



Campus Improvement Plan 2024 - 2025



COTTON ACADEMY

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Board of Trustees



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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

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

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

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

SAISD 2024-2025 Board Goals

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

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

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

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

SAISD 2024-2025 Campus Goals

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

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

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

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 - May 28, 2024	Student Learning – Reviewed student data from assessments including: CBAs, CFAs, MAP and preliminary data (most likely passed) STAAR data and created/revised problem statements/root cause statements Demographics - Teacher Experience/Retention – Examined 2017-2024 teacher rosters and created problem statements/root cause statements
Meeting #2 - May 31, 2024	Perceptions - Parental Engagement – Analyzed data from parent surveys, parent & family engagement event sign-ins, and all community engagement opportunities for 2023-2024. Processes and Programs - personnel (TTESS performance, feedback), routines (campus-wide transitions, welcoming, dismissal, lunch, recess), PLCs, campus based professional development & professional growth

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

Based on the summative evaluation of the 2023 - 2024 CIP -

While student grade level readiness did not grow by 10% as desired, the strategies that were implemented resulted in student achievement math and reading results that were at or above the performance of the state in all grade levels with the exception of 2 grade levels.

A majority of all teachers were rated proficient or higher on T-TESS. Although preliminary STAAR results indicated that 76% of students showed growth on STAAR, Domain I score (54) does not reflect the campus-wide average T-TESS ratings. Recent changes to the ELAR item types across all content areas requires additional professional development and coaching. The frequency of observation and feedback sessions must increase in frequency and target the areas above along with areas of need based on individual teacher needs.

We will continue to develop and revise procedures for onboarding novice teachers and teachers that are new to the campus, students and substitutes and train all front office staff, a menu of support that is aligned to campus initiatives and campus needs based on data collected from learning walks, T-TTESS, teacher/student feedback CBAs, CFAs, MAP, Circle, and STAAR will be created

Based on student outcomes in all grade levels, professional development will focus on unpacking TEKS, identifying lesson objectives that meet depth and complexity of the TEKS, and how to explicitly teach the standards.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics

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

Student Learning

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

Processes and Programs

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

Perceptions

Teacher/Staff Surveys		Parent/Student Surveys		Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers	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)

Comprehensive Needs Assessment - Demographics

Area Examined	Problem Statements and Root Causes	
Teacher Turnover	PS DE-1	Since 2018, the turnover rate of teachers is 39% and the current percentage of teachers who have less than 5 years of classroom experience is 20%
	RC DE-1	As a campus, we have not fully implemented systems to onboard novice teachers or teachers that are new to the campus (ESF 2.1).
Student Attendance	PS DE-2	Cotton Academy's attendance rate was at 91.99% for the 2023-2024 school year, which was a slight decline from the year before. Overall, attendance rates have dropped for the last 10 years.
	RC DE-2	Cotton Academy has been inconsistent in the implementation of campus-wide attendance incentive systems, and structures and procedures for promoting increased parental outreach for absenteeism and the impacts of poor attendance.
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
<p>Strengths & Areas for Improvement Based on your Data Analysis</p>	<p>20% of teachers have 5 years or less of experience as a teacher. Historical data from 2017-2023, indicates that the turnover rate of teachers is at 39%. For 2024, the campus turnover rate was just under 20%. The campus has 9 MTI designated teachers. Based on the Campus 2024 STAAR Preliminary Rating, 'A', we should have a higher percentage of MTI designated teachers.</p>	

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

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
EOY Assessment Outcomes	PS SL-1	Data Source - STAAR 54% of students scored at the "Meets" Level in Reading Language Arts 59% of students scored at the "Meets" Level in Math.
	RC SL-1	Math and Reading classrooms need additional high quality instructional materials and aligned assessments (ESF 4.1) and the majority of teachers are not consistently using teaching practices that promote critical thinking and differentiation for student groups (ESF 5.1).
Grade Level Readiness	PS SL-2	Data Source - Branching Minds Reports 37% are considered Tier 3 in Reading Language Arts at EOY. 32.1% of students are considered Tier 3 in Math at EOY.
	RC SL-2	Reading and Math classrooms do not consistently use available high quality instructional materials and aligned assessments for interventions and small group work (ESF 4.1)
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	During the past three years an average of 55% of all students scored at the "Meets or Masters" levels as indicated by STAAR results. The percentage of students performing at the "Masters" level as indicated by STAAR results has increased from 11% in 2021 to 21% in 2024. However, the percentage has not exceeded 29% over the past three years.	

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.

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
TTESS Skew	PS PP-1	80% of all teachers were rated proficient or higher on T-TESS. Although 76% students showed growth in STAAR, the overall Domain I (Student Achievement) raw score was a 54.
	RC PP-1	Instructional leaders have been providing misaligned feedback on instructional practices. Feedback should include feedback focuses on teacher actions that would have the greatest positive impact on student learning. (ESF 4.1)
Teacher PD	PS PP-2	Survey data indicates that 29% of all teachers strongly feel that their professional growth needs are not being met by administrative staff. Student outcomes for all grade levels indicate that only 56% of all students are able to use their critical-thinking skills to get beyond the surface-level questions.
	RC PP-2	As a campus we have not constantly trained teachers to effectively use instructional materials and teaching practices to promote critical thinking skills to include differentiation and scaffolding support (ESF 5.1)
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>20% of teachers have 5 years or less of experience as a teacher. Historical data from 2018-2024, indicates that the turnover rate of teachers is at 39%. The campus has 7 master teachers with 2 experienced teachers in qualifying grade levels not qualifying for the MTI designation. We found that 87% of teachers with 3 or less years of experience/teachers that are new to Cotton feel that the</p> <p>We found that teachers have been over rated in T-TESS and have been provided feedback not focused on teacher actions with the greatest learning impact. And that the professional learning opportunities did not align to survey data.</p>	

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

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Student Survey Results	PS PE-1	Data Source - SEAD Student Survey 45% of students reported unfavorably when asked about their sense of belonging on the campus.
	RC PE-1	As a campus, we are inconsistent with the implementation of campus-wide program incorporating systems, approved methodologies, and processes that promote students' physical and mental health and skills, making students feel unwelcome or not cared about (ESF 3.3)
Engagement Opportunities	PS PE-2	Data Source - Parent Surveys, PFE event sign-ins, and Engagement Calendar Campus offered 4 school-wide PFE events during 2024, which provided limited opportunities for engagement.
	RC PE-2	The campus has not consistently offered parent trainings with topics of interest to families or scheduled at times convenient for families (ESF 3.4).
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis	Most students feel like they belong, however students need consistent guidance and counseling and support to feel like they are a part of the school community. Family and community survey data indicates that most families prefer the use of multiple modes of communication with frequent reminders and 97% would like additional information on academic strategies to support their child(ren). However, only 65% of parents have an opportunity for involvement.	

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3	By the end of the year, the campus will retain 100% of all teachers who have less than 5 years	Create on campus teacher mentorships for all teachers with less than 2 years of experience as a teacher, or have less than 5 years of experience and are new to the grade level or subject.	Administrative Team	211
	PS #	Quarterly KPIs	By the end of the first quarter, all assigned mentees will have had one goal-setting session and one co-teach opportunity with their mentor.		
			By the end of the second quarter, all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation.		
			By the end of the third quarter, all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation.		
DE-1	By the end of the fourth quarter, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the administrative team.				
DE-2	1,2,3	By the end of the year, attendance will be 97%.	Staff members will work collaboratively using the school-wide protocol with families to increase student daily attendance by calling/texting families daily, hosting two family meetings, utilizing Class Dojo as a family communicator, and participating in events to re-engage specific families back into the school community.	Administrative Team, Attendance Committee, Classroom Teachers	211
	PS #	Quarterly KPIs	By the end of the first quarter, attendance will be at 92%.		
			By the end of the second quarter, attendance will be 94%.		
			By the end of the third quarter, attendance will be at 96%.		
DE-2	By the end of the fourth quarter, attendance will be at 97%.				
DE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
	By the end of the fourth quarter,				
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
	By the end of the fourth quarter,				

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the year, there will be an increase student achievement by a minimum of 10% in	The campus will utilize various supplemental resources to develop lessons and assessments that are aligned to the TEKS.	Admin Team, Instructional Coach	211
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will consistently use Exit Tickets, Common Assessments, measured by PLC data talks and Learning Walks.		
			By the end of the second quarter, there will be a 10% increase in MAP RIT scores and in CFAs/CBAs		
	DE-1		By the end of the third quarter, there will be a 10% increase in CFAs/CBAs/Simulations,		
			By the end of the fourth quarter, 10% increase in Meets and Masters on 2024 Math STAAR.		
SL-2	1,2,3	By the end of the year, the percentage of students who are considered Tier 3 will decrease by 10%.	Analyze assessment data to group students and provide targeted interventions.	Admin Team, Instructional Coach	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained in teaching practices that promote critical thinking, differentiation, and formative/summative assessment.		
			By the end of the second quarter, there will be a 10% increase in MAP RIT scores, in CFAs/CBAs.		
	DE-2		By the end of the third quarter, there will be a 10% increase in MAP RIT scores, in CFAs/CBAs.		
			By the end of the fourth quarter, a 10% increase in Meets and Masters on 2024 Math and Reading STAAR,		
SL-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3	By the end of the year, the Skew rate between TTESS scores and student outcomes will decrease 20%.	The administrative team will attend T-TESS training and conduct calibration walks as a group weekly along with district stakeholders including the principal supervisor.	Admin Team	164
	PS #	Quarterly KPIs	By the end of the first quarter, 30% of calibration data and teacher feedback will be aligned to the T-TESS rubric.		
			By the end of the second quarter, 60% of calibration data and teacher feedback will be aligned to the T-TESS rubric.		
			By the end of the third quarter, 90% of calibration data and teacher feedback will be aligned to the T-TESS rubric.		
			By the end of the fourth quarter, 100% of calibration data and teacher feedback will be aligned to the T-TESS rubric.		
DE-1					
PP-2	1,2,3	By the end of the year, 100% of all classrooms will have integrated strategies that promote critical thinking in students.	Conduct professional development to teachers and consistently hold high quality PLCs on how to effectively use instructional materials and teaching practices that promote critical thinking skills including differentiation and scaffolding support. The administrative team will conduct weekly learning walks and gather student and teacher artifacts to gauge integration of the PD	Admin Team, Instructional Coach	211
	PS #	Quarterly KPIs	By the end of the first quarter, 50% of all classrooms will have integrated strategies that promotes critical thinking in students.		
			By the end of the second quarter, 70% of all classrooms will have integrated strategies that promotes critical thinking in students.		
			By the end of the third quarter, 80% of all classrooms will have integrated strategies that promotes critical thinking in students.		
			By the end of the fourth quarter, 100% of all classrooms will have integrated strategies that promotes critical thinking in students.		
DE-2					
PP-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1,2,3	By the end of the year, student sense of belonging will increase by 10%, as evidenced by EOY surveys.	Provide campus and job-embedded professional learning sessions for all teachers to include behavioral expectations, routines, procedures, and physical learning environments. The counselor will also incorporate lessons on Bully and Violence Prevention, Cyber Safety and Citizenship, Social and Emotional Wellness, Leader in Me, and Behavioral Expectations.	Admin Team, Counselor	164
		Quarterly KPIs	By the end of the first quarter, 100% of all staff will have been provided professional development on behavior expectations, routines, procedures, and physical learning environments. Counselor will have provided BOY guidance lessons to 100% of the classes. 70% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
	PS #		By the end of the second quarter, 90% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
	DE-1		By the end of the third quarter, 10% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
			By the end of the fourth quarter, student sense of belonging will increase by 10% as evidenced by EOY surveys.		
PE-2	1,2,3	By the end of the year, By the end of the year, the number of parents who are involved with the campus will increase by 10%	Monthly Parent Newsletter - Provide parents with a year-at-a-glance parent meetings calendar and volunteer information. Teachers will communicate with families through Class Dojo on their child's learning. Increase social media presence using a variety of platforms.	Admin Team, Counselor, FACE	
		Quarterly KPIs	By the end of the first quarter, the number of parents who are involved with the campus will increase by 4%.		
	PS #		By the end of the second quarter, the number of parents who are involved with the campus will increase by 6%.		
	DE-2		By the end of the third quarter, the number of parents who are involved with the campus will increase by 8%.		
			By the end of the fourth quarter, the number of parents who are involved with the campus will increase by 10%.		
PE-3		By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
	PS #		By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
	PS #		By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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, all assigned mentees will have had one goal-setting session and one co-teach opportunity with their mentor.	Choose One	
DE-2	By the end of the first quarter, attendance will be at 92%.	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% of teachers will consistently use Exit Tickets, Common Assessments, measured by PLC data talks and Learning Walks.	Choose One	
SL-2	By the end of the first quarter, 100% of teachers will be trained in teaching practices that promote critical thinking, differentiation, and formative/summative.	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 30% of calibration data and teacher feedback will be aligned to the T-TESS rubric.	Choose One	
PP-2	By the end of the first quarter, 50% of all classrooms will have integrated strategies that promotes critical thinking in students.	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 100% of all staff will have been provided professional development on behavior expectations, routines, procedures, and	Choose One	
PE-2	By the end of the first quarter, the number of parents who are involved with the campus will increase by 4%.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, all mentees will have completed one coaching cycle to include one goal setting embedded professional learning session	Choose One	
DE-2	By the end of the second quarter, attendance will be 94%.	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, there will be a 10% increase in MAP RIT scores and in CEAs/CBAs	Choose One	
SL-2	By the end of the second quarter, there will be a 10% increase in MAP RIT scores, in CEAs/CBAs	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 60% of calibration data and teacher feedback will be aligned to the T-TESS rubric	Choose One	
PP-2	By the end of the second quarter, 70% of all classrooms will have integrated strategies that promotes critical thinking in students	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, 90% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts	Choose One	
PE-2	By the end of the second quarter, the number of parents who are involved with the campus will increase by 6%	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, all mentees will have completed one coaching cycle to include one goal setting embedded professional learning session.	Choose One	
DE-2	By the end of the third quarter, attendance will be at 96%.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, there will be a 10% increase in CEAs/CRA/Simulations	Choose One	
SL-2	By the end of the third quarter, there will be a 10% increase in MAP RIT scores, in CEAs/CRA/s	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 90% of calibration data and teacher feedback will be aligned to the T-TESS rubric.	Choose One	
PP-2	By the end of the third quarter, 80% of all classrooms will have integrated strategies that promotes critical thinking in students.	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 10% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.	Choose One	
PE-2	By the end of the third quarter, the number of parents who are involved with the campus will increase by 8%.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the	Choose One	
DE-2	By the end of the fourth quarter, attendance will be at 97%.	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 10% increase in Meets and Masters on 2024 Math STAAR	Choose One	
SL-2	By the end of the fourth quarter, a 10% increase in Meets and Masters on 2024 Math and Reading STAAR	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of calibration data and teacher feedback will be aligned to the T-TESS rubric	Choose One	
PP-2	By the end of the fourth quarter, 100% of all classrooms will have integrated strategies that promotes critical thinking in students	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, student sense of belonging will increase by 10% as evidenced by EOY surveys	Choose One	
PE-2	By the end of the fourth quarter, the number of parents who are involved with the campus will increase by 10%.	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, the campus will retain 100% of all teachers who have less than 5 years experience and who are high performing	Choose One	
DE-2	By the end of the year, attendance will be 97%.	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, there will be an increase student achievement by a minimum of 10% in reading and math	Choose One	
SL-2	By the end of the year, the percentage of students who are considered Tier 3 will decrease by 10%.	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, the Skew rate between TTESS scores and student outcomes will decrease by 20%	Choose One	
PP-2	By the end of the year, 100% of all classrooms will have integrated strategies that promote critical thinking in students	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, student sense of belonging will increase by 10%, as evidenced by EOY surveys	Choose One	
PE-2	By the end of the year, By the end of the year, the number of parents who are involved with the campus will increase by 10%	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role

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
Cotton Academy	15907- 117
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Sonya Mora
Principal	SAISD Board Approval Date
Edie Leven	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Assurances and Plan Approval Information

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

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

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

Documentation and Submissions

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		