Campus Improvement Plan
2024 - 2025

SAISD

Madison Elementary

Vision, Mission, Core Values, and Core Beliefs

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

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

CORE VALUES
Student Centered
High Expectations
Commitment
Passion
Integrity
Respect
Teamwork

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

SAISD District and Campus Goals

SAISD 5 Year Board Goals

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

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

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

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

SAISD 2024-2025 Board Goals

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

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

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

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

SAISD 2024-2025 Campus Goals

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

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

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

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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 17	CIP Summative Review and CNA Process: The group reviewed the power point that was very similiar to the one used last year (Why we conduct a Critcial Needs Assessment, Federal/State Requirements, The Phases of a Critical Needs Assessment, Next Meeting Dates, and Phase I, II, III Summative Evaluations (Examine Strategies, Examine Data, Did the campus meet the KPI?, and Assign a Code.) The strategies were reviewed from the google document using the codes. Teachers identified evidence/data, discussed meeting the strategy (yes or no) and then assigned a code. The group determined which to revise, keep and/or change) and reviewed the performance objectives (deciding those that may need a full CNA. The group determined that we could combine some stratrategies (as they were essentially the same - just geared toward primary/upper grades) and no performance objectives needed a full CNA.
Meeting #2 May 20	CIP Summative Review and CNA Process: The group completed Process and Programs portion of the CNA (revising/combining) strategies using the following data sources (discipline referrals, student survey data, Insight Survey Data, SEAD activities (SSSP YAG's), Walkthrough data, and ACT meeting agendas. The group completed the Student Learning portion of the CNA (revising/combining) strategies using the folloiwng sources of data (MAP growth, STAAR Interim, Circle and CBA. The group completed Demographic portion of the CNA (strategies) using the following data sources (attendance data, attendance plan, Intervention data (Burst Lessons, MAP Growth Data.) The group completed Perceptions portion of the CNA (strategies) using the following data student survey data.

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

We tried to remain as consistent as last year's process regarding mateirals used. We used the Handbook (provided by D. Littlefield) and followed the proces as articulated in the Handbook. So, we started with 23-24 strategies (using the google document - and going through that process (such as, rating, data source, explanation and CNA needed or not.) This was done for all strategies. The teachers sat cooperatively and reviewed/discussed each strategy and responded to the above mentioned criteria. We followed a similiar process for Performance Objectives. Upon conclusion of both activities, we decided to combine some of the Performance Objectives (as some were repetitive), continue with our root causes, discontinue some strategies and revise others. Listed below is a brief synopsis.
Regarding Student Learning, we examined the strategies and used MOY MAP, Circle and Interim. We concluded that we needed to keep a majority of our Performance Objectives but we are going to update the data and combine them (as we separated them such as, HS, K-2 and 3rd-5th Grade), so it created 15 Student Learning Objectives. We will combine what we can.
Regarding Process and Programs, we examined the strategies such as, leadership skills (a rubric was created) but not presented for use this year. Instead, the group chose to proceed forward with professional development that will be provided by Leader in Me (books and face to face PD.) This has already been purchaed and professional development is in progress for schedule 24-25 school year.
Regarding Demographics, we examined the performance objective for attendance. As of today, our current ADA is (90.82%). It looks like we will fall short. We reviewed the strategies and determined that we did make some progress regarding incentives, AIP's issued, and meeting with Truancy Officer. We had not been cosistent with these strategies the previous year. We also determined that some were unsuccessful due to lack of articualtion of clear expectations for new positions.
Regarding Perceptions, we examined the current performance objective (we will update the data) and more than likey continue with the strategies. We will revise one strategy (as it focuses on Harmony) and we will be using the Leader in Me (next school year.) So, this one (along with KPI) will need to be revised.

(sidebar) Comprehensive Needs Assessment Process

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.

Demographics

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

Student Learning

Source	X	Source	X	Source	X	Source	X
STAAR/EOC Results	X	Local Benchmark Results		State Interim Results	X	MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results		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

Source	X	Source	X	Source	X	Source	X
Observational Data		Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	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

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

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

Comprehensive Needs Assessment - Demographics

Demographics (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Student Attendance	**PS DE-1**	For the 2023-2024 school year, the student attendance rate was 91% (90.82.)
	RC DE-1	There was a lack of fidelity to the attendance plan for the 2023-2024 school year and the attendance clerk focused on front office duties (as opposed to attendane clerk duties/responsibilities.)
Programs Student Outcomes	**PS DE-2**	For the 2023-2024 school year, 75% of Special Education students did not make growth on EOY Math MAP Assessment (K-5.) 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. Programs were not followed with fidelity and data was not used drive instruction.
Programs Student Outcomes	**PS DE-3**	For the 2023-2024 school year, DL students did not meet adequate growth on language domains for closing the gap. We received 0 out of 10 points for growth.
	RC DE-3	Strategies for helping students to meet the speaking and writing domain goals were not implemented early enough to be able to show growth and help students to become successful.
Choose One	**PS DE-4**	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		Regarding attendance, Madison had more consistent incentives this year as opposed to last year. We created partnerships with Cane's, Chicken-n-Pickle who extended incentives to our students for perfect attendance and other fundraisers which resulted in student snacks to be used per campus discretion (regarding attendance.) The campus held seasonal events such as, Dragon Egg Hunt and a Glow Dance (to encourage attendance after certain holidays that have traditionally seen low attendance.) The campus also received donations (which were used for attendance.) Madison had an attendance clerk position this year which served in the capacity more as a front office clerk as opposed to a position solely focused on attendance. The attendance clerk did work to imporve teacher posting of attendance, issue AIPs, conduct home visists, and meet with the Truancy Officer. Warning Letters were also sent home. All these were positive implementations for the 23-24 school year. Regarding Special Education Students, (75%) did not make growth for EOY Math MAP and (75%) did not make growth for EOY Reading MAP. There have been some improvements regarding the following, correct placement of students (such as, student placement in ALE), and more consistent meetings with Special Education teachers (instructional strategies, trackers, data etc.,) The campus did struggle this year regarding the Special Education Schedule and contents taught. Early on, the campus was downsized from 3 GEC to 2 GEC. This caused a shift in our schedule. Moreover, all student services were changed (resource classes) changing from 45 minutes to 30 mintues and all inclusion services were removed and pull out supports were added. **Attendance Strengths - More partnerships, seasonal events (incentives), AIP, Warning Letters, met with Truancy Officer. (ADA - 90.82%.) An area of improvemet is to focus on chronically absent students. **Special Education Strengths - Correct placement of special education students (ALE.) Also, an increase from last to this year, regarding EOY Math (K-5 - 8/31 or 26% met growth goal) and EOY Reading (K-5 - 9/31 or 29% met growth goal) .

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 - Student Learning

Student Learning (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
EOY Assessment Outcomes	PS SL-1	For the 2023-2024 school year, 50% of Head Start students were at Tier 1 in EOY Circle Reading.
	RC SL-1	The campus had a structure/system in place for progress monitoring form BOY to MOY and to EOY with supplemental resources but data was not used to check progress or create lessons to help support student growth. (FA 5.3A)
EOY Assessment Outcomes	PS SL-2	For the 2023-2024 school year (54%) of students in Kinder-2nd did not make growth in EOY Math MAP. For the 2023-2024 school year (60%) of the students in Kinder-2nd did not make growth in EOY Reading MAP and (54%) of students in Kinder -2nd did not make growth in EOY Spanish Reading MAP.
	RC SL-2	The campus failed to monitor with fidelity all of the the exsting structure/system that were in place for progress monitoring from BOY to MOY and EOY. The data was reviewed and teachers created plans of action that failed to be implemented with fidelity.
Grade Level Readiness	PS SL-3	For the 2023-2024 school year, (47%) of 3rd -5th Grade students did not meet in Reading and (70%) of students in 3rd-5th did not meet in Spanish Reading.
	RC SL-3	The campus focused on professional development such as, writing strategies SCR/ECR, as opposed to scaffolding instruction and differentiantion with supplemental instructional resources (FA 5.1 B)
Grade Level Readiness	PS SL- 4	For the 2023-2024 school year, 52% of 3rd-5th grade students did not meet in Math.
	RC SL-4	Small group instruction for 3rd-5th grade math was started late in the second semester. We had an influx of new students in the 2nd semester with minimal schooling. (FA 5.1 B)
Strengths & Areas for Improvement Based on your Data Analysis		Regarding Head Start Readiness, all teachers implemented Heggerty daily, PLC's were held for Head Start teachers, and we began to implement a progress monitor system. Regarding Kinder-2nd Grade Level Readiness, Madison continued to work closely with district specialists (Reading/Math and Dual Language) and specialists were on campus weekly to assist (provide PLC or work individually with teachers.) This year, Madison became an AVID campus and one of our goals (instructional goal) was to focus on writing (to positively affect - SCR and ECR on STAAR for grades 3-5 and begin to emphasize writing in the lower grades with Quick Writes per our AVID plan) and initial professional development was provided (at least twice by Dr. Martinez - District AVID Coordinator) and campus provided additional professional development throughout the year (with revisions.) The campus contnued with Amplify curriculum and Burst Intervention Lessons. Specialists continued to provide professional development on centers (Math/ELAR) and the purposefulness of them. Student work was examined in PLC (regarding Quick Writes.) Regarding 3rd-5th Grade Level Readiness, writing was frontloaded with Quick Writes (for all grades.) This made it somewhat easy for teachers to shift to SCR and ECR. CRT started sooner (end of September.) Focus groups were established and revised after assessments. **Strengths - Circle Growth (Reading - 51% met growth and Math - 75% met growth.) **Strengths - MAP (Kinder and 3rd Grade - showed over 65% growth in Math MAP, Kinder Spanish Reading - 80% growth, An area of improvement is (Overall - only 47% of our students met growth in Kinder-5th MAP.)

Comprehensive Needs Assessment - Processes & Programs

Processes & Programs (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Teacher Leadership	**PS PP-1**	For the 2023-2024 school year, 10 ACT meetings were planned.
	RC PP-1	The campus used ACT meetings for Campus Monthly Event updates and not Professional Growth (FA1.1E)
Behavioral / SEAD Needs	**PS PP-2**	50-75 discipline referrals were submitted in the 2023-2024 school year.
	RC PP-2	Inconsistent implementation of behavior manangement and SEL strategies.
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		Regarding Professional Growth, Madison implements a PLC time and this allows the grade level teams to attend PLC for professional development, data disaggregation and meetings with administration and the instructional coach. The time usually focuses on Math and Reading professional development and data. Madison also has a meeting calendar for ACTs. These meetings have continued to focus on monthly activities and upcoming events as opposed to professional development. This year, we did complete the leadershiip rubric for ACTs but it was not introduced. The leadership book study was modified to another book. The campus has since purchased books and professional development for "The Leader in Me." This professional development will focus on teachers and students. Madison averaged about the same amount of referrals for this year. Ms. Henderson (SPED Behavior Specialist) has recommended focusing on TFI indicators (which should help standardize behavior management strategies and SEL approaches.) **Strengths Teacher Leadership - 7/7 ACT presented state of the grade level in the fall and 9/24 presented PD or led a school wide event. **Strengths Behavior Management - Averaging the same amount of referrals 50-75 and primarily at teacher level. An area of improvement is to hold professional development on Tier 2/3 behaviors (to practice emotinal and social awareness for conflict resolution.)

Comprehensive Needs Assessment - Perceptions

		Perceptions (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
Student Survey Results	**PS PE-1**	For the 2023-2024 school year, Madison SEL Survey (Sense of Belonging) was (59 %.)
	RC PE-1	The campus did not have a system in place to address students Social Emotional Wellness (EA 3.3A)
Services Support	**PS PE-2**	For the 2023-2024 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 station in place to support full use of Peace/Calming room for students in crisis (EA 3.3A) Training should be established with the hlep of the counselor.
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		Madison administered it's own SEL survey for the 2023-2024 year. While although there were small problems (such as, ease of logging on, numbered questions, and not all students were able to take it) it did yield some valuable data. The data was available for review with CAC for 2nd quarter review and the PBIS eam was updated on the survey (being administered.) Regarding a sense of belonging, (Insert %.) Madison has continued to implement Harmony Lessons along with YAGs. YAGs were completed for the 1st-3rd nine weeks and Mascot time was built into teacher's daily schedules. Monitoring continues to reflet only some teachers consistently implement Harmony Lessons and Buddy Up. The PBIS committee did apply for the Kindness grant and earned a Kindness certification for the 23-24 school year. PBIS lessons were not included this year (due to PLC changes.) Regarding Discipline Data reflerrals reflect a range of infractions (primarily Stage I and II.) To address a reduction in referrals, Madison has continued to use incentives (STARBucks.) Students earn school money for a variety of reasons (grades, achieving short term goals, being kind, etc.,) **Strengths - SEL survey showed more favorable responses grades K-2 as opposed to grades 3-5. An area of improvement for grades 3-5 is 59% of responses (127 responses total) feel they belong at school. (While this is low, this has improved from year before last.) **Strengths - Peace Room schedule was made and used (Less than 20 times this year. Approximately 7 students total.) An area of improvement for the Peace Room is clearly defined areas with regulation steps and more trained personnel in Peace Room use.

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	4	By the end of the year, Madison will increase this years attendance rate by (2.2%)	Madison hired a full time FACE specilist that will be used to support families with attendance issues and will monitor attendance weekly thru BI reporting.	Face specialist, admin, Data Clerk	173- Attn. Icentives $3930.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, Madison will have defined the attendance protocols in which FACE specilaist will work with families and Retention Specialist on a monthly basis for reviews. Attentendance incentives will be started after 4 weeks and will continue throughout the year.		
			By the end of the second quarter, those with more than 6 unexcused absences will have a home visit, a parent conference and AIP in place. Support services will be put in place for chronic absences such as, McKinney Vento, Social Worker, Counseling, CIS, food/clothes. District Truancy if applicable.		
	1		By the end of the third quarter, all support services should be in place for chronic absences and communication wtih district truancy personnel.		
			By the end of the fourth quarter, there will be a (2.2%) increase in ADA from (90.8 %) to (93.00 %.)		
DE-2	4	By the end of the year, Special education students will grow by 20% in Math and Reading (map, CBA's and interims)	Madison has increased the number of sped teachers that can service students. The schedule has been revised to ensure all students receive their service times and ARD will be reviewed to ensure that plans meet student needs.	Sped team, IC, Admin	
	PS #	**Quarterly KPIs**	By the end of the 1st quarter, Madison will have a new schedule in place that ensures student services are being provided according to student needs.		
			By the end of the 2nd quarter, Madison will review data such as CBA's , Interims or MAP and review student goals for effectiviness.		
	1		By the end of the 3rd quarter, Madison will continue to review data and review student goals for effectivness. IEP plans will be reviewed and meetings will be held for those students that are not meeting growth to review any changes that need to be made to services.		
			By the end of the 4th quarter, Madison will continue to review data and review student goals for effectiveness and look at IEP plans for the follwoing year that will need to be reviewed and changes made.		
DE-3		By the end of the year, students in DL will show growth in language domains, specifically in Speaking	Madison has increased the number of DL teachers to help support these initiatives. There are now 4 more teachers in DL than last year. A meeting was held to review how the campus can close the gap on DL	Admin, IC, DL teachers, District	163- $2000
	PS #	**Quarterly KPIs**	By the end of the 1st quarter a meeting will be held to identify the gaps and strategies to implement as well as intructional supploes that need to be purchased to help DL teachers wit the strategies they need to continue to work on. Instructional materilas such as speakers, headphones with mics and		
			By the end of the 2nd quarter, Madison DL team will review the effectiveness of the instructional materials in helping with the identified instructional strategies that were identified. DL team will review if changes need to be made in instructional strategies and or changes in instructinal supplies.		
			By the end of the third quarter, students should be practicing for their TELPAS and should be able to show growth in the areas of Speaking and Writing by the time they test in February.		
			By the end of the fourth quarter, we should be receiving TELPAS scores soon and will be able to review effectivness of instructional strategies and supplies to help engage students in more Speaking and writing activities.		
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 – Demographics

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	**PS #**	By the end of the year, Head Start will increase Tier 1 by 20% in Reading.	All Head Start groups will implement purposeful centers and purposeful play.	Admin, Headstart instructional team	$3000
		Quarterly KPIs	By the end of the first quarter, BOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Headstart instructional specialist will be working with teachers throughout the year to help them implement different centers in class and outside at play.		
			By the end of the second quarter, MOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Specialist continues to work with teachers.		
			By the end of the third quarter Data is analyzed, small groups been changed and new strategies are added to their centers to increase the rigor in the spring.		
			By the end of the fourth quarter, Heastart students will be able to show and increase of 20% or above in Reading foundational skills.		
SL-2	**PS #**	By the end of the year, Kinder -2nd will increase Tier 1 growth by 20% in Reading and Math.	All K-2nd Grade teachers will implement purposeful centers and have a designated intervention time. Lesson plans will be reviewed for alignment to district pacing guides as well as TEK/TASK and questionining alignment. Teachers will review data and lesson planning (planning for Mastery during		
		Quarterly KPIs	By the end of the first quarter, BOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Teacher will have met for PLC's weekly to plan rigourous lessons as detailed in Plan for Mastery for alignment of TEK/TASK/Questioning.		
			By the end of the second quarter, MOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Lesson planning and PLC's continue to help teachers in planning. Small groups will be analysed and changes will be made according to needs.		
			By the end of the third quarter, K-2 low TEKS, CBA data, Burst Lessons and Interim Data is analyzed, small groups have been formed and progress monitor system has been implemented.		
			By the end of the fourth quarter, K-2nd will increase Tier 1 students by (20 %) in Reading/Math.		
SL-3	**PS #**	By the end of the year, 3rd-5th will increase Tier 1 growth by 20% in Reading and Math.	**All 3rd-5th Grade teachers will implement purposeful centers and have a designated intervention time. Lessson plans will be reviewed for alignment to district pacng guides as well as TEK/TASK/Questioning alignement. Teachers will review data and lesson planning (Planning for Mastery during PLC time)**		
		Quarterly KPIs	By the end of the first quarter, BOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Teacher will have met for PLC's weekly to plan rigourous lessons as detailed in Plan for Mastery for alignment of TEK/TASK/Questioning.		
			By the end of the second quarter, MOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Lesson planning and PLC's continue to help teachers in planning. Small groups will be analysed and changes will be made according to needs.		
			By the end of the third quarter, K-2 low TEKS, CBA data, Burst Lessons and Interim Data is analyzed, small groups have been formed and progress monitor system has been implemented.		
			By the end of the fourth quarter, K-2nd will increase Tier 1 students by (20 %) in Reading/Math.		
SL-4	**PS #**				
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Student Learning

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

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	PS #	By the end of the year, ACTs will display (insert) Leader in Me qualities as defined by Leader in Me Rubric	ACTs will be trained in high leverage leadership skills through PLC or ACT meetings from the book study "The Leader in Me."	Admin/ CAC team	
		Quarterly KPIs	By the end of the first quarter, 100 ACTs will receive PD on qualities of an effective leader, identify a minimum of 2 quality to develop and develop a rubric.		
			By the end of the second quarter, 100% ACTs will have been trained in 1 of 2 high leverage leadership skills.		
			By the end of the third quarter, 100% ACTs will have been trained in 2 of 2 high leverage leadership skills.		
			By the end of the fourth quarter, 100% of ACTs will display 2 of 2 qualities of an effective leader and score a minimum score on the rubric.		
PP-2	PS #	By the end of the year, discipline referrals should be minimized by 12%	Behaviors will be addressed during PBIS time and Leader in Me. Teachers will review behaviors in class and if behaviors continue teachers will assume the referral process.		
		Quarterly KPIs	By the end of the first quarter, behaviors will be minimized by 3 % through the use of daily PBIS, Leader in Me and weekly classroom guidance lessons by the counselor. CIS will also work with those students on her class roster.		
			By the end of the first quarter, behaviors will be minimized by 6% through the use of daily PBIS, Leader in Me and weekly classroom guideance lessons by the counselor. CIS will also work with those students on her class roster.		
			By the end of the first quarter, behaviors will be minimized by 9% through the use of daily PBIS, Leader in Me and weekly classroom guideance lessons by the counselor. CIS will also work with those students on her class roster.		
			By the end of the first quarter, behaviors will be minimized by 12 % through the use of daily PBIS, Leader in Me and weekly classroom guideance lessons by the counselor. CIS will also work with those students on her class roster.		
PP-3	PS #	By the end of the year,			
		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	PS #	By the end of the year,			
		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	PS #	By the end of the year, Madison will decrease the number of discipline referrals by (5%)	All staff will distribute Dragon Bucks to students for following the STAR rules.		
		Quarterly KPIs	By the end of the first quarter, Dragon Bucks will be distirbuted (Aug, Sept, Oct.) PBIS Handbook is reviewed will faculty.		
			By the end of the second quarter, Dragon Bucks will be distributed (Oct, Nov, Dec.) Handbook is revised if necessary.		
			By the end of the third quarter, Dragon Bucks will be distributed (Jan, Feb, Mar.) Handbook is revised if necessary.		
			By the end of the fourth quarter, Dragon Bucks will be distributed (April and May) and referrals will decrease by (5%.)		
PE-2	PS #	By the end of the year, Madison will decrease the nubmer of discipline referrals by (insert %)	The Peace Room will be used by any student in crisis as defined by (campus criteria) and or as an incentive for any student.		
		Quarterly KPIs	By the end of the first quarter, the Peace Schedule is created, stations defined indicating who, when, where, why and how to use.		
			By the end of the second quarter, the Peace Room will be used by 100% of students who need it.		
			By the end of the third quarter, the Peace Room will be used by 100% of students who need it.		
			By the end of the fourth quarter, Madison will decrease the number of referrals by (insert %.)		
PE-3	PS #	By the end of the year,			
		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,		
PE-4	PS #	By the end of the year,			
		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,		

First Quarterly Review

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, Madison will have defined the attendance protocols in which FACE specilaist will work with families and Retention Specialist on a	Choose One	
DE-2	By the end of the 1st quarter, Madison will have a new schedule in place that ensures student services are being provided according to student needs.	Choose One	
DE-3	By the end of the 1st quarter a meeting will be held to identify the gaps and strategies to implement as well as intructional supplies that need to be purchased	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, BOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Headstart	Choose One	
SL-2	By the end of the first quarter, BOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Teacher will have	Choose One	
SL-3	By the end of the first quarter, BOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Teacher will have	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, 100 ACTs will receive PD on qualities of an effective leader, identify a minimum of 2 quality to develop and develop a rubric.	Choose One	
PP-2	By the end of the first quarter, behaviors will be minimized by 3 % through the use of daily PBIS, Leader in Me and weekly classroom guidance lessons by the	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, Dragon Bucks will be distirbuted (Aug, Sept, Oct.) PBIS Handbook is reviewed will faculty.	Choose One	
PE-2	By the end of the first quarter, the Peace Schedule is created, stations defined indicating who, when, where, why and how to use.	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, those with more than 6 unexcused absences will have a home visit, a parent conference and AIP in place. Support services will	Choose One	
DE-2	By the end of the 2nd quarter, Madison will review data such as CBA's , Interims or MAP and review student goals for effectiveness.	Choose One	
DE-3	By the end of the 2nd quarter, Madison DL team will review the effectiveness of the instructional materials in helping with the identified instructional strategies that	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, MOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Specialist continues	Choose One	
SL-2	By the end of the second quarter, MOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Lesson planning and	Choose One	
SL-3	By the end of the second quarter, MOY data is analyzed, small groups have been formed and progress monitor system has been implemented. Lesson planning and	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, 100% ACTs will have been trained in 1 of 2 high leverage leadership skills.	Choose One	
PP-2	By the end of the first quarter, behaviors will be minimized by 6% through the use of daily PBIS, Leader in Me and weekly classroom guideance lessons by the	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, Dragon Bucks will be distributed (Oct, Nov, Dec.) Handbook is revised if necessary.	Choose One	
PE-2	By the end of the second quarter, the Peace Room will be used by 100% of students who need it.	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 support services should be in place for chronic absences and communication with district truancy personnel.	Choose One	
DE-2	By the end of the 3rd quarter, Madison will continue to review data and review student goals for effectivness. IEP plans will be reviewed and meetings will be	Choose One	
DE-3	By the end of the third quarter, students should be practicing for their TELPAS and should be able to show growth in the areas of Speaking and Writing by the time	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 Data is analyzed, small groups been changed and new strategies are added to their centers to increase the rigor in the spring	Choose One	
SL-2	By the end of the third quarter, K-2 low TEKS, CBA data, Burst Lessons and Interim Data is analyzed, small groups have been formed and progress monitor	Choose One	
SL-3	By the end of the third quarter, K-2 low TEKS, CBA data, Burst Lessons and Interim Data is analyzed, small groups have been formed and progress monitor	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, 100% ACTs will have been trained in 2 of 2 high leverage leadership skills.	Choose One	
PP-2	By the end of the first quarter, behaviors will be minimized by 9% through the use of daily PBIS, Leader in Me and weekly classroom guideance lessons by the	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, Dragon Bucks will be distributed (Jan, Feb, Mar.) Handbook is revised if necessary.	Choose One	
PE-2	By the end of the third quarter, the Peace Room will be used by 100% of students who need it.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Fourth Quarterly Review

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, there will be a (2.2%) increase in ADA from (90.8 %) to (93.00 %.)	Choose One		
DE-2	By the end of the 4th quarter, Madison will continue to review data and review student goals for effectiveness and look at IEP plans for the follwoing year that will	Choose One		
DE-3	By the end of the fourth quarter, we should be receiving TELPAS scores soon and will be able to review effectivness of instructional strategies and supplies to help	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, Heastart students will be able to show and increase of 20% or above in Reading foundational skills.	Choose One		
SL-2	By the end of the fourth quarter, K-2nd will increase Tier 1 students by (20 %) in Reading/Math	Choose One		
SL-3	By the end of the fourth quarter, K-2nd will increase Tier 1 students by (20 %) in Reading/Math	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 ACTs will display 2 of 2 qualities of an effective leader and score a minimum score on the rubric.	Choose One		
PP-2	By the end of the first quarter, behaviors will be minimized by 12 % through the use of daily PBIS, Leader in Me and weekly classroom guideance lessons by the	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, Dragon Bucks will be distributed (April and May) and referrals will decrease by (5%)	Choose One		
PE-2	By the end of the fourth quarter, Madison will decrease the number of referrals by (insert %)	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.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, Madison will increase this years attendance rate by (2.2%)	Choose One	
DE-2	By the end of the year, Special education students will grow by 20% in Math and Reading (map, CBA's and Interims)	Choose One	
DE-3	By the end of the year, students in DL will show growth in language domains, specifically in Speaking and Writing	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, Head Start will increase Tier 1 by 20% in Reading.	Choose One	
SL-2	By the end of the year, Kinder -2nd will increase Tier 1 growth by 20% in Reading and Math	Choose One	
SL-3	By the end of the year, 3rd-5th will increase Tier 1 growth by 20% in Reading and Math	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, ACTs will display (insert) Leader in Me qualities as defined by Leader in Me Rubric	Choose One	
PP-2	By the end of the year, discipline referrals should be minimized by 12%	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, Madison will decrease the number of discipline referrals by (5%)	Choose One	
PE-2	By the end of the year, Madison will decrease the nubmer of discipline referrals by (insert %)	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

Name	Role	Name	Role

Committee Members

Assurances and Approval Information

Principal Supervisor Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
	15907- ###

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

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

District Purchases

Title I Campus Program Requirements

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

Title I Campus Program Requirements

Title I Compliance Documentation and Submissions

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

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

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

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

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

Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times	Google Shared Folder	

School-Parent-Compact (ESSA Sec. 1116(d)

School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))

Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

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