p> <p>Programs & Opportunities for Students: All students are eligible and have access to advanced coursework. Time is provided to all core teachers to meet in Professional Learning Communities (PLCs) where they are able to engage in professional and cross curricular planning so that students receive quality instruction daily. Teachers are afforded opportunities to present best practices to their peers.</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.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parent Engagement	Parent Meeting Sign In Sheets	PS PE-1	Parent & Family attendance at school meetings, workshops or parent conferences ranges from 2% - 5% of the student population.
		RC PE-1	Systems are not in place to engage families on a regular basis about their child’s performance in a positive, constructive, and personalized way. (3.4b)
Stakeholder Engagement (Staff, Students, Families)	Insight Survey, Student SEAD Survey, Family Survey	PS PE-2	90% of staff responded to campuswide Insight Survey; less than 50% of students responded to Student SEAD Survey; less than 50% of families participated in Family Survey.
		RC PE-2	Stakeholders are not engaged in creating and continually refining the campus’ mission, vision, and values. (3.1a) OR
Professional Growth (Teachers and Administration)	CBAs Exit Tickets, Research Based Strategies	PS PE-3	Teachers and Administration were not afforded the opportunity to attend PD and learn best practices for a couple of years.
		RC PE-3	Teachers need to refine and adjust instruction so that students can benefit from more rigorous and engaging content.
Student Engagement	CBAs Exit Tickets, Research Based Strategies	PS PE-4	Teachers didn’t have access to certain resources to enhance student learning due to programs and software not being available. Teachers didn’t utilize funds for books and supplies for interactive journals in all core content areas.
		RC PE-4	Students didn’t have access to technology rich activities due to non purchase of software. Students didn’t have access to supplies and materials to have more collaborative learning environment or classroom sets of books for reading groups.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parent Engagement	Parent Meeting Sign In Sheets	PS PE-1	Parent & Family attendance at school meetings, workshops or parent conferences ranges from 2% - 5% of the student population.
Data Determinations	<p>Student Engagement: Students at Tafolla have a general sense of belonging and feel safe while at school. Students have a strong sense of tradition and engage and participate in or become involved in school-wide events as well as clubs and organizations.</p> <p>Staff Engagement: Teachers at Tafolla strive to build a positive relationship with students and with each other. Teachers are also highly encouraged to respond to district and campus surveys which call for teachers' input.</p> <p>Parent/Guardian/Community Engagement: Our FACE Specialist is available to parents on a daily basis. She communicates with families in both English and Spanish as necessary. Our parents are also encouraged to respond to district and campus surveys to collect their input. Our FACE Specialist supports campus initiatives and ensures that parents are aware of events taking place around the campus and around the district. They also support parents in ensuring that they have access to Frontline so that they can monitor their child's progress.</p> <p>The campus principal distributes (via email) a weekly newsletter that highlights staff and students.</p> <p>Strong school traditions continue to be carried out yearly which attracts great community support.</p> <p>The campus website and social media platforms are up to date and highlight the great things happening at Tafolla or with Tafolla students and staff.</p> <p>The campus has a 20 minute TORO Time daily where students engage in SEL and STAAR based activities.</p>		

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	1,2,3,4	By EOY, all students will score with 5% growth on MAP and Benchmark tests Demographic-1	All campus faculty will participate in research-based professional development to ensure instructional strategies target the needs of diverse learners to include scaffolding and differentiation. They will attend PD conferences in and out of state as they pertain to contents	Admin Instructional Coaches	211 /164/199/210 5000.00
		Quarterly KPIs	By end of Quarter I, 40% of teachers will have participated in professional development in instructional strategies for diverse learners, scaffolding, and differentiation as evidenced by BOY Professional Development agenda and sign in sheets. By end of Quarter II, 50% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Instructional Coaches monitoring lists. By end of Quarter III, 65% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Instructional Coaches monitoring lists. By end of Quarter VI, 80% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Instructional Coaches monitoring lists.		
DE-2	1,2,3,4	By EOY, all students will score with 5% growth MAP and Benchmark tests Demographic-1	All core teachers will purchase supplies and materials needed for students to clarify and consistently implement evidence based Tier 1 supports for core instruction, Tier 2 and Tier 3 supports for accelerated learning for students who are not performing at grade level, and challenging enrichment supports for students who are in need of enrichment through structures.	Admin Instructional Coaches	211 /164/199/210 18,000.00
		Quarterly KPIs	By Quarter I, 55% of supplies for the year will have been ordered By Quarter II, 65% of supplies for the year will have been ordered By Quarter III, 75% of supplies for the year will have been ordered By Quarter VI, 100% of supplies for the year will have been ordered.		

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	1,2,3,4	By EOY, all students will score with 5% growth MAP and Benchmark tests Demographic-1	Instructional Coaches will track and assist all teachers with lesson plans, PLCs, model teaching, best research based practices in the classroom for support	Instructional Coaches	
		Quarterly KPIs	By Quarter I, ICs will provide documentation and logs to show which teachers they've been supporting to ensure 25% of high need teachers have been met with and assisted. By Quarter II, ICs will provide documentation and logs to show which teachers they've been supporting to ensure 50% of high need teachers have been met with and assisted. By Quarter III, ICs will provide documentation and logs to show which teachers they've been supporting to ensure 75% of high need teachers have been met with and assisted. By Quarter VI, ICs will provide documentation and logs to show which teachers they've been supporting to ensure 100% of high need teachers have been met with and assisted.	Admin Instructional Coaches	
DE-4	1,2,3,4	By EOY, all students will have materials to be able to score higher on classroom assessments by 5%	Fine Arts, Athletics, and LOTC programming will be able to purchase materials and supplies needed in order to increase the percentage of students engaged in school, increase in standardized testing scores, and ensure teachers have strong curricular materials that they use to personalize for their students learning.	Admin Instructional Coaches	211 /164/199/210 5000.00
		Quarterly KPIs	By Quarter I, 55% of supplies for the year will have been ordered By Quarter II, 65% of supplies for the year will have been ordered By Quarter III, 75% of supplies for the year will have been ordered By Quarter VI, 100% of supplies for the year will have been ordered.		

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-5	1, 2, 3, 4	By EOY, Special Education students will score 5% growth and English learners will score 5% growth in all core content areas. Demographic-1	Through PLCs campus will hyper monitor subpopulations of students (Special Education and Emergent Bilingual) and utilize a planning tool to ensure lesson delivery includes scaffolds and differentiation to meet diverse learners needs.	Admin Instructional Coaches Core Content Teachers	
		Quarterly KPIs	By Quarter I, Special Education students will score within 10% and English learners will score within 10% of their general education counterparts in all core content areas as evidenced CBA data, Gap Analysis Planning Protocol, and Performance Matters observation data. By Quarter II, Special Education students will score within 10% and English learners will score within 10% of their general education counterparts in all core content areas as evidenced Semester Exam data, Gap Analysis Planning Protocol, and Performance Matters observation data. By Quarter III, Special Education students will score within 10% and English learners will score within 10% of their general education counterparts in all core content areas as evidenced CBA data, Gap Analysis Planning Protocol, and Performance Matters observation data. By Quarter VI, Special Education students will score within 10% and English learners will score within 10% of their general education counterparts in all core content areas as evidenced Semester Exam/APA data, Gap Analysis Planning Protocol, and Performance Matters observation data.		

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-6	1, 2, 3, 4	By EOY, overall student attendance will increase from 85% to 90% on the TAPR. Demographics-2	Through weekly campus attendance/leaver meetings, the attendance committee will target Tier 3 students and create a plan of support to help those students re-engage. All leavers will be examined weekly and home visits will be carried out to find these students to re-enroll them in school.	Attendance Committee Admin	
		Quarterly KPIs	By end of Quarter I, overall student attendance will increase from 85% to 86% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage. By end of Quarter II, overall student attendance will increase from 86% to 87% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage. By end of Quarter III, overall student attendance will increase from 87% to 88% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage. By end of Quarter IV, overall student attendance will increase from 88% to 90% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage.		

2.1 - Campus Improvement Plan (CIP)

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3,4	By EOY, all students will score 5% growth	All campus faculty will participate in research-based professional development to ensure instructional strategies target the needs of diverse learners to include scaffolding and differentiation. They will attend PD conferences in and out of state as they pertain to contents.	Admin Instructional Coaches	211/164/199/210 5000.00
		Quarterly KPIs	By end of Quarter I, 40% of teachers will have participated in professional development in instructional strategies for diverse learners, scaffolding, and differentiation as evidenced by BOY Professional Development agenda and sign in sheets. By end of Quarter II, 50% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Instructional Coaches monitoring lists. By end of Quarter III, 65% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Instructional Coaches monitoring lists. By end of Quarter III, 80% of teachers will have demonstrated the implementation of instructional strategies for diverse learners, scaffolding, and differentiation as evidenced Performance Matters Observations and Instructional Coaches monitoring lists.		
SL-2	1, 2, 3, 4	By EOY, all students will have access to tutoring for all content areas.	Through weekly tutoring, teachers will implement strategies that will target all students and focus on growth for all STAAR, MAP, and CBA assessments	Admin Instructional Coaches Core Content Teachers	211 \$12,000.00
		Quarterly KPIs	By end of Quarter I, teachers will submit through qualtrics on a weekly basis. By end of Quarter II, teachers will submit through qualtrics on a weekly basis. By end of Quarter III, teachers will submit through qualtrics on a weekly basis. By end of Quarter IV, teachers will submit through qualtrics on a weekly basis.		
SL-3		By EOY, all students			
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By EOY, students' overall failure rates will decrease by 15%. Processes & Programs - 4	Campus leadership will create systems to regularly use data to track progress of students.		
		Quarterly KPIs	<p>By end of Quarter I, Campus leadership will meet frequently to discuss data to track student progress as evidenced by decreased student failure rate of 4%.</p> <p>By end of Quarter II, Campus leadership will meet frequently to discuss data to track student progress as evidenced by decreased student failure rate of 4%</p> <p>By end of Quarter III, Campus leadership will meet frequently to discuss data to track student progress as evidenced by decreased student failure rate of 4%</p> <p>By end of Quarter IV, Campus leadership will meet frequently to discuss data to track student progress as evidenced decreased student failure rate of 4%</p>		

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-2		By EOY, students' overall failure rates will decrease by 15%. Processes & Programs - 4	Campus will purchase an additional teacher to maintain a smaller student to teacher ratio in order to increase individualized support in math classrooms.		211 \$77,000
		Quarterly KPIs	By end of Quarter I, campus will have hired 1 additional math teacher By end of Quarter II, ensure this math position remains filled By end of Quarter III, ensure this math position remains filled By end of Quarter IV, ensure this math position remains filled		
PP-3		By EOY, updated and appropriate technology will be readily available to support instructional strategies in 100% of classrooms. Process & Programs - 3	Teachers and students will have access to technology to include but not limited to desktops, laptops/Chromebooks, document cameras, LCDs, iPads, SMART Boards, SMART Podiums, Science probes, graphing calculators and other relevant technology in order to engage in technology-rich activities and lessons in all content areas. Appropriate technology (including access to relevant online subscriptions) will be made available in classrooms, library and other shared spaces around campus.	Admin District Technology Team	211 \$10,000.00
		Quarterly KPIs	By end of Quarter I, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data. By end of Quarter I, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data. By end of Quarter I, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data. By end of Quarter I, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data.		

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-4		By EOY, teachers will report an increase of 50% in the area of Instructional Planning on the annual Insight Survey. Processes & Programs - 1	Campus leadership will create systems to regularly provide feedback to teachers on lesson plans.	Admin Instructional Coaches	
		Quarterly KPIs	By end of Quarter I, campus leadership will provide feedback on 40% of teachers and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey. By end of Quarter II, campus leadership will provide feedback on 55% of teachers and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey. By end of Quarter III, campus leadership will provide feedback on 70% of teachers and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey. By end of Quarter IV, campus leadership will provide feedback on 95% of teachers and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey.		

2.1 - Campus Improvement Plan (CIP)

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By EOY, students will report a 16% increase in the category of “Sense of Belonging” in the annual Student SEAD Survey. Perceptions - 2	Campus will recruit students to participate in extracurricular opportunities to include participation in contests, competitions and events through the support of specialized consultants and instructional materials and resources.	Fine Arts Dept JROTC Athletics Club/Activity Sponsors Admin	211 /199 8000.00
		Quarterly KPIs	By Quarter I, 35% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey. By Quarter II, 40% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey. By Quarter III, 45% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey. By Quarter IV, 50% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey.		
PE-2	4	By EOY, staff, student, and family engagement will increase to 80% on all EOY surveys. Perceptions-2	PBIS team will be created to modify and adjust incentive system for students and will extend incentives to families and staff.	PBIS Team Admin	199
		Quarterly KPIs	By end of Quarter I, stakeholder engagement will increase by 10% on internal survey PBIS team will have implemented a incentive system for one identified campuswide behavioral concern as evidenced of behavior data, meeting agendas/minutes, incentive system.		

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-3	1, 2, 3, 4	By EOY, parent participation in campus events and building capacity activities will increase by 10%. Perceptions-1	FACE Specialists will support two-way communication (virtual and in-person) by planning and facilitating parent engagement building capacity activities customized to family interest and needs and share strategies and resources to support their child's academic goals. As well as, create parent/family volunteer opportunities.	FACE Specialist Admin	211 \$4,994
		Quarterly KPIs	By end of Quarter I, FACE Specialist will host 2 or more parent engagement opportunities with at least 10 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas. By end of Quarter II, FACE Specialist will host 2 or more parent engagement opportunities with at least 15 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas. By end of Quarter III, FACE Specialist will host 2 or more parent engagement opportunities with at least 20 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas. By end of Quarter IV, FACE Specialist will host 2 or more parent engagement opportunities with at least 25 parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas.		
PE-4					
		Quarterly KPIs			

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By end of Quarter I, 100% of teachers will have participated in professional development in instructional strategies for diverse learners, scaffolding, and differentiation as evidenced by BOY Professional Development agenda and sign in sheets.	MT	All teachers had BOY Professional Development before school started and we focused on specific instructional strategies to look for in the classroom.
DE-2	By Quarter I, Special Education students will score within 2% and English learners will score within 2% of their general education counterparts in all core content areas as evidenced CBA data, Gap Analysis Planning Protocol, and Performance Matters observation data.	GP	Students are on track reaching growth based on CBA and content curriculum exams.
DE-3	By end of Quarter I, overall student attendance will increase from 85% to 86% as indicated on Frontline Reports as evidenced by Attendance Committee meeting sign in sheets, minutes, home visit log, and an increase in re-enrollment percentage.	MT	Our attendance rate has improved from 85% to 87.1%
SL-1	By Quarter I, students will demonstrate an increase of at least 2% on their CBA (% Approaches; % Meets, % Masters).	GP	Most students have demonstrated growth by at least 2% on CBAs. We will use intervention classes to target gaps.
SL-1	By Quarter I students will demonstrate at least 2% mastery growth on the common assessment.	GP	Students have demonstrated growth by at least 2% on core common assessments. We will use intervention classes to target gaps.
SL-1	By Quarter I, all core teachers will be provided professional development on active monitoring and gap analysis strategies within PLC.	MT	All core teachers have received PD during PLCs.

2.2 – First Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By end of Quarter I, 100% of teachers will have participated in professional development in instructional strategies for diverse learners, scaffolding, and differentiation as evidenced by BOY Professional Development agenda and sign in sheets.	MT	All teachers had BOY Professional Development before school started and we focused on specific instructional strategies for diverse learners, scaffolding, and differentiation
PP-1	By end of Quarter I, Campus leadership will meet weekly to discuss data to track student progress as evidenced by decreased student failure rate of 4%.	NP	The campus had a high failure rate for the 1st nine weeks. We agreed to start a new tracker form for all students. Phone calls will be made more frequently by teachers to ensure students have more opportunities to show content master and better parent communication

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
PP-2	By end of Quarter I, Campus leadership will meet weekly to discuss data to track student progress as evidenced by Meeting Agenda/Minutes resulting in a decreased student failure rate of 4%.		
PP-3	By end of Quarter I, campus will have hired two additional teacher to be placed in a Science or Social Studies classroom.		
PP-4	By end of Quarter I, 100% of classrooms will have access to up-to-date technology to support instructional strategies as evidenced by fixed assets report and observational data.		
PP-5	By end of Quarter I, campus leadership will provide feedback on 40% of lesson plans and observe implementation of feedback given as evidenced by lesson plan feedback, performance matters observations, and internal teacher survey.		
PE-1	By Quarter I, 35% of all students will have been recruited to participate in extracurricular activities resulting in a decreased failure rate of 4%, as evidenced by Frontline Reports and student involvement survey.		
PE-2	By end of Quarter I, stakeholder engagement will increase by 10% on internal survey PBIS team will have implemented a incentive system for one identified campuswide behavioral concern as evidenced of behavior data, meeting agendas/minutes, incentive system.		
PE-3	By end of Quarter I, FACE Specialist will host 2 or more parent engagement opportunities with at least _____ parents participating as evidenced by sign in sheets, PFE invitations, and meeting agendas		

Quarter 3 Formative Review

2.2 – Third Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives

The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Always Learning GPS	Problem Statement & Root Cause
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#	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
Recruiting/Retaining Teachers	Y	Violence Prevention/Intervention	Y	Professional Development	Y	Dropout Prevention / Enrollment
Physical Activity	Y	Social and Emotional Support	Y	Student Attendance	Y	Transition PK to Elementary
Quality of Learning Environment	Y	CCMR - Secondary	NA	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	There is a physical copy printed in the main office in a CIP Binder		Physical Locations of the Plan	There is a physical copy printed in the main office in a CIP Binder behind a separate tab.		
Languages Available	English		Languages Available	English and Spanish		
URL to Online Version			URL to Online Version			
Equitable Availability of Parent-Family Engagement Policy to Parents						
Physical Locations of the Policy	There is a physical copy printed in the main office in a CIP Binder behind a separate tab.		How and When was the PFE Policy Distributed			
Languages Available	English and Spanish					
URL to Online Version						

Title I Compliance Documentation and Submissions

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

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

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

Assurances and Approval Information

Assistant Superintendent Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Tafolla	15907- 061
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Norma Martinez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Committee Members

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

Name	Role	Name	Role
Dev Desai	Math Teacher		
Don Carrington	ALE Teacher		
Christopher Turnbull	Instructional Coach		
Christopher Sherrill	Assistant Principal		
Michelle Rodriguez	FACE Specialist		
Dora Ortiz	ESL Teacher		
Dara Russell	SPED Dept Chair		
Anita Franklin	SS Teacher		
Stephanie Molina	Fine Arts Dept Chair		
Cynthia Garcia	Science Dept Chair		
Adriana Segura	Librarian		
Nancy Silva	Counselor		
Norma Martinez	Principal		
	Parent/Family		
	Parent/Family		
	Paraprofessional		
	Paraprofessional		

Data Tables