Campus Improvement Plan
2023-2024

SAISD

Madison

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

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

SAISD 2023-2024 Campus Goals

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process

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

CNA Development Dates	Meeting Topics and Actions
Meeting #1/#2 **April 27, 2023** **May 4, 2023**	On April 27/May 4, 2023, Ms. Kite (AP) and Ms. Villarreal (IC) met with teachers (Quan, Palacios, Ramos and J. Martinez.) A power point was reviewed with teaches that explained (Why we conduct a Critical Needs Assessment, Federal and State Requirements, The Phases of a Critical Needs Assessment, A calendar of meeting dates, and Phase I Summative Evaluation (Examining the Strategies, Examine Data and Artifacts, Did the Campus Meet the KPI? And assign a Code.) The Strategies were placed on large post-its and teachers conducted a gallery walk. Teachers had to visit each strategy, identify evidence/data, discuss meeting the strategy and then assigning a code.
Meeting #2/#3 **May 5, 2023** **May 11, 2023** **May 24, 2023** **May 25, 2023**	On May 5/11, 2023, On May 5, 2023, Mrs. Kite (AP) and Ms. Villarreal (IC) met with teachers (Ms. Quan, Ms. Palacios, Ms. Ramos, Ms. J. Martinez, Ms. Moreno-Gonzalez, Ms. Perez, Ms. Puente, and Ms. Moten.) We reviewed the strategies regarding what needs to be revised (on those moving forward for next year.) We did not finish. We will complete this process at the next meeting.) On May 11, 2023, Mrs. Kite (AP) and Ms. Villarreal (IC) met with teachers (Ms. Quan, Ms. Palacios, Ms. Ramos, Ms. J. Martinez, Ms. Moreno-Gonzalez, Ms. Perez, Ms. Puente, and Ms. Moten.) We continued to review strategies and started on Performance Objectives. We completed both regarding what was moving forward. On May 24/25 the ACTs reviewed all revised PO and strategies to ensure their feedback was incorporated. The ACTs also decided a full CNA was not necessary for the 10 PO. Just 1 (that is needed for Demographics.)

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

Ms. Villarreal and I used the Handbook (provided by the district - D. Littlefield) and followed the process in the Handbook. So, we started with 22-23 Strategies (color coded), placed on a large post-it and listed the following: Rating, Data Source, Explanation and CNA Needed. This was done for all the strategies. The teachers were paired and conducted a gallery walk and discussed each strategy and responded to the above mentioned criteria. We followed a similar process for the Performance Objectives. Upon conclusion of both activities, we decided that our Performance Objectives would carry over as well as root causes, however, we would need to focus on our strategies (revise them/change.) Listed below is a brief synopsis:

Regarding Student Learning - We examined MOY MAP, Circle Data and STAAR Interim. We concluded that we still needed to keep a majority of our Student Learning Performance Objectives as we only met PO (Kinder Readiness Spanish Reading.) CAC is aware the remaining bulk of work will be in refining/changing strategies.

Regarding Process and Programs - We examined ACT Leadership skills and a book study for teaches (but was changed) to ACTs. We will move forward with both of these PO's with modification (as book study was not completed and leadership skills 2/3 were provided PD.)

Regarding Demographics - We examined the PO regarding attendance. We fell short of this PO (but are close.) We will continue with this PO but revise strategies (we combined too much into the strategy such as, attendance system, incentives)

Regarding Perceptions - We examined our PO regarding Harmony Lesson YAG (based on SEAD survey.) We will continue with this PO (and refine the strategy) due to inconsistent monitoring. We also examined PO for PBIS and the achievement of this PO. We do need to refine a component of this PO (STAR Strategies.)

Comprehensive Needs Assessment – Demographics

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Attendance Data	BI Attendance Report	PS DE-1	For the 22-23 school year, the student attendance rate was 89.4%.
		RC DE-1	There was no campus attendance plan for the 2022-2023 school year. (EA 1.2 C)
Student Groups (Special Education)	MAP Data (Reading/Math) EOY	PS DE-2	For the 22-23 school year, 68% of Special Education students did not make growth on EOY Math MAP Assessment (K-5.) and 75% of Special Education Students did not make growth on EOY Reading MAP Assessment.
		RC DE-2	Interventions and/or Small Groups were not monitored consistently. (FA 5.3 A)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Regarding attendance, Madison had an Event Calendar Schedule (which included Attendance Committee Meetings.) While although the committee met, it did not meet consistently and incentives were planned the last 2 months of school as opposed to the entire school year. Moreover, an attendance system and incentives is a lot for one committee to plan (monthly.) Regarding Special Education students, 68% did not make growth for EOY Math MAP and 75% did not make growth for EOY Reading MAP. There was an improvement regarding no clear or defined structures/system in place for interventions/small groups. Both were in place but didn't start until MOY but data was not closely monitored.		

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

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Grade Level Readiness - Kinder Readiness	Circle	PS SL-1	For the 2022-2023 school year, 50% of Head Start students were at Tier 1 in EOY Circle Reading.
		RC SL-1	The campus did not have a structure/system in place for progress monitoring from BOY to MOY and to EOY. (FA 5.3 A.)
Grade Level Readiness - (Kinder-2nd Grade)	MAP	PS SL-2	For the 2022-2023 school year, 59% of students in Kinder-2nd did not make growth in EOY Math MAP. For the 2022-2023 school year, 70% of students in Kinder-2nd did not make growth in EOY Reading MAP
		RC SL-2	The campus did not have a structure/system in place for progress monitoring from BOY to MOY and to EOY (FA 5.3 C.)
Grade Level Readiness (3rd-5th Grade)	STAAR Interim	PS SL-3	For the 2022-2023 school year, 73% of 3rd-5th Grade students did not MEET in Reading.
		RC SL-3	The campus focused on professional development such as, new item types, writing strategies such as, ECR, Chicken Foot as opposed to scaffold instruction and differentiation. (FA 5.1 B.)
Grade Level Readiness (3rd-5th Grade)	STAAR Interim	PS SL- 4	For the 2022-2023 school year, 78% of 3rd-5th Grade students did not MEET in Math.
		RC SL-4	The campus focused on professional development such as, new item types, writing strategies such as, ECR, Chicken Foot as opposed to scaffold instruction and differentiation. (FA 5.1 B.)
Data Determinations	Regarding Head Start Readiness, a progress monitoring system was not implemented or monitored. Regarding Kinder-2nd Grade Level Readiness, Madison began to work closely with District Specialists in Math and Reading (Amplify.) Schedules were created and content specialists were on campus weekly. Professional development was provided - Amplify PLN (sound walls), specific training by specialists regarding Skills, use of daily data trackers, and progress monitoring (Burst Intervention Lessons.) Professional development was also provided on the use of Math centers. Both provided professional development on lesson planning. A majority of this occurred 2nd/3rd nine weeks. Reading and Math Specialists along with the Instructional Coach visited K-2 classrooms, modeled and provided feedback. Focus groups were also established and goals set for EOY Tier 1 students. Data reflects that intervention groups need to begin much earlier and monitored. Regarding Grades 3-5 Level Readiness, Specialists provided professional development ECR (but did not begin until Semester II), CRT started beginning of 2nd nine weeks, as well as small groups. Focus groups were established and goals set for EOY STAAR. Data reflects that intervention groups/CRT need to begin much earlier and monitored. In addition, student work needs to be monitored weekly (PLCs/team meetings/PD days.)		

Comprehensive Needs Assessment – Perceptions

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

Perceptions (Minimum 2 Areas)		
Area Examined	**Data Sources**	**Problem Statements and Root Causes**
Social Emotional Wellness	SEAD Survey 23-24	**PS PE-1** For the 2021-2022 school year, Madison SEAD survey (Sense of Belonging) dropped 17% (to an average of 66%.)
		RC PE-1 The campus did not have a system in place to address students Social Emotional Wellness. (EA 3.3 A.)
Social Emotional Wellness	Discipline Data	**PS PE-2** For the 2022-2023 school year, the Peace Room was utilized less than 1% of the time for students in crisis.
		RC PE-2 The campus did not have a system/schedule/peace room stations in place to support full use of Peace/Calming room for students in crisis. (EA 3.3 A.) Training should be established with the help of the counselor.
		PS PE-3
		RC PE-3
		PS PE-4
		RC PE-4
Data Determinations	Regarding the SEAD survey (previous year) the biggest drop was in the category of "Sense of Belonging." So, for this year, we attended Harmony professional development, created Harmony YAGS, built in Mascot Time for these lessons and agreed to work one strategy - Buddy Up. Though inconsistent monitoring reflected only some teachers consistently implementing Harmony lessons and Buddy Up. The PBIS committee did apply for the Kindness grant and earned a Kindness Certificate for the 22-23 school year. PBIS lessons were revised to include "KIndness Lessons." We are awaiting SEAD Survey data (22-23) - sense of belonging (insert %.) Regarding Discipline Data, referrals reflect a range of infractions (primarily Stage I.) To address a reduction in referrals, the use of incentives (STARBucks) was implemented. Students earned StarBucks for a variety of reasons (Grades, achieving short term goals (Academic), community service, being Kind etc.,)		

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.

Comprehensive Needs Assessment – Processes & Programs

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Professional Growth (Planning and Monitoring)	Organizational Structure Data - All PLCs are led by Administration/IC and focus on data not leadership	**PS PP-1**	For the 22-23 school year, 10 ACT meetings were planned.
		RC PP-1	The campus used ACT meetings for Campus Monthly Event updates and not Professional Growth. (FA 1.1 E.)
Student Behavior	Discipline Referrals	**PS PP-2**	50-75 discipline referrals were submitted in the 2022-2023 school year.
		RC PP-2	Inconsistent implementation of behavior management and SEL strategies.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Regarding Professional Growth (Planning and Monitoring) Madison implements a PLC time (where grade level teachers are provided coverage for their classes) and this allows the team to plan with the Instructional Coach and Administration. PLC for grade level teams usually occur once a week. During PLC, work focuses on data and professional development for Math/Reading. Madison also has a meeting calendar for ACTs. During these meetings, work usually focuses on campus monthly activities and upcoming events as opposed to professional development. Meetings were typically kept to an hour. Madison needs to develop an ACT schedule devoted to content planning, campus activities and professional development (book studies/leadership capacity building.)		

Plan for Improvement – Demographics

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	Madison will increase this years attendance rate by 3% (89.4% to 92.4%) *PS #1*	Madison will implement attendance folders/cards each day. Attendance staff will make phone calls to absent students each day as well as home visits. Attendance staff will also communicate results regarding phone calls and home visits. (E 3.2 D.)	Administrator	
		Quarterly KPIs	By the end of Quarter 1, attendance card system will be in use (phone calls beginning at 8:15 a.m.) Communication system is set up to inform teachers of Home Visits. By the end of Quarter 2, those with more than 18 absences have a minimum of 5 homevisists, a minimum of 5 campus conferences, weekly phone calls and an AIP in place. Abatements are held at campus or in conjunction with Truancy Court (if applicable.) Support services will be put in place for chronic absences such as, McKinney Vento, Social Worker, Counseling, and other needed support services (food/clothes.) Adjust and add counseling if/when necessary. By the end of Quarter 3, all support services should be in place for chronic absences such as, McKinney Vento, Social Worker, Counseling, and other needed support services (food/clothes.) Adjust and add counseling when necessary. By the end of Quarter 4, there will be a 3% increase in ADA from 89.4% to 92.4%.		
DE -2	4	Madison will increase the years attendance rate by 3% (89.4% to 92.4%) *PS #1*	Madison will form an attendance committee which will meet monthly and create attendance incentives along with a plan for students with chronic absences. (E 3.2 D.)	Attendance Committee Members Administrator	282- $3,000 attendance incentives
		Quarterly KPIs	By the end of Quarter 1, attendance committee will be formed and attendance incentive plan developed. By the end of Quarter 2, the attendance committee has met (at least 3 times this quarter) and a minimum of 3 attendance incentives have been planned/implemented. By the end of Quarter 3, the attendance committee has met (at least 3 times this quarter) and a minimum of 3 attendance incentives have been planned/implemented. By the end of Quarter 4, there will be a 3% increase in ADA from 89.4% to 92.4%.		
DE-3	4	Madison will increase the years attendance rate by 3% (89.4% to 92.4%) *PS #1*	Madison administration will create an attendance dashboard grade level ada, teacher with highest and lowest attendance will be maintained, weekly ada and cumulative ada. Teachers will also display their daily ADA outside their classroom doors.		
		Quarterly KPIs	By the end of Quarter 1, admin will create dashboard and track ADA daily/weekly. 100% of teachers will display a monthly calendar with their daily classroom ADA. Admin dashboard will be analyzed for patterns and teachers or grade levels will be identified below 92.4% and a custom attendance plan will be put in place. By the end of Quarter 2, 50% of classrooms will be meeting the campus goal of 92.4% ADA. By the end of Quarter 3, 75% of classrooms will be meeting the campus goal of 92.4% ADA. By the end of Quarter 4, there will be a 3% increase in ADA from 89.4% to 92.4% ADA.		
		Quarterly KPIs			

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	HS will increase the number of kinder ready students by 10% in math and reading on CIRCLE Assessment. *PS # 1*	All HS Teachers will implement Heggerty Phonemic Awareness lessons daily. (FA 5.3 A.)	Administrators IC	
		Quarterly KPI	By the end of Quarter 1, YAG, Assessment Calendar and progress monitor forms are created. By the end of Quarter 2, 100% of HS teachers have implemented lessons (15 minutes a day) and 1 progress monitor data points (assessment) has been administered, analyzed and coaching/support for teachers is incorporated (based on analyzed data.) By the end of Quarter 3, 100% of HS teachers have implemented lessons (15 minutes a day) and 1 progress monitor data points (assessment) has been administered, analyzed and coaching/support for teachers is incorporated (based on analyzed data.) By the end of Quarter 4, Circle EOY (percentage on track) will increase by 10%.		
SL-2	1, 2	HS will increase the number of kinder ready students by 10% in math and reading on CIRCLE Assessment. *PS# 1*	All HS Teachers will implement a Progress Monitoring System defined by the campus. (EA 1.2 C.)	Administrators IC	
		Quarterly KPIs	By the end of Quarter 1, Circle BOY data is analyzed, intervention plan-stations/groups are created and a data tracker is created for the intervention group. By the end of Quarter 2, 75% of HS teachers are implementing the progress monitor system. By the end of Quarter 3, 100% of HS teachers are implementing the progress monitor system. By the end of Quarter 4, HS will have increased the number of Kinder ready students by 10% in math and reading.		
SL-3	1, 2	HS will increase the number of kinder ready students by 10% in math and reading on CIRCLE Assessment. *PS# 1*	Administration and Instructional Coach will meet with HS Teachers to analyze data and plan data driven lessons/centers for intervention. (E 1.2 D.)	Administrators IC	
		Quarterly KPIs	By the end of Quarter 1, Circle EOY 22-23 data is analyzed regarding Tier 2/3 students and intervention plans/lessons created for small groups. By the end of Quarter 2, 100% of needs support/monitor students will have received small group intervention (based on Circle measures.) By the end of Quarter 3, Circle MOY data is analyzed, new intervention groups formed (if needed), and intervention plans/lessons created for small groups. PD will also be planned for campus areas of growth needed. By the end of Quarter 4, HS will increase the number of kinder ready students by 10% in math/reading on CIRCLE Assessment.		

			2.1 - Campus Improvement Plan (CIP) The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes		
#	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
SL-4	1, 2	HS will increase the number of kinder ready students by 10% in math and reading on CIRCLE Assessment. *PS # 1*	Organize professional development for teachers on analyzing CIRCLE data at BOY, MOY, EOY and other PD needed for teachers to improve data disaggregation skills to match data with instructional strategies in math and reading. (F 1.1 E.)	Administrators IC	
		Quarterly KPIs	By the end of Quarter 1, PD has been organized and held for analyzing Circle Data in Math and Reading. By the end of Quarter 2, 100% of HS teachers will implement strategies and assessments aligned to low performing areas (Reading - vocabulary, Math - Rote counting and operations.) By the end of Quarter 3, 100% of HS teachers will implement strategies and assessments aligned to low performing areas (Reading - vocabulary, Math - Rote counting and operations.) By the end of Quarter 4, HS will increase the number of kinder ready students by 10% in math/reading on CIRCLE Assessment.		

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-5	1, 2	1st to 2nd Grade will increase the percentage of Tier 1 students to 70% from beginning to the end of year. *PS #2*	Supplemental instruction in reading and math such as after school tutoring by teachers will be provided to students. (E 1.2 D.) Small group instructional groups serviced by Ged Ed. instructional assistants and Instructional Coach.	Administrator IC	282 $5000.00
		Quarterly KPI	By the end of Quarter 1, Teachers and money have been identified/allocated. Tutoring Calendar has been created. By the end of Quarter 2, 1-2 tutoring groups has been serviced, MOY MAP data analyzed, new groups for Quarter 3 formed and data trackers created for progress monitoring (every 3 weeks.) Progress to increase at least 7% By the end of Quarter 3, 1-2 intervention groups has been serviced, data trackers created and analyzed and groups for Quarter 4 are formed and data tackers created for progress monitoring. By the end of Quarter 4, Kinder-2nd Grade will increase the percent of Tier 1 students to 70%.		
SL-6	1	1st to 2nd Grade will increase the percentage of Tier 1 students to 70% from beginning to the end of year. *PS #2*	Focus students will be identified using MAP and MClass. MCLass Intervention/ lessons will be utilized for Tier 2 and Tier 3 students. Progress Monitoring data will be reviewed every two weeks during grade level meetings. (E 1.2 C.)	Administrator IC K-2 Teachers	
		Quarterly KPIs	By the end of Quarter 1, Focus students will be identified using MAP and MClass and intervention lessons will begin. By the end of Quarter 2, Focus students have been progressed monitored and MAP/MClass data has been analyzed and new groups formed. Progress to increase at least 7:5%. By the end of Quarter 3, Focus students have been progressed monitored and new groups formed. By the end of Quarter 4, K-2 will increase the percentage of Tier 1 students to 70%		
SL-7	1, 2	1st to 2nd Grade will increase the percentage of Tier 1 students to 70% from beginning to the end of year. *PS #2*	Teachers will submit objective driven daily lesson plans that incorporate formative assessments (exit tickets), student engagement and aligned objectives and tasks. Teachers will be provided planning time during PLC. (F 4.1 B.)	Administrator IC	
		Quarterly KPIs	By the end of Quarter 1, PLC will focus on unpacking, instructional strategies, exit ticket, and student engagement (alignment.) By the end of Quarter 2, 75% of lesson plans will be aligned. By the end of Quarter 3, all lesson plans will be aligned. By the end of Quarter 4, K-2 will increase the percentage of Tier 1 students to 70%		
SL-8	1, 2	1st to 2nd Grade will increase the percentage of Tier 1 students to 70% from beginning to the end of year. *PS #2*	Administration will review lesson plans and give teacher feedback using the Madison Lesson Plan Rubric. (F 4.1 C.)	Administrator IC	
		Quarterly KPIs	By the end of Quarter 1, 100% teachers will receive (Reading/Math) feedback (Madison Lesson Plan Rubric) at least 3 times in a quarter. By the end of Quarter 2, 100% teachers will receive (Reading/Math) (Madison Lesson Plan Rubric) at least 3 times in a quarter. By the end of Quarter 3, 100% teachers will receive (Reading/Mamth) feedback (Madison Lesson Plan Rubric) at least 3 times in a quarter. By the end of Quarter 4, K-2 will increase the percentage of Tier 1 students to 70%		

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

Plan for Improvement – Student Learning

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-9	1,2	Kindergarten to 2nd Grade will increase the percentage of Tier 1 students to 70% from beginning to the end of year. *PS #2*	Teachers will receive feedback during learning walks using the Madison Learning Walk Instructional Tool (SOAR.) (F 4.1 C.)	Administrator	
		Quarterly KPIs	By the end of Quarter 1, 100% teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin.) By the end of Quarter 2, 100% teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin.) By the end of Quarter 3, 100% teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin and teachers.) By the end of Quarter 4, Kindergarten to 2nd Grade will increase the percentage of Tier 1 students to 70%.		
SL-10	1	Kindergarten to 2nd Grade will increase the percentage of Tier 1 students by 70% from beginning to the end of year. *PS #2*	Supplemental instruction in Listening, Speaking, Reading and Writing will be provided to bilingual students using SIL program. (E 1.2 D.)	Administrator IC	282 $2000.00
		Quarterly KPIs	By the end of Quarter 1, PD will be provided, a school wide YAG will be created on SIL and beginning week 7 SIL will be utilized during Reading and Intervention blocks. By the end of Quarter 2, SIL will be utilized during Reading and Intervention blocks. By the end of Quarter 3, SIL will be utilized during Reading and Intervention blocks. By the end of Quarter 4, Kindergarten to 2nd Grade will increase the percentage of Tier 1 students by 15% from beginning to the end of year.		
SL-11	1,2	3rd-5th Grade will increase each performance band by 10% in all subjects. **PS #2**	Supplemental instruction in reading and math such as after school tutoring by teachers or by a certified retired teacher will be provided to students. (E 1.2 D.)	Administrator IC	211 $10,000 After school tutoring
		Quarterly KPI	By the end of Quarter 1, CRT, Teachers, and money have been identified/allocated. Data has been disaggregated (student groups have been formed.) By the end of Quarter 2, small group intervention has been provided and groups (reformed if necessary.) Groups reformed for Quarter 3. By the end of Quarter 3, small group intervention has been provided to students based on STAAR interim. By the end of Quarter 4, 3rd-5th Grade will increase each performance band by 10% in all subjects.		

Plan for Improvement – Student Learning

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-12	1, 2	3rd-5th Grade will increase each performance band by 10% in all subjects. **PS#2**	Teachers will submit objective driven daily lesson plans that incorporate formative assessments (exit tickets), student engagement and aligned objectives and tasks. Teachers will be provided planning time during PLC. (F. 4.1 A.)	Administrator IC	
		Quarterly KPIs	By the end of Quarter 1, PLC will focus on unpacking, instructional strategies, exit ticket, and student engagement (alignment.) By the end of Quarter 2, 75% of lesson plans will be aligned. By the end of Quarter 3, all lesson plans will be aligned. By the end of Quarter 4, Kindergarten to 2nd Grade will increase the percentage of Tier 1 students by 15% from beginning to end of year.		

Plan for Improvement – Student Learning

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-13	1,2	3rd-5th Grade will increase each performance band by 10% in all subjects. **PS#2**	Administration will review lesson plans and give teacher feedback using the Madison Lesson Plan Rubric. (F 4.1 C.)	Administrator IC	
		Quarterly KPIs	By the end of Quarter 1, 100 % of teachers will have received feedback (Madison Lesson Plan Rubric) at least 3 times by quarter 1. By the end of Quarter 2, 100% of teachers will have received feedback (Madison Lesson Plan Rubric) at least 3 times by quarter 2. By the end of Quarter 3, 100% of teachers will have received feedback (Madison Lesson Plan Rubric) at least 3 times by quarter 3. By the end of Quarter 4, Kindergarten to 2nd Grade will increase the percentage of Tier 1 students by 15% from beginning to end of year.		
SL-14	1, 2	3rd-5th Grade will increase each performance band by 10% in all subjects. **PS#2**	Campus will provide high quality instructional materials (such as Forde Ferrier and Mentoring Minds) and aligned assessments.)	Administrators IC Instructional Specialists	282 $6000.00
		Quarterly KPIs	By the end of Quarter 1, all teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin.) By the end of Quarter 2, all teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin.) By the end of Quarter 3, all teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin and teachers.) By the end of Quarter 4, Kindergarten to 2nd Grade will increase the percentage of Tier 1 students by 15% from beginning to the end of year.		
SL-15	1	3rd-5th Grade will increase each performance band by 10% in all subjects as measured by TELPAS. **PS#2**	Supplemental instruction in Listening, Speaking, Reading and writing will be provided to bilingual students using SIL program (E 1.2 D.)	Administrator IC Dual	
		Quarterly KPIs	By the end of Quarter 1, all teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin.) By the end of Quarter 2, SIL will be utilized during Reading and Intervention blocks in 80% of the classes. By the end of Quarter 3, SIL will be utilize during Reading and Intervention blocks in 100% of the classes. By the end of Quarter 4, 3rd-5th Grade will increase each performance band by 10% in all subjects as measured by TELPAS.		

Plan for Improvement – Processes & Programs

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	4	Madison ACTS will display qualities of an effective leader as defined by The Effective Principal qualities/rubric- Highly effective ACT. *PS #1*	ACTS will be trained in high leverage leadership skills through PLC or ACT meetings. (F 1.1 E.)	Administrator	
		Quarterly KPIs	By the end of Quarter 1, 100% ACTs will receive professional development on qualities of an effective leader, identify 2 qualities to develop, and develop a rubric. By the end of Quarter 2, 100% ACTs will have been trained in 1 of 2 high leverage leadership skills. By the end of Quarter 3, 100% of ACTs will have been trained in 2 of 2 high leverage leadership skills. By the end of Quarter 4, 100% Madison ACTs will display 2 of 2 qualities of an effective leader and score a minimum of 70% on leadership rubric.		
PP-2	4	By the end of the year, behavior incidents will decrease to ensure that less than 12 suspensions will be assigned. **PSS#2**	Campus will promote Kindness and Positivity by providing social emotional well-being activities for staff and students, conducting Kindness awards ceremonies, and having a PBIS store for student incentives.	Administration	282- $5,000 SEL/Wellness & Care Items
		Quarterly KPIs	By the end of Q1, campus will have less than 5 suspension days will be assigned. By the end of Q2, campus will have less than 8 suspension days will be assigned. By the end of Q3, campus will have less than 10 suspension days will be assigned. By the end of Q4, campus will have less than 12 suspension days will be assigned.		
PP-3	4	Madison ACTS will display qualities of an effective leader as defined by The Effective Principal qualities/rubric- Highly effective ACT. *PS #1*	ACTS will be trained in high leverage leadership skills through PLC or ACT meetings. (F 1.1 E by conducting a book study. (The Fundamental Five)		211- $800
		Quarterly KPIs	By the end of Quarter 1, ACTs will receive professional development on the Fundamental Five in PLC/ACT meeting. By the end of Quarter 2, ACTs will receive Fundamental Five books and organize professional development for faculty. By the end of Quarter 3, ACTs will provide professional development to faculty. By the end of Quarter 4, 100% of faculty will be trained on the Fundamental Five.		
		Quarterly KPIs			

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	Madison will decrease the number of discipline referrals 10%. *PS #1*	All staff will distribute Dragonbucks to students for following the STAR rules. (E 3.2 B.)	Administrator	282- $5000 SEL incentives
		Quarterly KPIs	By the end of Quarter 1, Dragonbucks will be distributed (Aug, Sept, Oct.) PBIS Handbook is reviewed with all faculty. By the end of Quarter 2, Dragonbucks will be distributed (Oct, Nov, Dec.) Handbook is revised if necessary. By the end of Quarter 3, Dragonbucks will be distributed (Jan, Feb, Mar) Handbook is revised if necessary. By the end of Quarter 4, Dragonbucks will be distributed (April and May) and discipline referrals will decrease by 10%.		
PE -2	4	Madison will decrease the number of discipline referrals 10%. *PS #2*	The Peace room will be used for any student in crisis as defined by (campus criteria) and or as an incentive for any student. (E 3.3 A.)	Administrator	
		Quarterly KPIs	By the end of Quarter 1, the Peace Room Schedule will be created designating who, where, why, and how it will be used By the end of Quarter 2, the Peace Room will used by 100% of students who need it. By the end of Quarter 3, the Peace Room will be used by 100% of students who need it. By the end of Quarter 4, Madison will decrease the number of discipline referrals by 10%.		
PE-3	4	Madison SEAD Survey (sense of belonging) will increase by 10%. *PS #1*	All teachers will implement Harmony Lessons using the campus created Harmony YAGS. (E 3.3 A.)	Administrator	
		Quarterly KPIs	By the end of Quarter 1, at least 2 Harmony Lessons will have been taught through Dragon Time using 1st Nine Week YAG. By the end of Quarter 2, at least 2 Harmony Lessons will have been taught through Dragon Time using 2nd Nine Week YAG. By the end of Quarter 3, at least 2 Harmony Lessons will have been taught through Dragon Time using 3rd Nine Week YAG. By the end of Quarter 4, at least 2 Harmony Lessons will have been taught through Dragon Time using 4th Nine Week YAG.		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-4	4	Madison SEAD Survey (sense of belonging) will increase by 10%. *PS #1*	Students will participate in an SEL tool/survey at the end of every 9 weeks. (F 3.1 D.)	Administrator	
		Quarterly KPIs	By the end of Quarter 1, the SEL tool/survey will be created and 100% of students will take it. By the end of Quarter 2, systems/process will be adjusted and the SEL tool/survey will be created and 100% of students will take it By the end of Quarter 3, systems/process will be adjusted and the SEL tool/survey will be created and 100% of students will take it. By the end of Quarter 4, Madison SEAD Survey (sense of belonging) will increase by 10%.		
		Quarterly KPIs			
		Quarterly KPIs			

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

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE 1	By the end of Quarter 1, attendance card system will be in use (phone calls beginning at 8:15 a.m.) Communication system is set up to inform teachers of Home Visits.		
DE 2	By the end of Quarter 1, attendance committee will be formed and attendance incentive plan developed.		
DE 3	By the end of Quarter 1, admin will create dashboard and track ADA daily/weekly. 100% of teachers will display a monthly calendar with their daily classroom ADA. Admin dashboard will be analyzed for patterns and teachers or grade levels will be identified below 92.4% and a custom attendance plan will be put in place.		
SL 1	By the end of Quarter 1, YAG, Assessment Calendar and progress monitor forms are created.		
SL 2	By the end of Quarter 1, Circle BOY data is analyzed, intervention plan-stations/groups are created and a data tracker is created for the intervention group.		
SL 3	By the end of Quarter 1, Circle EOY 22-23 data is analyzed regarding Tier 2/3 students and intervention plans/lessons created for small groups.		
SL 4	By the end of Quarter 1, PD has been organized and held for analyzing Circle Data in Math and Reading.		
SL 5	By the end of Quarter 1, Teachers and money have been identified/allocated. Tutoring Calendar has been created.		
SL 6	By the end of Quarter 1, Focus students will be identified using MAP and MClass and intervention lessons will begin.		
SL 7	By the end of Quarter 1, PLC will focus on unpacking, instructional strategies, exit ticket, and student engagement (alignment.)		
SL 8	By the end of Quarter 1, 100% teachers will receive (Reading/Math) feedback (Madison Lesson Plan Rubric) at least 3 times in a quarter.		
SL 9	By the end of Quarter 1, 100% teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin.)		

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

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

Quarter 2 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL 10	By the end of Quarter 1, PD will be provided, a school wide YAG will be created on SIL and beginning week 7 SIL will be utilized during Reading and Intervention blocks		
SL 11	By the end of Quarter 1, CRT, Teachers, and money have been identified/allocated. Data has been disaggregated (student groups have been formed.)		
SL 12	By the end of Quarter 1, PLC will focus on unpacking, instructional strategies, exit ticket, and student engagement (alignment.)		
SL 13	By the end of Quarter 1, 100 % of teachers will have received feedback (Madison Lesson Plan Rubric) at least 3 times by quarter 1.		
SL 14	By the end of Quarter 1, all teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin.)		
SL 15	By the end of Quarter 1, all teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin.)		
PP 1	By the end of Quarter 1, 100% ACTs will receive professional development on qualities of an effective leader, identify 2 qualities to develop, and develop a rubric.		
PP 2	By the end of Q1, campus will have less than 5 suspension days will be assigned.		
PP3	By the end of Quarter 1, ACTs will receive professional development on the Fundamental Five in PLC/ACT meeting.		
PE 1	By the end of Quarter 1, Dragonbucks will be distributed (Aug, Sept, Oct.) PBIS Handbook is reviewed with all faculty.		
PE 2	By the end of Quarter 1, the Peace Room Schedule will be created designating who, where, why, and how it will be used		
PE 3	By the end of Quarter 1, at least 2 Harmony Lessons will have been taught through Dragon Time using 1st Nine Week YAG.		
PE 4	By the end of Quarter 1, the SEL tool/survey will be created and 100% of students will take it.		

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

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

Quarter 3 Formative Review

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE 1	By the end of Quarter 2, those with more than 18 absences have a minimum of 5 homevisists, a minimum of 5 campus conferences, weekly phone calls and an AIP in place. Abatements are held at campus or in conjunction with Truancy Court (if applicable.) Support services will be put in place for chronic absences such as, McKinney Vento, Social Worker, Counseling, and other needed support services (food/clothes.) Adjust and add counseling if/when necessary.		
DE 2	By the end of Quarter 2, the attendance committee has met (at least 3 times this quarter) and a minimum of 3 attendance incentives have been planned/implemented.		
DE 3	By the end of Quarter 2, 50% of classrooms will be meeting the campus goal of 92.4% ADA.		
SL 1	By the end of Quarter 1, YAG, Assessment Calendar and progress monitor forms are created.		
SL 2	By the end of Quarter 2, 75% of HS teachers are implementing the progress monitor system.		
SL 3	By the end of Quarter 2, 100% of needs support/monitor students will have received small group intervention (based on CIRCLE measures.)		
SL 4	By the end of Quarter 2, 100% of HS teachers will implement strategies and assessments aligned to low performing areas (Reading - vocabulary, Math - Rote counting and operations.)		
SL 5	By the end of Quarter 2, 1-2 tutoring groups has been serviced, MOY MAP data analyzed, new groups for Quarter 3 formed and data trackers created for progress monitoring (every 3 weeks.) Progress to increase at least 7%.		
SL 6	By the end of Quarter 2, Focus students have been progressed monitored and MAP/MClass data has been analyzed and new groups formed. Progress to increase at least 7:5%.		
SL 7	By the end of Quarter 2, 75% of lesson plans will be aligned.		
SL 8	By the end of Quarter 2, 100% of teachers will receive (Reading/Math) Madison Lesson Plan Rubric at least 3 times a quarter.		

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

Quarter 3 Formative Review

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL 9	By the end of Quarter 2, 100% teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin.)		
SL 10	By the end of Quarter 2, SIL will be utilized during Reading and Intervention blocks.		
SL 11	By the end of Quarter 2, small group intervention has been provided (reformed if necessary.) Groups formed for Quarter 3.		
SL 12	By the end of Quarter 2, 75% of lesson plans will be aligned.		
SL 13	By the end of Quarter 2, 100% of teachers will have received feedback (Madison Lesson Plan Rubric) at least 3 times by quarter 2.		
SL 14	By the end of Quarter 2, all teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin.)		
SL 15	By the end of Quarter 2, Summit K-12 will be utilized during Reading and Intervention blocks in 80% of the classes.		
PP 1	By the end of Quarter 2, 100% ACTs will have been trained in 1 of 2 high leverage leadership skills.		
PP 2	By the end of Quarter 2, campus will have less than 8 suspension days will be assigned.		
PP 3	By the end of Quarter 2, ACTs will receive Fundamental Five books and organize professional development for faculty.		
PE 1	By the end of Quarter 2, Dragonbucks will be distributed (Oct, Nov, Dec.) Handbook is revised if necessary.		
PE 2	By the end of Quarter 2, the Peace Room will used by 100% of students who need it.		
PE 3	By the end of Quarter 2, at least 2 Harmony Lessons will have been taught through Dragon Time using 2nd Nine Week YAG.		
PE 4	By the end of Quarter 2, systems/process will be adjusted and the SEL tool/survey will be created and 100% of students will take it		

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

Quarter 4 Formative Review

	2.2 –Third Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 3 KPI**	**Q3 Rating**	**Findings / Next Steps**
DE 1	By the end of Quarter 3, all support services should be in place for chronic absences such as, McKinney Vento, Social Worker, Counseling, and other needed support services (food/clothes.) Adjust and add counseling when necessary.		
DE 2	By the end of Quarter 3, the attendance committee has met (at least 3 times this quarter) and a minimum of 3 attendance incentives have been planned/implemented.		
DE 3	By the end of Quarter 3, 75% of classrooms will be meeting the campus goal of 92.4% ADA.		
SL 1	By the end of Quarter 3, 100% of HS teachers have implemented lessons (15 minutes a day) and 1 progress monitor data points (assessment) has been administered, analyzed and coaching/support for teachers is incorporated (based on analyzed data.)		
SL 2	By the end of Quarter 3, 100% of HS teachers are implementing the progress monitor system.		
SL 3	By the end of Quarter 3, Circle MOY data is analyzed, new intervention groups formed (if needed), and intervention plans/lessons created for small groups. PD will also be planned for campus areas of growth needed.		
SL 4	By the end of Quarter 3, 100% of HS teachers will implement strategies and assessments aligned to low performing areas (Reading - vocabulary, Math - Rote counting and operations.)		
SL 5	By the end of Quarter 3, 1-2 intervention groups has been serviced, data trackers created and analyzed and groups for Quarter 4 are formed and data tackers created for progress monitoring.		
SL 6	By the end of Quarter 3, Focus students have been progressed monitored and new groups formed.		
SL 7	By the end of Quarter 3, all lesson plans will be aligned.		
SL 8	By the end of Quarter 3, 100% teachers will receive (Reading/Mamth) feedback (Madison Lesson Plan Rubric) at least 3 times in a quarter.		

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

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

Quarter 4 Formative Review

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL 9	By the end of Quarter 3, 100% teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (Admin and teachers.)		
SL 10	By the end of Quarter 3, SIL will be utilized during Reading and Intervention blocks.		
SL 11	By the end of Quarter 3, small group intervention has been provided to students based on STAAR interim.		
SL 12	By the end of Quarter 3, all lesson plans will be aligned.		
SL 13	By the end of Quarter 3, 100% of teachers will have received feedback (Madison Lesson Plan Rubric) at least 3 times by quarter 3.		
SL 14	By the end of Quarter 3, all teachers will have received feedback (Madison Learning Walk Instructional Tool) at least 2 times with 1-2 targeted pieces of feedback that focus on teacher actions. (admin and teachers.)		
SL 15	By the end of Quarter 3, SIL will be utilize during Reading and Intervention blocks in 100% of the classes.		
PP 1	By the end of Quarter 3, 100% of ACTs will have been trained in 2 of 2 high leverage leadership skills.		
PP 2	By the end of Q3, campus will have less than 10 suspension days will be assigned.		
PP 3	By the end of Quarter 3, ACTs will provide professional development to faculty.		
PE 1	By the end of Quarter 3, Dragonbucks will be distributed (Jan, Feb, Mar) Handbook is revised if necessary.		
PE 2	By the end of Quarter 3, the Peace Room will be used by 100% of students who need it.		

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

Quarter 4 Formative Review

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

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE 3	By the end of Quarter 3, at least 2 Harmony Lessons will have been taught through Dragon Time using 3rd Nine Week YAG.		
PE 4	By the end of Quarter 3, systems/process will be adjusted and the SEL tool/survey will be created and 100% of students will take it.		

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

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

Quarter 4 Formative Review

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE 1	By the end of Quarter 4, there will be a 3% increase in ADA from 89.4% to 92.4%.		
DE 2	By the end of Quarter 4, there will be a 3% increase in ADA from 89.4% to 92.4%.		
DE 3	By the end of Quarter 4, there will be a 3% increase in ADA from 89.4% to 92.4% ADA.		
SL 1	By the end of Quarter 4, Circle EOY (percentage on track) will increase by 10%.		
SL 2	By the end of Quarter 4, HS will have increased the number of Kinder ready students by 10% in math and reading.		
SL 3	By the end of Quarter 4, HS will increase the number of kinder ready students by 10% in math/reading on CIRCLE Assessment.		
SL 4	By the end of Quarter 4, HS will increase the number of kinder ready students by 10% in math/reading on CIRCLE Assessment.		
SL 5	By the end of Quarter 4, Kinder-2nd Grade will increase the percent of Tier 1 students to 70%.		
SL 7	By the end of Quarter 4, K-2 will increase the percentage of Tier 1 students to 70%		
SL 8	By the end of Quarter 4, K-2 will increase the percentage of Tier 1 students to 70%		
SL 9	By the end of Quarter 4, Kindergarten to 2nd Grade will increase the percentage of Tier 1 students to 70%.		
SL 10	By the end of Quarter 4, Kindergarten to 2nd Grade will increase the percentage of Tier 1 students by 15% from beginning to the end of year.		
SL 11	By the end of Quarter 4, 3rd-5th Grade will increase each performance band by 10% in all subjects		
SL 12	By the end of Quarter 4, Kindergarten to 2nd Grade will increase the percentage of Tier 1 students by 15% from beginning to end of year.		

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

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL 13	By the end of Quarter 4, Kindergarten to 2nd Grade will increase the percentage of Tier 1 students by 15% from beginning to end of year.		
SL 14	By the end of Quarter 4, Kindergarten to 2nd Grade will increase the percentage of Tier 1 students by 15% from beginning to the end of year.		
SL 15	By the end of Quarter 4, 3rd-5th Grade will increase each performance band by 10% in all subjects as measured by TELPAS.		
PP 1	By the end of Quarter 4, 100% Madison ACTs will display 2 of 2 qualities of an effective leader and score a minimum of 70% on leadership rubric.		
PP 2	By the end of Q4, campus will have less than 12 suspension days will be assigned.		
PP 3	By the end of Quarter 4, 100% of faculty will be trained on the Fundamental Five.		
PE 1	By the end of Quarter 4, Dragonbucks will be distributed (April and May) and discipline referrals will decrease by 10%.		
PE 2	By the end of Quarter 4, Madison will decrease the number of discipline referrals by 10%.		
PE 3	By the end of Quarter 4, at least 2 Harmony Lessons will have been taught through Dragon Time using 4th Nine Week YAG.		
PE 4	By the end of Quarter 4, Madison SEAD Survey (sense of belonging) will increase by 10%.		

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

District Purchases

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

Always Learning GPS	Problem Statement & Root Cause				

#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.		All are based on the success criteria of the ESF.	
All are based on issues that the campus can control and improve on.		All talk to adult systems and behaviors.	

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

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

Equitable Availability of the Campus Improvement Plan to Parents / Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan			Physical Locations of the Plan	
Languages Available			Languages Available	
URL to Online Version			URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy		How and When was the PFE Policy Distributed	
Languages Available	English and Spanish		
URL to Online Version			

Title I Compliance Documentation and Submissions

Documentation and Submissions

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

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Action	Documentation	CIP Location / Upload Location	Done
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions

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

Assurances and Approval Information

Assistant Superintendent Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Madison Elementary	15907-148
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Joanelda Deleon
Principal	**SAISD Board Approval Date**
Ms. Laura Romero	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
May 26, 2023	

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

Name	Role	Name	Role
Romero, Laura	Principal		
Kite, Krista	Assistant Principal		
Villarreal, Marcela	Instructional Coach		
Palacios, Amy	Kinder ACT		
Puente, Dalia	5th ACT - DL		
Quan, Raegan	Pre-Kinder		
Martinez, Julia	2nd ACT		
Perez, Abigail	4th ACT		
Ramos, Heidi	1st ACT		
Moten, Loretta	SPED		
Moreno, Valerie	3rd ACT		

Committee Members

Data Tables