Campus Improvement Plan
2024 - 2025

SAISD

Tafolla College Prep / Tafolla Middle School

Choose One	Choose One	Choose One	Choose One	Choose One	Choose One	Choose One
Teacher Attendance	EOY Assessment Outcomes	Teacher PD	Staff Survey Results	Discontinue	Zero Progress (0%-20%)	Discontinue
Teacher Turnover	CCMR Assessments	Implementation of PD	Student Survey Results	Not Reviewed	Limited Progress (21%-50%)	Did not hit target - Roll Over
Teacher Experience	CCMR Certifications	Teacher Leadership	Parent Survey Results	No Progress (0% - 50%)	Some Progress (51%-70%)	Hit Target - Discontinue
Student Attendance	Grade Level Readiness	Teacher Feedback	Parent Engagement Attendance	Good Progress (51% - 75%)	Major Progress (71%-99%)	Hit Target - Roll Over & Build
Student Discipline	TELPAS	Communication	Teacher Support	Significant Progress (76% - 99%)	Met (100%)	
Student Drop Out Rates		TTESS Skew	Extracurricular Involvement	Met Target (100%)	Surpassed (100%+)	
Graduation Rates		CAC Involvement	Engagement Opportunities			
Programs Student Outcomes		Behavioral / SEAD Needs	Services Support			
Programs Enrollment		Tutoring				
Dual Language Enrollment		Technology Integration				
		Physical Fitness				
		Enrichment Opportunities				

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Vision, Mission, Core Values, and Core Beliefs

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.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process *(vertical text, left margin)*

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

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 May 3, 2024	The CAC convened to assess the 2023-2024 Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA). During the meeting, historical data was analyzed to pinpoint areas of strength and areas needing improvement, leading to the formulation of problem statements and identification of root causes. We delved into test scores encompassing MAP assessments, Benchmarks, Attendance records, Teacher requirements, and student demographics. Additionally, discussions centered on the forthcoming year's campus needs, prioritizing additions like an extra Instructional Coach and more teaching staff to avoid prolonged vacancies.
Meeting #2 May 20, 2024	

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

feedback from teachers, parents, and students. Identifying Trends and Patterns: By examining the data, the evaluation identified trends and patterns in student achievement, attendance, and behavior. This helped to pinpoint specific areas of strength and weakness within the school.

Assessing Impact of Interventions: The evaluation assessed the impact of specific interventions and strategies implemented during the previous year. This included analyzing the effectiveness of professional development programs, instructional materials, and student support services.

Stakeholder Feedback: Input from various stakeholders, including teachers, parents, and students, was gathered to provide a comprehensive view of the effectiveness of the initiatives and to identify any areas needing improvement.

Reviewing Goals and Objectives: The evaluation compared the outcomes against the goals and objectives set at the beginning of the year. This helped to determine whether the school met its targets and where adjustments were needed.

Informed Decision-Making: The insights gained from the evaluation informed decisions for the current year. This included:

Adjusting instructional strategies and curriculum alignment to address identified gaps.
Enhancing professional development programs to better support teacher growth and instructional effectiveness.
Implementing new interventions and support systems for students to improve academic and behavioral outcomes.
Allocating resources more effectively to areas of greatest need.
Continuous Improvement: The evaluation process emphasized a cycle of continuous improvement, where lessons learned from the previous year were used to refine and enhance the CIP for the current year, ensuring a

SAISD District and Campus Goals

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 - 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.

Demographics

At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate	X	Bilingual Service Records	X	Anecdotal data from programs	X
STAAR Domain 3 Data	X	GT Service Records	X	Classroom Observation Data	X	EOY Assessment Data	X
Special Education Service Records	X	PEIMS Standard Reports	X	CTE Enrollment		Anecdotal data from T-TESS	X
Student Attendance Records	X	Teacher Attendance Records	X	Other (Indicate to the Right)			

Student Learning

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

Processes and Programs

Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	X
Tutoring/Enrichment Opportunities	X	MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle	X	SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices	X	Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines	X	T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers		Calendar of Parent Engagement	X	Feedback to Teachers	X	Mission, Values, and Vision	X
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)

Area Examined		Problem Statements and Root Causes
Teacher Experience	PS DE-1	For several years, the campus has not had a full staff with experienced, high-quality instructors. Currently, a significant portion of the teaching staff comprises new educators, reflecting a concerning trend. Specifically, 35 percent of teachers have 1-5 years of experience, while 8% have 6-10 years of experience. This situation is compounded by the presence of 19 vacancies at the beginning of the year, with 10 vacancies still remaining as of December 2023.
	RC DE-1	**Teacher Recruitment Challenges**: The difficulty in attracting experienced educators to the campus may stem from various factors such as geographic location, competition with other schools, or inadequate incentives. -**Retention Issues**: Even if teachers are recruited, factors like limited professional development opportunities, unsupportive work environments, or insufficient compensation packages may contribute to high turnover rates. -**Impact on Experience Levels**: The high turnover and ongoing vacancies result in a significant portion of the teaching staff having limited experience (1-5 years). This can affect the overall quality of education delivery and the ability to mentor newer teachers effectively.-**Disruption to Continuity**: Constant turnover and new hires can disrupt the continuity of teaching and learning processes, leading to inconsistencies in classroom management, curriculum delivery, and student outcomes. **Teacher Perceptions**: Frequently teachers come in with a mindset of the type of student they will be working with and struggle to make a solid rapport with the students in our community.
Student Attendance	PS DE-2	Over the span of several years, the attendance rates at our school have experienced a consistent decline, remaining below the critical threshold of 90 percent. Currently we sit at 87%. This ongoing trend raises significant concerns about student engagement, learning outcomes, and the overall well-being of our school community.
	RC DE-2	**Lack of Engagement**: Students may feel disengaged from school due to factors such as irrelevant or uninteresting curriculum, a disconnect between classroom content and real-world relevance, or limited opportunities for active learning and student participation.- **School Climate**: A negative or unwelcoming school climate, characterized by bullying, harassment, or a lack of supportive relationships with peers and teachers, can contribute to students' reluctance to attend school.-**Ineffective Communication**: Poor communication between the school and families regarding the importance of attendance, available support services, and consequences for absenteeism can lead to a lack of awareness or understanding among students and parents.
Student Discipline	PS DE-3	The school is facing ongoing challenges with drugs, student discipline, characterized by an increase in disruptive behaviors, conflicts among students, and a lack of adherence to school rules and expectations. This has resulted in a negative impact on the overall learning environment, student engagement, and academic achievement, highlighting the need for effective strategies and interventions to address and improve student discipline outcomes.
	RC DE-3	- **Inconsistent Expectations**: If school rules and behavioral expectations are not clearly defined or consistently enforced, students may be unsure of what is expected of them. This ambiguity can lead to misunderstandings, conflicts, and a lack of accountability for behavior. - **Insufficient Support**: Students who struggle to meet behavioral expectations may not have adequate support systems in place to address underlying issues. This could include factors such as social-emotional support, counseling services, interventions for behavioral challenges, or strategies for conflict resolution. - **Cultural or Environmental Factors**: The school's culture, social dynamics among students, or external factors such as community influences may also contribute to challenges in student discipline. Cultural differences, peer pressure, or exposure to violence or trauma outside of school can impact behavior within the school environment. - **Lack of Engagement**: Students who are disengaged from the learning process or feel disconnected from the school community may be more likely to exhibit disruptive behaviors or disregard school rules. Addressing factors that impact student engagement can have a positive impact on overall discipline. - **Communication and Collaboration**: Ineffective communication between school administration, teachers, students, and parents can hinder efforts to address student discipline issues. collaborative approaches that involve all stakeholders in creating and reinforcing a positive school culture can lead to more effective discipline outcomes.
Programs Enrollment	PS DE-4	The school is experiencing challenges with program enrollment, evidenced by low participation rates across various academic and extracurricular programs. This lack of enrollment diversity and engagement hinders the school's ability to offer a comprehensive and inclusive educational experience, limiting students' access to enriching opportunities and impacting the overall school culture and community dynamics.
	RC DE-4	- **Limited Awareness**: If students, parents, and the school community are not adequately informed about the available programs, their benefits, and how to enroll or participate, it can result in low enrollment rates. This lack of awareness may stem from insufficient communication channels or ineffective promotional efforts. - **Perceived Relevance**: Students may be less inclined to enroll in programs if they do not perceive them as relevant to their interests, goals, or future aspirations. Aligning program offerings with student needs and interests can enhance enrollment diversity and engagement. - **Accessibility Barriers**: Factors such as scheduling conflicts, transportation issues, or financial constraints can act as barriers to program participation. Ensuring programs are accessible and accommodating to a diverse range of students can improve enrollment rates. - **Lack of Incentives**: If there are no incentives or rewards for participating in programs, students may not feel motivated to enroll. Providing incentives such as certificates, recognition, or tangible benefits can encourage greater participation. - **Limited Outreach**: The school may not be effectively reaching out to underrepresented or marginalized student groups, leading to disparities in enrollment diversity. Proactive outreach strategies targeted at diverse student populations can promote inclusivity and increase program participation.

Compre	**Strengths & Areas for Improvement Based on your Data Analysis**	***Strengths***: **Retention of Mid-Level Experienced Teachers**: The data shows that 8% of teachers have 6-10 years of experience. While still a relatively small percentage, it indicates that the school has been successful in retaining some mid-level experienced teachers, which can provide stability and mentorship to newer educators. **Active Efforts to Fill Vacancies**: Although there were 19 vacancies at the beginning of the year, the fact that 9 vacancies were filled by December 2023 reflects proactive efforts by the school administration to address staffing challenges and ensure continuity in educational delivery. **Awareness and Monitoring of Attendance**: The acknowledgment of declining attendance rates and the tracking of specific metrics (currently at 87%) indicate a data-informed approach to addressing attendance issues. This awareness can lead to targeted interventions and strategies to improve attendance and student engagement. **Recognition of Discipline Challenges**: The acknowledgment of ongoing challenges with student discipline, including disruptive behaviors and conflicts, demonstrates a proactive stance in identifying areas of improvement and the need for effective strategies and interventions to create a positive learning environment. **Identification of Program Enrollment Challenges**: Recognizing the challenges with program enrollment and its impact on the overall educational experience highlights a commitment to offering diverse and enriching opportunities for students. This awareness can drive efforts to improve marketing, accessibility, and relevance of programs to enhance student engagement and inclusivity. Overall, these strengths showcase a data-driven and proactive approach by the school administration in addressing complex issues and working towards continuous improvement in various aspects of the educational experience for students. ***Areas for Improvement based on Data Analysis:*** **Teacher Recruitment and Retention**: Enhance recruitment strategies to attract experienced educators, considering factors such as geographic location, competitive incentives, and professional development opportunities. Implement initiatives to improve teacher retention, including creating a supportive work environment, offering comprehensive professional development, and revising compensation packages. **Experience Levels and Continuity**: Develop mentorship programs to support new teachers and improve their effectiveness in the classroom. Address ongoing vacancies to ensure continuity in teaching and learning processes, reducing disruptions and inconsistencies in education delivery. **Student Engagement and Discipline**: Revise curriculum to increase relevance and real-world applicability, fostering student engagement and reducing disengagement. Implement proactive strategies to address socioeconomic barriers, improve school climate, and strengthen relationships between peers and staff to reduce disruptive behaviors and conflicts. **Communication and Collaboration**: Enhance communication channels between the school, students, parents, and the community to improve awareness of attendance importance, available support services, and consequences for absenteeism. Foster collaborative approaches involving all stakeholders to create a positive school culture and more effective discipline outcomes. **Program Enrollment**: Improve marketing and promotional efforts for programs to increase awareness and highlight their benefits and relevance to students. Address accessibility barriers by offering flexible scheduling, transportation options, and financial support to ensure programs are accessible to all students. Provide incentives and rewards for program participation to motivate students and increase enrollment rates. Implement targeted outreach strategies to reach underrepresented or marginalized student groups, promoting inclusivity and diversity in program participation.

Comprehensive Needs Assessment - Student Learning

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.		
Student Learning (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Grade Level Readiness	**PS SL-1**	The school is facing challenges with students not meeting grade-level readiness benchmarks, attributed to the inadequacy of high-quality instructional materials. This deficiency hinders students' access to rigorous and relevant learning resources, impacting their academic preparedness, achievement levels, and overall educational outcomes.
	RC SL-1	**Curriculum Misalignment**: The instructional materials provided may not align effectively with the curriculum standards and grade-level expectations, leading to gaps in content coverage and insufficient support for student learning. **Resource Allocation**: Limited funding or resources allocated to acquiring high-quality instructional materials can result in outdated or insufficient resources that do not meet the diverse needs of students or provide the necessary depth and rigor for grade-level readiness. **Access Disparities**: Inequities in access to high-quality instructional materials based on factors such as school location, socioeconomic status, or resource allocation policies can further exacerbate the deficiency and impact students' academic preparedness. **Teacher Training and Support**: Teachers may lack adequate training or support in effectively utilizing and integrating instructional materials into their teaching practices, reducing the materials' effectiveness in enhancing student learning and readiness. **Assessment and Feedback**: The lack of alignment between instructional materials and assessment tools may hinder accurate assessment of student progress and identification of areas needing improvement, impacting academic achievement and readiness.
EOY Assessment Outcomes	**PS SL-2**	The school is facing challenges with End of Year Assessment outcomes for students, characterized by suboptimal performance levels and a lack of alignment with grade-level expectations. This issue reflects potential gaps in curriculum delivery, instructional effectiveness, and student readiness, highlighting the need for targeted interventions and strategies to improve assessment outcomes and ensure academic success for all students.
	RC SL-2	**Curriculum Misalignment**: The curriculum may not be effectively aligned with grade-level expectations or state standards, resulting in gaps in content coverage and students not being adequately prepared for the assessments. **Instructional Effectiveness**: Ineffective teaching strategies or lack of differentiation in instruction may contribute to students not mastering essential skills and concepts necessary for success on End of Year Assessments. **Student Readiness**: Factors such as inconsistent attendance, lack of access to high-quality instructional materials, or socio-economic disparities may impact students' readiness for assessments, leading to suboptimal performance levels. **Data Analysis and Feedback**: Limited analysis of assessment data and feedback mechanisms to identify areas of weakness and provide targeted interventions may hinder efforts to improve assessment outcomes and academic success for all students.
Strengths & Areas for Improvement Based on your Data Analysis		*Strengths*: **Data-Informed Awareness**: The school demonstrates a data-informed approach by recognizing the challenges students face in meeting grade-level readiness benchmarks and End of Year Assessment outcomes. This awareness is crucial for identifying areas of improvement and developing targeted interventions. **Acknowledgment of Root Causes**: The school acknowledges root causes such as the inadequacy of high-quality instructional materials, gaps in curriculum delivery, instructional effectiveness, and student readiness. This acknowledgment is the first step towards addressing these issues effectively. **Commitment to Academic Success**: The recognition of the need for targeted interventions and strategies to improve assessment outcomes and ensure academic success for all students reflects the school's commitment to providing a high-quality education and supporting student achievement. **Potential for Improvement**: Despite facing challenges, the school's data analysis highlights areas with potential for improvement. By implementing targeted interventions and strategies, the school can work towards closing achievement gaps and enhancing educational outcomes for students. Overall, these strengths demonstrate the school's proactive stance in addressing academic challenges, utilizing data analysis to inform decision-making, and prioritizing student success and achievement. *Areas for Improvement*: **Curriculum Alignment**: Conduct a comprehensive review of instructional materials to ensure alignment with curriculum standards and grade-level expectations. Provide professional development opportunities for teachers to effectively align curriculum delivery with assessment objectives. **Resource Allocation**: Advocate for increased funding and resources to acquire high-quality instructional materials that meet the diverse needs of students and provide depth and rigor for grade-level readiness. Implement equitable resource allocation policies to address access disparities based on school location, socioeconomic status, and student needs. **Teacher Training and Support**: Offer ongoing training and support for teachers in utilizing and integrating instructional materials effectively into their teaching practices. Provide resources and strategies for differentiation to address diverse student needs and enhance instructional effectiveness. **Student Readiness**: Implement interventions to address factors impacting student readiness, such as inconsistent attendance, socio-economic disparities, and access to high-quality instructional materials. Provide support services and resources to improve student engagement and academic preparedness for assessments. **Assessment Preparation**: Develop and implement strategies for assessment preparation, including test-taking skills, familiarity with assessment formats, and practice opportunities. Provide feedback mechanisms and data analysis tools to identify areas of weakness, track student progress, and inform targeted interventions for improvement. **Data Analysis and Feedback**: Establish protocols for regular analysis of assessment data and feedback mechanisms to identify trends, areas of improvement, and inform targeted interventions. Provide training for educators on data analysis techniques and strategies for using assessment data to drive instructional decision-making and improve academic outcomes for all students

Processes & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Teacher PD	PS PP-1	The school is experiencing challenges with Teacher Professional Development, characterized by limited opportunities for growth, insufficient support for instructional improvement, and a lack of alignment with evolving educational needs. This issue impacts teacher effectiveness, student learning outcomes, and overall school performance, highlighting the urgent need for comprehensive and tailored professional development programs to enhance teacher skills, pedagogy, and instructional strategies.
	RC PP-1	The challenges with Teacher Professional Development stem from several factors, including inadequate resources allocated for professional growth, limited access to relevant and tailored training programs, and a disconnect between professional development initiatives and the evolving educational landscape. Insufficient funding and support hinder the implementation of effective professional development strategies, leading to stagnant teacher skills and outdated instructional practices that do not align with the dynamic needs of students and the educational environment
Implementation of PD	PS PP-2	The implementation of professional development on campus faces challenges, including inconsistent delivery methods, limited engagement from staff, and a lack of alignment with identified needs. These issues hinder the effectiveness of professional development initiatives, impede teacher growth and instructional improvement, and contribute to a stagnant professional learning culture. Addressing these challenges is essential to ensure meaningful and impactful professional development experiences that support teacher development and enhance student learning outcomes.
	RC PP-2	The challenges in implementing professional development on campus can be attributed to several factors, including **Inconsistent Delivery Methods**: The use of varied or disjointed delivery methods for professional development sessions leads to a lack of coherence and continuity in learning experiences, hindering the effectiveness of the initiatives. **Limited Staff Engagement**: The absence of active engagement and participation from staff members in professional development activities reflects a disconnect between the content offered and the perceived relevance or value to educators, resulting in reduced impact on teacher growth and instructional improvement. **Lack of Alignment with Identified Needs**: Professional development programs that do not align closely with the identified needs and priorities of teachers and the school community fail to address specific areas requiring improvement, contributing to a stagnant professional learning culture and minimal impact on student learning outcomes. Addressing these root causes is critical to enhancing the effectiveness of professional development initiatives, fostering a culture of continuous learning and growth among staff, and ultimately improving student learning outcomes through targeted and meaningful professional development experiences.
CAC Involvement	PS PP-3	The lack of a consistent Campus Advisory Committee on campus is hindering the creation of a Campus Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP). This absence of a structured advisory committee results in limited collaboration, input, and diverse perspectives from stakeholders, impacting the quality and effectiveness of the CNA and CIP. Addressing this issue is crucial to ensure a comprehensive and inclusive planning process that meets the diverse needs of the school community and facilitates continuous improvement in educational outcomes. The committee members are not consistent and need to be more involved.
CAC Involvement	RC PP-3	The lack of a consistent Campus Advisory Committee is primarily due to: **Inconsistent Membership**: The committee lacks stable and consistent membership, leading to a revolving door of participants and a lack of continuity in the planning and decision-making process. **Limited Involvement**: Some committee members may not actively participate or engage in the planning process, resulting in limited collaboration, input, and diverse perspectives from stakeholders. **Lack of Structure and Accountability**: The absence of a structured framework for the committee's roles, responsibilities, and meeting schedules contributes to disorganization and a lack of accountability among members, hindering the effectiveness of the CNA and CIP development process. Addressing these root causes requires establishing clear guidelines and expectations for committee membership, fostering active involvement and engagement from members, and implementing structured processes and accountability measures to ensure a cohesive and inclusive planning process for the CNA and CIP
Tutoring	PS PP-4	The lack of tutoring on campus is significantly hindering student enhancements and academic growth. Without access to tutoring support, students facing academic challenges are deprived of personalized assistance, targeted interventions, and supplemental learning opportunities. This deficiency contributes to increased academic struggles, reduced confidence, and limited opportunities for academic success, ultimately impacting student outcomes and hindering overall student development and achievement. Addressing this issue is imperative to provide equitable learning support and promote student success and excellence.
	RC PP-4	The lack of tutoring on campus can be attributed to several factors: **Resource Constraints**: Limited budget or funding allocated to academic support services may result in the inability to hire qualified tutors or provide sufficient tutoring hours to meet student needs. **Staffing Challenges**: Difficulty in recruiting and retaining qualified tutors or academic support staff due to limited resources, competition with other institutions, or high turnover rates can contribute to the lack of tutoring availability. **Prioritization of Resources**: Other competing priorities or initiatives may take precedence over investing in tutoring services, leading to a deprioritization of academic support programs on campus. **Awareness and Accessibility**: Students may not be fully aware of available tutoring services or face barriers in accessing them, such as scheduling conflicts, transportation issues, or limited outreach efforts to promote tutoring opportunities. Addressing these root causes requires addressing resource constraints by advocating for increased funding or reallocating existing resources to prioritize tutoring services. It also involves addressing staffing challenges through targeted recruitment and retention strategies for qualified tutors. Improving awareness and accessibility of tutoring services through effective communication, outreach efforts, and addressing barriers to access is crucial to ensure equitable learning support and promote student success and excellence.

ment - Processes & Programs (vertical left label)

Comprehensive Needs Assessment	Behavioral / SEAD Needs	PS PP-5	The high needs campus is facing significant challenges related to Behavioral and Social-Emotional Academic Development (SEAD) needs among students. These challenges manifest in various forms, including disruptive behaviors, emotional regulation difficulties, social skills deficits, and academic disengagement. The lack of adequate support and resources for addressing Behavioral and SEAD needs hinders students' overall well-being, academic success, and positive school experiences. Addressing these challenges is critical to creating a safe, supportive, and conducive learning environment that fosters students' social-emotional growth, behavioral development, and academic achievement
		RC PP-5	The challenges related to Behavioral and Social-Emotional Academic Development (SEAD) needs among students on the high needs campus can be attributed to several root causes: **Limited Staff Training and Capacity**: Insufficient training and professional development opportunities for educators and support staff in addressing behavioral and SEAD needs may result in a lack of effective strategies, interventions, and support systems for students. **Inadequate Resources**: The high needs campus may face resource constraints, such as limited funding, staffing shortages, or a lack of specialized programs and services, leading to challenges in providing comprehensive support for students' behavioral and SEAD needs. **Lack of Collaboration and Coordination**: Fragmented approaches to addressing behavioral and SEAD needs due to a lack of collaboration, coordination, and communication among stakeholders, including educators, administrators, counselors, and community partners, can result in gaps in support and inconsistent interventions. **Socioeconomic and Environmental Factors**: Students' behavioral and SEAD needs may be exacerbated by external factors such as poverty, trauma, family dynamics, or community challenges, which can impact their overall well-being and academic success. **Limited Awareness and Understanding**: A lack of awareness, understanding, and destigmatization of behavioral and SEAD needs among the school community, including students, parents, and staff, may contribute to challenges in identifying and addressing these needs effectively. Addressing these root causes requires comprehensive strategies, including enhancing staff training and capacity-building, securing adequate resources and support services, fostering collaboration and coordination among stakeholders, addressing socioeconomic and environmental factors impacting students, and promoting awareness and understanding of behavioral and SEAD needs within the school community.
	Strengths & Areas for Improvement Based on your Data Analysis		**Strengths:** **Teacher Professional Development** Awareness of Challenges: The school demonstrates awareness of the challenges related to professional development, including limited opportunities for growth, insufficient support, and alignment issues with evolving educational needs. **Commitment to Improvement**: Recognizing the impact on teacher effectiveness, student outcomes, and overall school performance, there is a clear commitment to enhancing professional development programs to support teacher development and enhance student learning outcomes. **Implementation of Professional Development**: Data-Informed Awareness: The school utilizes data analysis to identify challenges in the implementation of professional development, such as inconsistent delivery methods, limited staff engagement, and alignment issues with identified needs. **Recognition of Impact**: Acknowledging how these challenges hinder the effectiveness of professional development initiatives and impede teacher growth and instructional improvement demonstrates a readiness to address these issues for improved outcomes. Campus Advisory Committee: **Focus on Collaboration**: The recognition of the hindrance caused by the lack of a consistent Campus Advisory Committee highlights an emphasis on collaboration, input, and diverse perspectives from stakeholders for comprehensive planning processes. **Importance of Involvement:** Identifying the need for committee members to be more consistent and involved reflects an understanding of the importance of active participation and engagement in the planning and decision-making process. **Tutoring Support**: Student-Centered Approach: The acknowledgment of the significant impact of the lack of tutoring on student enhancements and academic growth indicates a student-centered approach to addressing academic challenges and promoting student success. **Equity and Excellence**: Recognizing the importance of providing equitable learning support and promoting student success and excellence reflects a commitment to addressing disparities and ensuring all students have access to necessary resources for academic achievement. **Behavioral and SEAD Needs**: Student Well-Being Focus: The identification of challenges related to Behavioral and Social-Emotional Academic Development (SEAD) needs reflects a focus on student well-being, academic success, and positive school experiences. **Safe and Supportive Environment**: Acknowledging the impact of inadequate support and resources on students' overall well-being emphasizes the importance of creating a safe, supportive, and conducive learning environment for social-emotional growth, behavioral development, and academic achievement. **Areas for Improvement**: Here are the areas for improvement based on the data analysis provided: **Teacher Professional Development**: Increase Funding and Resources: Advocate for increased funding and resources allocated specifically for professional development, including access to relevant and tailored training programs that align with evolving educational needs. **Improve Engagement and Relevance**: Enhance staff engagement and participation by ensuring that professional development initiatives are perceived as relevant and valuable to educators, addressing identified needs, and providing opportunities for active learning and application of new strategies. **Foster Alignment with School Goals**: Align professional development programs closely with the identified needs and priorities of teachers and the school community, ensuring they contribute effectively to teacher growth, instructional improvement, and student learning outcomes. Campus Advisory Committee: Establish Clear Guidelines: Develop clear guidelines, expectations, and roles/responsibilities for committee membership, fostering stability, continuity, and accountability in the planning and decision-making process. Promote Active Involvement: Foster active involvement and engagement from committee members by creating opportunities for collaboration, input, and diverse perspectives, ensuring a cohesive and inclusive planning process for the Campus Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP). **Implement Structured Processes**: Implement structured processes, including regular meetings, defined meeting agendas, and accountability measures, to enhance organization, communication, and effectiveness in the development of the CNA and CIP. **Tutoring Support**: Advocate for Increased Funding: Advocate for increased budget allocation or reallocation of existing resources to prioritize tutoring services, ensuring sufficient resources for hiring qualified tutors and providing adequate tutoring hours to meet student needs. **Address Staffing Challenges**: Implement targeted recruitment and retention strategies for qualified tutors and academic support staff, addressing challenges such as competition with other institutions, high turnover rates, and limited resources. **Improve Awareness and Accessibility**: Enhance awareness and accessibility of tutoring services through effective communication, outreach efforts, and addressing barriers to access such as scheduling conflicts, transportation issues, or limited outreach efforts. **Behavioral and SEAD Needs**: Enhance Staff Training: Provide comprehensive training and professional development opportunities for educators and support staff to address behavioral and SEAD needs effectively, ensuring the development of strategies, interventions, and support systems that meet student needs. **Secure Adequate Resources**: Advocate for sufficient resources, including funding, staffing, and specialized programs/services, to provide comprehensive support for students' behavioral and SEAD needs. **Foster Collaboration and Communication**: Foster collaboration, coordination, and communication among stakeholders, including educators, administrators, counselors, and community partners, to ensure cohesive and consistent interventions and support for students. **Address Awareness and Understanding**: Promote awareness, understanding, and destigmatization of behavioral and SEAD needs within the school community, including students, parents, and staff, through education, training, and destigmatization efforts.

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**
Parent Survey Results	**PS PE-1**	The lack of parent survey participation hinders the school's ability to gather valuable feedback, limiting its capacity to tailor programs and initiatives to meet parents' diverse needs. This challenge impacts parental involvement and collaboration, which are crucial for supporting student success and school improvement. Addressing this issue is essential to fostering inclusive and responsive parent-school partnerships.
	RC PE-1	The low parent survey participation can be attributed to communication challenges, a lack of understanding of the survey's importance, limited engagement strategies, and accessibility barriers such as language or technology. Additionally, a lack of trust or strong relationships with the school may contribute to parents' reluctance to participate. Addressing these issues requires improving communication, emphasizing the value of feedback, enhancing engagement strategies, and fostering trust to encourage greater participation and stronger parent-school partnerships.
Parent Engagement Attendance	**PS PE-2**	The lack of parent involvement negatively impacts the campus and students, hindering academic success, social-emotional development, and school-community engagement. Attendance for school meetings or parent conferences ranges from 2% - 5% of the student population. Without active parental engagement, collaboration and communication between home and school are reduced, limiting support for student's academic progress and overall development. Addressing this issue is essential to building strong parent-school partnerships that enhance student outcomes and school success.
	RC PE-2	The lack of parent involvement can be attributed to communication barriers, limited resources, time constraints, and cultural or socioeconomic challenges that hinder engagement. Parents may also perceive their involvement as unimportant or lack the flexibility to participate in school activities. Addressing these issues requires improving communication, providing support and flexible opportunities, and addressing cultural and socioeconomic barriers to foster inclusive parent-school partnerships.
Student Survey Results	**PS PE-3**	The lack of student participation in surveys hinders the school's ability to assess and address student needs, limiting valuable insights into their experiences and concerns. This results in missed opportunities for targeted interventions and support, weakening efforts to enhance campus culture and student well-being. Addressing this issue is crucial to fostering a culture of student voice, empowerment, and collaboration that positively impacts the school environment.
	RC PE-3	The lack of student survey participation can be attributed to limited awareness, perceived lack of value, communication challenges, complex survey design, and the absence of incentives. These factors reduce student motivation to engage and provide feedback. Addressing these issues requires improving communication, simplifying survey design, offering incentives, and fostering a culture that values student input to enhance campus climate and culture.
Services Support	**PS PE-4**	The campus in a low socioeconomic area struggles to provide essential support services due to inadequate resources and funding, which limits counseling, mental health, academic intervention, and family outreach programs. This lack of support exacerbates academic struggles and social-emotional challenges, leading to increased stress and disparities for students and families. Addressing these issues is vital for fostering an equitable learning environment that promotes student success and personal growth.

(Left vertical label: Comprehensive Needs Assessment - Perceptions)

Compre	RC PE-4	The challenges in providing support services at the campus stem from systemic factors, including limited funding, lack of community engagement, and policy prioritization that overlooks essential services. These issues, coupled with structural inequities in the education system, hinder the school's ability to offer comprehensive support to students and families in low socioeconomic areas. Addressing these root causes requires a multifaceted approach focused on equitable resource allocation, community partnerships, and increased advocacy for the unique needs of these communities.
	Strengths & Areas for Improvement Based on your Data Analysis	Strengths identified include parental awareness, existing partnerships, and positive school-parent relationships, providing a strong foundation for increased engagement. The school has also built community support networks and a commitment to equity, which can be leveraged to enhance student success. Areas for improvement involve enhancing communication strategies, incentivizing survey participation, increasing accessibility, and offering flexible, culturally responsive options to strengthen parent-school partnerships.

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By the end of the year,	Reduce teacher turnover rate by 20% compared to the previous year. Specific: Focus on addressing retention issues such as professional development opportunities, work environment improvements, and enhanced compensation packages. Measurable: Track turnover rates quarterly and compare to baseline data from the previous year. Achievable: Implement targeted strategies to improve teacher satisfaction and retention based on feedback and data analysis. Relevant: Addresses the challenge of high turnover rates impacting experience levels and continuity in teaching. Time-bound: Evaluate progress quarterly and aim to achieve the 20% reduction by the end of the academic year.	Administration	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of our teachers will be strategically placed based on student need and teacher strengths.		
			By the end of the second quarter, 100% of our grade-level and content area teams will have strong, supported teacher leaders trained in adult learning facilitation and team dynamics		
			By the end of the third quarter, Reduce turnover rates by 10% and improve continuity in teaching and learning processes.		
			By the end of the fourth quarter, Increase the number of experienced educators recruited and retained by 20%.		
DE-2		By the end of the year,	Increase overall student engagement by 15% compared to the previous year. Specific: Target areas such as curriculum relevance, active learning opportunities, school climate improvement, and effective communication with families. Measurable: Use student engagement surveys, attendance rates, and feedback mechanisms to assess progress quarterly. Achievable: Implement strategies such as curriculum enhancements, student involvement in decision-making, positive behavior reinforcement, and improved communication channels. Relevant: Addresses key factors impacting student engagement, including curriculum relevance, school climate, and communication. Time-bound: Monitor progress quarterly and aim to achieve the 15% increase by the end of the academic year. This goal focuses on improving student engagement by addressing various challenges that contribute to disengagement, leading to a more positive and supportive learning environment for students.	Administration and Attendance Team	
	PS #	Quarterly KPIs	By the end of the first quarter, Increase parent and student awareness of attendance policies, support services, and consequences by 30% based on pre- and post-implementation surveys by the end of Q1		
			By the end of the second quarter, Increase student satisfaction and interest levels in classroom content by 20% based on post-implementation surveys.		
			By the end of the third quarter, Increase student attendance rates by 15% and reduce absenteeism due to socioeconomic factors by 25% by the end of Q3		
			By the end of the fourth quarter, Reduce disciplinary incidents by 20%, improve student-teacher relationships by 15%, and receive positive feedback on school climate improvements from 75% of surveyed students by the end of Q4.		
DE-3		By the end of the year,	Improve overall school discipline and behavior management by reducing disciplinary incidents by 20% compared to the previous year. Specific: Focus on addressing inconsistent expectations, providing sufficient support systems, addressing cultural/environmental factors, enhancing student engagement, and improving communication and collaboration. Measurable: Track disciplinary incidents and behavior referrals monthly to monitor progress and identify areas for improvement. Achievable: Implement strategies such as clarifying and consistently enforcing behavioral expectations, providing targeted support services, promoting cultural understanding and sensitivity, implementing engagement initiatives, and enhancing communication channels. Relevant: Addresses key factors contributing to disciplinary challenges and aims to create a positive and inclusive school culture. Time-bound: Aim to achieve a 20% reduction in disciplinary incidents by the end of the academic year through ongoing monitoring and adjustments to strategies as needed.	Administration, Instructional Coaches	
	PS #	Quarterly KPIs	By the end of the first quarter, Increase student participation in extracurriculars by 25%, improve student feedback on school connectedness by 20%, and decrease disciplinary incidents related to disengagement by 15% by the end of Q1.		
			By the end of the second quarter, : Increase staff knowledge and implementation of CSTP strategies by 30% based on pre- and post-training assessments.		
			By the end of the third quarter, Decrease incidents of behavioral misunderstandings and conflicts by 25% based on disciplinary data reports.		
			By the end of the fourth quarter, Increase utilization of support services by 20%, decrease repeat behavioral infractions by 15%, and improve student feedback on support effectiveness by the end of Q4		

DE-4		By the end of the year,	Increase program enrollment and participation rates across diverse student groups by 30% compared to the previous year, focusing on addressing limited awareness, perceived relevance, accessibility barriers, lack of incentives, and limited outreach. Specific: Target specific programs and initiatives to increase awareness, relevance, accessibility, incentives, and outreach strategies. Measurable: Track program enrollment rates quarterly and compare them to previous years to assess progress and effectiveness of implemented strategies. Achievable: Implement targeted communication campaigns, align program offerings with student interests and needs, address accessibility barriers, provide incentives for participation, and conduct proactive outreach to underrepresented groups. Relevant: Enhances student engagement, promotes inclusivity, and increases participation in beneficial programs that support student success and holistic development. Time-bound: Aim to achieve a 30% increase in program enrollment and participation rates by the end of the academic year through ongoing monitoring, evaluation, and adjustments to strategies as needed.	Teachers, administration, coaches, instructional coaches	
	PS #	**Quarterly KPIs**	By the end of the first quarter, Increase awareness metrics, such as website visits, program inquiries, and information session attendance, by 20% within the quarter.		
			By the end of the second quarter, Increase program accessibility by implementing flexible scheduling options or providing transportation support, resulting in a 25% decrease in reported barriers.		
			By the end of the third quarter, Increase enrollment in programs aligned with student interests by 15% within the quarter.		
			By the end of the fourth quarter, Increase program enrollment by 10% through the introduction of incentives and rewards.		

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)
The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	PS #	By the end of the year,	Our goal is to achieve a curriculum that is fully aligned with standards and grade-level expectations, supported by high-quality instructional materials, equitable access, enhanced teacher training, and effective assessment practices. This comprehensive approach aims to ensure that all students receive a rigorous and well-rounded education that prepares them for success at their grade level and beyond		
		Quarterly KPIs	By the end of the first quarter, Implement targeted interventions and strategies, including the acquisition of high-quality instructional materials, professional development for teachers on effective curriculum delivery, and alignment of instructional practices with grade-level standards.		
			By the end of the second quarter, Enhance students' access to rigorous and relevant learning resources, improve instructional effectiveness, and ensure that curriculum delivery meets the diverse needs of students, leading to improved academic outcomes		
			By the end of the third quarter, Achieve the 15% increase in students meeting grade-level readiness benchmarks by the end of the academic year, with progress monitored quarterly through formative assessments and progress reports.		
			By the end of the fourth quarter, Increase the percentage of students meeting grade-level readiness benchmarks by 15% by the end of the academic year, as measured by standardized assessments and grade-level proficiency indicators		
SL-2	PS #	By the end of the school year, implement targeted interventions and strategies to improve End of Year Assessment outcomes by 10% across all grade levels, ensuring alignment with grade-level expectations and promoting academic success for all students.			
		Quarterly KPIs	By the end of the first quarter, Complete alignment of 50% of curriculum materials with grade-level expectations by the end of Quarter 1.		
			By the end of the second quarter, Observe and document the implementation of differentiated instruction in 75% of classrooms by the end of Quarter 2		
			By the end of the third quarter, Improve student attendance rates by 10%, provide access to high-quality instructional materials for all students, and implement targeted interventions for socio-economic disparities. Achievable: Collaborate with stakeholders to implement attendance improvement initiatives and ensure equitable access to resources		
			By the end of the fourth quarter, Increase student performance on End of Year Assessments by 10% compared to the previous year's results.		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the school year, implement comprehensive professional development programs that provide meaningful opportunities for growth, support instructional improvement, and align with evolving educational needs. Measure the impact of these programs on teacher effectiveness, student learning outcomes, and overall school performance, aiming for a noticeable improvement in all areas compared to the previous year using pre/post survey or assessment data. **PP-1 & PP-2**	--conduct a teacher needs assessment survey and develop customized training plans --utilize contracted servics to provide PD for teachers and campus leaders --utilize district and campus experts to provide PD for teacher and campus leaders --provide opporunties for teachers to attend professional development through conferences and ESC 20	Admin	SCE & Title I -$20,000
	PS #	**Quarterly KPIs**	By the end of the first quarter,Acquire funding or resources equivalent to 50% of the total needed for comprehensive professional development programs by the end of Quarter 1.		
			By the end of the second quarter, Conduct needs assessments for all teachers and develop customized training plans for at least 75% of staff by the end of Quarter 2.		
			By the end of the third quarter, Foster collaboration between professional development teams and curriculum specialists at least 50% to ensure alignment with evolving educational needs.		
			By the end of the fourth quarter, Conduct 3-4 surveys or assessments to measure improvements in teacher skills and instructional practices compared to the baseline data at the beginning of the year.		
PP-2		By the end of the school year, establish a cohesive and effective professional development program that utilizes consistent delivery methods, fosters high staff engagement, and aligns with identified needs. Measure the impact of these initiatives on teacher growth, instructional improvement, and professional learning culture, aiming for a noticeable shift towards a more dynamic and impactful professional development experience that directly supports teacher development and enhances student learning outcomes.			
	PS #	**Quarterly KPIs**	By the end of the first quarter, Conduct surveys or feedback sessions to assess staff satisfaction with current delivery methods and identify at least three areas for enhancement by the end of Quarter 1.		
			By the end of the second quarter, Implement strategies such as interactive workshops, peer collaboration sessions, or gamified learning experiences to increase staff participation by 25% compared to the previous quarter by the end of Quarter 2.		
			By the end of the third quarter, Foster collaboration between professional development teams and curriculum specialists at least 50% to ensure alignment with evolving educational needs.		
			By the end of the fourth quarter, Conduct post-training surveys or assessments to measure improvements in teacher practices and instructional effectiveness compared to baseline data at the beginning of the year.		
PP-3		By the end of the year,	By the end of the school year, establish a consistent and actively engaged Campus Advisory Committee that actively contributes to the creation of a Campus Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP). Ensure that committee members represent diverse perspectives and collaborate effectively to address the school's diverse needs. Measure the impact of the committee's input on the quality and effectiveness of the CNA and CIP, aiming for a comprehensive and inclusive planning process that fosters continuous improvement in educational outcomes.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, Conduct surveys or feedback sessions to assess staff satisfaction with current delivery methods and identify at least three areas for enhancement by the end of Quarter 1.		
			By the end of the second quarter, Implement strategies such as regular communication, training sessions, and recognition programs to increase member engagement and participation by 50% compared to the previous quarter by the end of Quarter 2.		
			By the end of the third quarter, Create a committee handbook or guidebook outlining meeting protocols, decision-making processes, and accountability measures by the end of Quarter 3.		
			By the end of the fourth quarter, Conduct surveys or feedback sessions with stakeholders to assess the effectiveness of the committee's contributions to the CNA and CIP by the end of Quarter 4.		

PP-4		By the end of the year,	By the end of the school year, establish a comprehensive and accessible tutoring program on campus to provide personalized assistance, targeted interventions, and supplemental learning opportunities for students facing academic challenges. Measure the impact of the tutoring program on student enhancements, academic growth, confidence levels, and opportunities for academic success. Aim for improved student outcomes, enhanced student development, and increased achievement across all grade levels, ensuring equitable learning support and promoting a culture of excellence and success among students.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, Utilize and allocate resources equivalent to a 20% increase in the tutoring budget by the end of Quarter 1.		
			By the end of the second quarter, Increase the number of qualified tutors hired or retained by 25% compared to the previous quarter by the end of Quarter 2.		
			By the end of the third quarter, Ensure that tutoring services are included as a priority in the campus budget and strategic planning documents by the end of Quarter 3.		
			By the end of the fourth quarter, Increase student participation in tutoring sessions by 30% compared to the previous quarter by the end of Quarter 4.		

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-5		By the end of the year,	By the end of the school year, By the end of the school year, implement a comprehensive and evidence-based approach to addressing Behavioral and Social-Emotional Academic Development (SEAD) needs among students at the high-needs campus. This approach should include tailored interventions, increased support services, and the allocation of resources to promote students' overall well-being, academic success, and positive school experiences. Measure the impact of these initiatives on students' social-emotional growth, behavioral development, and academic achievement, aiming for significant improvements in all areas and creating a safe, supportive, and conducive learning environment for all students.	Admin	
	PS #	Quarterly KPIs	By the end of the first quarter,Conduct at least three training sessions or workshops focusing on evidence-based strategies and interventions for behavioral and SEAD needs by the end of Quarter 1, with 80% participation from staff.		
			By the end of the second quarter, utilize funding or resources equivalent to a 15% increase in the budget for support services, such as counseling, therapy, and specialized programs, by the end of Quarter 2.		
			By the end of the third quarter,Establish regular meetings or forums for stakeholders, including educators, administrators, counselors, and community partners, with at least four collaborative sessions held by the end of Quarter 3		
			By the end of the fourth quarter, Implement awareness campaigns, workshops, or events targeting students, parents, and staff, with at least three activities conducted by the end of Quarter 4 and positive feedback from participants indicating increased awareness and understanding.		

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 2024 -202 ,aim to achieve a minimum of 60% participation rate in all PTA Sign up with teachers and staff . Strengthen parent-school partnership by collaborating to improve a positive impact on student success and contribute to school excellence.	Campus will have %60 faculty and staff participation. Meet and greet for new parents to boost PTA sign up. Parents will use sign in sheet for campus to monitor percentage rate. Campus will update parents on the PTA progress and share eveidence of member percentages.	Admin	061: $2,400 066: $1,400
		Quarterly KPIs	By the end of the first quarter, check on member sign up rate and showing at least an 80% by Teachers and Staff.		
PE-2		By the end of the school year 2024-2025 Increase parent engagement in school activities, communication, and collaboration to positively impact academic success, social-emotional development, and overall school community engagement. Aim to achieve a minimum of 10% increase in parent participation in school events such as Parent Meetings, Parent workshops, Science Nights, Math nights etc.	By the end of the school year, increase parent involvement and engagement in school activities, communication, and collaboration to positively impact academic success, social-emotional development, and overall school community engagement. Aim to achieve a minimum of 10% increase in parent participation in school events, meetings, and communication channels compared to the previous year. Enhance opportunities for collaboration, communication, and support between the school and home environment, fostering a culture of inclusive and supportive parent-school partnerships that positively impact student success, well-being, and the overall school environment.	Face Specialist	061: $2,400 066: $1,400
		Quarterly KPIs	By the end of the first quarter, check the frequency of updates by sharing sign-in sheets and parent evaluation sheets to compare to the previous quarter by the end of Quarter 1 and showing a % 50 increase in parent participation.		
PE-3		By the end of the year2024-2025, Parent participation for PTA will increase by %50	By the end of the school year, increase parent participation and completion rates with PTA to enhance the assessment of student success. Aim to achieve a minimum of 50% participation with PTA . Use the insights and feedback gathered from parent evaluations to identify areas for improvement, to promote and implement targeted support services that enhance student well-being, engagement, and overall campus culture. PTAs are focused on building membership and leadership comprised of individuals from different backgrounds and experiences.	Admin	061- $2400 / 066-$1400

Plan for Improvement – Perceptions

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	
☑ At-Risk Support	Physical Locations of the Plan	Main Office
☑ CCMR - Secondary	Languages Available	English & Spanish (other languages upon request)
☑ Dropout Prevention (Secondary)	URL to Online Version	https://schools.saisd.net/upload/template/0245/docs/PolicyEnglish2024-2025.pdf
☑ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☑ MTSS – Behavioral Interventions	Physical Locations of the Policy	Main Office
☑ Parent & Family Engagement	Languages Available	English & Spanish (other languages upon request)
☑ Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0245/docs/PolicyEnglish2024-2025.pdf
☑ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☑ Quality of Learning Environment	Physical Locations of the Compact	Main Office
☑ Recruiting/Retaining Teachers	Languages Available	English & Spanish (other languages upon request)
☑ Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0245/docs/PolicyEnglish2024-2025.pdf
☑ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

How and When was the PFE Policy & School-Parent Compact Distributed

Federally Required Strategies	Method	Date	Method	Date
☑ Students Not On Grade Level				
☑ Support for Special Populations				
☐ Transition PK to K				
☑ Violence Prevention/Intervention				

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, 100% of our teachers will be strategically placed based on student need and teacher strengths.	Met Target (100%)	
DE-2	By the end of the first quarter, Increase parent and student awareness of attendance policies, support services, and consequences by 30% based on pre- and post-implementation surveys by the end of Q1	Choose One	
DE-3	By the end of the first quarter, Increase student participation in extracurriculars by 25%, improve student feedback on school connectedness by 20%, and decrease disciplinary incidents related to disengagement by 15% by the end of Q1.	Choose One	
DE-4	By the end of the first quarter, Increase awareness metrics, such as website visits, program inquiries, and information session attendance, by 20% within the quarter.	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, Implement targeted interventions and strategies, including the acquisition of high-quality instructional materials, professional	Choose One	
SL-2	By the end of the first quarter, Complete alignment of 50% of curriculum materials with grade-level expectations by the end of Quarter 1	Choose One	
SL-3	#REF!	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter,Acquire funding or resources equivalent to 50% of the total needed for comprehensive professional development programs by the	Choose One	
PP-2	By the end of the first quarter, Conduct surveys or feedback sessions to assess staff satisfaction with current delivery methods and identify at least three areas for	Choose One	
PP-3	By the end of the first quarter, Conduct surveys or feedback sessions to assess staff satisfaction with current delivery methods and identify at least three areas for	Choose One	
PP-4	By the end of the first quarter, Utilize and allocate resources equivalent to a 20% increase in the tutoring budget by the end of Quarter 1	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, check on member sign up rate and showing at least an 80% by Teachers and Staff	Choose One	
PE-2	By the end of the first quarter, check the frequency of updates by sharing sign-in sheets and parent evaluation sheets to compare to the previous quarter by the end	Choose One	
PE-3	#REF!	Choose One	
PE-4	#REF!	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, 100% of our grade-level and content area teams will have strong, supported teacher leaders trained in adult learning facilitation and	Choose One	
DE-2	By the end of the second quarter, Increase student satisfaction and interest levels in classroom content by 20% based on post-implementation surveys	Choose One	
DE-3	By the end of the second quarter, : Increase staff knowledge and implementation of CSTP strategies by 30% based on pre- and post-training assessments	Choose One	
DE-4	By the end of the second quarter, Increase program accessibility by implementing flexible scheduling options or providing transportation support, resulting in a 25%	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, Enhance students' access to rigorous and relevant learning resources, improve instructional effectiveness, and ensure that	Choose One	
SL-2	By the end of the second quarter, Observe and document the implementation of differentiated instruction in 75% of classrooms by the end of Quarter 2	Choose One	
SL-3	#REF!	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, Conduct needs assessments for all teachers and develop customized training plans for at least 75% of staff by the end of Quarter 2	Choose One	
PP-2	By the end of the second quarter, Implement strategies such as interactive workshops, peer collaboration sessions, or gamified learning experiences to	Choose One	
PP-3	By the end of the second quarter, Implement strategies such as regular communication, training sessions, and recognition programs to increase member	Choose One	
PP-4	By the end of the second quarter, Increase the number of qualified tutors hired or retained by 25% compared to the previous quarter by the end of Quarter 2	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	#REF!	Choose One	
PE-2	#REF!	Choose One	
PE-3	#REF!	Choose One	
PE-4	#REF!	Choose One	

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

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, Reduce turnover rates by 10% and improve continuity in teaching and learning processes	Choose One	
DE-2	By the end of the third quarter, Increase student attendance rates by 15% and reduce absenteeism due to socioeconomic factors by 25% by the end of Q3	Choose One	
DE-3	By the end of the third quarter, Decrease incidents of behavioral misunderstandings and conflicts by 25% based on disciplinary data reports	Choose One	
DE-4	By the end of the third quarter, Increase enrollment in programs aligned with student interests by 15% within the quarter	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, Achieve the 15% increase in students meeting grade-level readiness benchmarks by the end of the academic year, with progress	Choose One	
SL-2	By the end of the third quarter, Improve student attendance rates by 10%, provide access to high-quality instructional materials for all students, and implement	Choose One	
SL-3	#REF!	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, Foster collaboration between professional development teams and curriculum specialists at least 50% to ensure alignment	Choose One	
PP-2	By the end of the third quarter, Foster collaboration between professional development teams and curriculum specialists at least 50% to ensure alignment	Choose One	
PP-3	By the end of the third quarter, Create a committee handbook or guidebook outlining meeting protocols, decision-making processes, and accountability	Choose One	
PP-4	By the end of the third quarter, Ensure that tutoring services are included as a priority in the campus budget and strategic planning documents by the end of	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	#REF!	Choose One	
PE-2	#REF!	Choose One	
PE-3	#REF!	Choose One	
PE-4	#REF!	Choose One	

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

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, Increase the number of experienced educators recruited and retained by 20%	Choose One	
DE-2	By the end of the fourth quarter, Reduce disciplinary incidents by 20%, improve student-teacher relationships by 15%, and receive positive feedback on school	Choose One	
DE-3	By the end of the fourth quarter, Increase utilization of support services by 20%, decrease repeat behavioral infractions by 15%, and improve student feedback on	Choose One	
DE-4	By the end of the fourth quarter, Increase program enrollment by 10% through the introduction of incentives and rewards	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, Increase the percentage of students meeting grade-level readiness benchmarks by 15% by the end of the academic year, as	Choose One	
SL-2	By the end of the fourth quarter, Increase student performance on End of Year Assessments by 10% compared to the previous year's results	Choose One	
SL-3	#REF!	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, Conduct 3-4 surveys or assessments to measure improvements in teacher skills and instructional practices compared to the baseline	Choose One	
PP-2	By the end of the fourth quarter, Conduct post-training surveys or assessments to measure improvements in teacher practices and instructional effectiveness	Choose One	
PP-3	By the end of the fourth quarter, Conduct surveys or feedback sessions with stakeholders to assess the effectiveness of the committee's contributions to the	Choose One	
PP-4	By the end of the fourth quarter, Increase student participation in tutoring sessions by 30% compared to the previous quarter by the end of Quarter 4	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	#REF!	Choose One	
PE-2	#REF!	Choose One	
PE-3	#REF!	Choose One	
PE-4	#REF!	Choose One	

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

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year,	Choose One	
DE-2	By the end of the year,	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year,	Choose One	
SL-2	By the end of the school year, implement targeted interventions and strategies to improve End of Year Assessment outcomes by 10% across all grade levels	Choose One	
SL-3	#REF!	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the school year, implement comprehensive professional development programs that provide meaningful opportunities for growth, support instructional	Choose One	
PP-2	By the end of the school year, establish a cohesive and effective professional development program that utilizes consistent delivery methods, fosters high staff	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of 2024 -202 ,aim to achieve a minimum of 60% participation rate in all PTA Sign up with teachers and staff. Strengthen parent-school partnership by	Choose One	
PE-2	By the end of the school year 2024-2025 Increase parent engagement in school activities, communication, and collaboration to positively impact academic success	Choose One	
PE-3	By the end of the year2024-2025, Parent participation for PTA will increase by %50	Choose One	
PE-4	#REF!	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
Tafolla Middle School / Tafolla College Prep	15907- 061 /15907-066

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date
Norma Martinez	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
5.3.24	5.20.24

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

Name	Role	Name	Role
Norma Martinez	Principal	Tracie Tovar	Paraprofessional
Dolores Flores	Paraprofessional		
Rosa Carlos	Instructional Coach		
Anita Franklin	Teacher		
Stephanie Molina	Teacher		
Cynthia Garcia	Teacher		
Jesusa Garner	Teacher		
Don Carrington	Teacher		
Carla Calderon	Teacher		
Veronica Ramirez	Teacher		
Dev Desai	Teacher		
Dora Ortiz	Teacher		
Ruby Lopez	Teacher		
Scott Sexton	Teacher		
Maribel Gardea	Parent		
Dixie Gonzalez	Parent		
Dolores Flores	Community Member		
Jaime Macias	Business Representative		
Brianna Gonzalez	Student		
Adriana Segura	Librarian		
Nancy Silva	Counselor		

Committee Members

Data Tables

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.

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, and 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		
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, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times	**Google Shared Folder**	
School-Parent-Compact (ESSA Sec. 1116(d)			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	**Google Shared Folder**	
	PFE Policy is in an accessible location on your campus, list of available languages, and 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		
	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	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		