Campus Improvement Plan
2023-2024

Margil Elementary School

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

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

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

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

SAISD 5 Year Board Goals

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

SAISD 2023-2024 Board Goals

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

SAISD 2023-2024 Campus Goals

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Development Dates	Meeting Topics and Actions
Meeting #1 **May 25, 2023** https://drive.google.com/file/d/1qJE7FlYQJaDS5pZkrWKD-eA4970KPaNR/view?usp=drive_link	The Campus Advisory Committee conducted a thorough data analysis to determine problem statements and used the Effective School Framework to determine root causes. **Demographics** ● **Attendance -** ADA Attendance Rate by Grade Level, ADA Attendance Rate by Week by Grade, and the previous 5 year ADA Rate ● **Student Groups -** Roster of Active At-Risk Students and Campus Demographics **Student Learning** ● **CIRCLE -** CIRCLE Campus Summary Report for 2020-2021, 2021-2022, and 2022-2023 school year ● **MAP -** MAP Instructional Level and Growth 2021-2022 and 2022-2023 ● **STAAR -** 2022-2023 Very Preliminary Data and 2021-2022 TAPR ● **TELPAS -** 2022 Yearly Progress in TELPAS Composite Rating by Grade
Meeting #2 **May 30, 2023** https://drive.google.com/file/d/1rZluNmeph4kIxAexzvaD_0I0vnwYJARm/view?usp=drive_link	**Perceptions** ● **PBIS Activities and Effectiveness -** Anecdotal notes / PBIS board ● **Student Discipline -** Discipline Incident Summary from Frontline, Discipline Report by Campus, 2023 SAISD Discipline Report- Refer to Admin with No Action Taken **Processes and Programs** ● **Master Schedule -** Previous years master schedule, 2023 MAP Achievement Tier 3 Data ● **Special Program Enrollment -** Program Data for Special Education on BI and 2021-2022 TAPR

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

The Campus Advisory Committee met on May 25, 2023 to conduct the summative year end review of the Campus Improvement Plan. The committee looked at all of the strategies we created and determined, through data and artifacts, whether or not we met the end of the KPIs. The Campus Advisory Committee also examined each performance objective. The committee then determined which performance objective will be moving forward, enhanced, and discontinued. The committee then decided which performance objectives and strategies will be used for the 2023-2024 school year.

● While we did not increase our school accountability rating from a B to an A as desired, our campus will continue to provide instructional supplies and testing materials to provide supplemental resources and intervention tools in the area of Math, Reading, Science, and Social Studies, teachers will continue to use the K12 Summit Platform for TELPAS, ALLD, and Science (headphones will need to be purchased), tutor weekly, and incorporate writing across all subjects by using interactive journals,
● Our campus increased attendance from 86.9% to 89.72%, although we did not meet our goal of 90%, our campus would like to continue the attendance committee and provide weekly and quarterly incentives. For the 2023-2024 school year, our campus would like to ensure that roles and responsibilities for the attendance committee are clearly defined and a calendar be provided to students/families to promote weekly and quarterly incentives. PBIS will continue behavior folders for grades K - 5 and the use of Eagle Bucks to purchase incentives at the PBIS Store.
● Margil Elementary did increase parent engagement from 1% to 10% attendance by hosting the Fiesta Parade and End-of-the-Year Award Ceremonies.
● Our counselor was not able to use 80% of her time performing clearly defined counseling duties, as stated in the Texas Model for Comprehensive School Counseling Program. For the 2023-2024 school year, one strategy our campus would like to implement is adding time in the Master Schedule for the counselor.
● Kindergarten, First, and Second Grade showed a 5% increase in Tier 1 Reading students being program and/or grade-level ready as measured by MAP by attending a field trip. First Grade Math Tier 1 and Growth also showed a 5% increase. , 66% of Grades K - 5 went on a field trip this school year. Our campus would like to continue field trips, but want 100% of the classrooms to attend a field trip.
● Our campus met 70% or more of Pre-Kindergarten students will be on track in the phonological awareness composite (88%). Our campus met 75% or more of Pre-Kindergarten students will be on track in the math composite (91%). For the 2023-2024 school year, we want to keep increasing the percent of students kinder ready in Reading and Math, Pre-Kindergarten teachers will continue to improve Alliteration and Rote Counting.
● We did not increase the percent of Grade 3 students on grade level in Reading and Math. One performance objective was to increase Tier 1 and Growth in grades K - 2. First grade was able to meet their goal for Math Tier 1 and Math Growth, but the other grade levels were not able to meet their goal. Our campus will continue to provide professional development on the District Framework for Math and Reading and purchase instructional materials that are aligned to the Framework. The Campus Advisory Committee will meet again to determine strategies and resources needed to meet our 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.

Demographics (Minimum 2 Areas)			
Area Examined	**Data Sources**	**Problem Statements and Root Causes**	
Demographics ● Attendance	● ADA Attendance Rate by Grade Level ● ADA Attendance Rate by Week by Grade ● Previous 5 Year ADA Rate by Campus	PS DE-1	For the 2022-2023 school year, Margil's attendance goal was 90%. The campus ended the year with an attendance rate of 89.72%.
		RC DE-1	Margil Elementary School was not consistent in providing weekly and quarterly incentives for students with 90% attendance. (ESF 3.2)
Demographics ● Attendance	● ADA Attendance Rate by Grade Level ● ADA Attendance Rate by Week by Grade ● Previous 5 Year ADA Rate by Campus	PS DE-2	For the 2022-2023 school year, grades Pre-Kindergarten, Kindergarten, and First Grade are below the campus goal of 90%.
		RC DE-2	Margil Elementary School has not informed parents of the attendance requirements and policies. (ESF 3.4)
Demographics ● At-Risk Rates	● Roster of Active At-Risk Students ● Campus Demographics	PS DE-3	79% of our campus is identified as at-risk.
		RC DE-3	Margil Elementary School does not have a system in place for when our at-risk students need assistance. (I.E. - When do we call the counselor? SEAD Specialist? Social Worker? CIS?) (ESF 1.1)
		PS DE-4	
		RC DE-4	
Data Determinations	Margil Elementary School needs to develop campus instructional leaders (Principal, Assistant Principal, Counselors, Teacher Leaders, Social Worker, SEAD Specialists, etc) with clear roles and responsibilities. Systems and calendars need to be established for attendance.		

Comprehensive Needs Assessment – Student Learning

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

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Learning ● CIRCLE	● Campus Summary Report for 2020-201, 2021-2022, and 2022-2023 school year.	**PS SL-1**	For the past three years, alliteration (39%, 31%, 44%) and rote counting (50%, 71%, 52%) has been below the campus goal of 70%.
		RC SL-1	Teachers need more resources that incorporate alliteration and rote counting. (ESF 1.2)
Student Learning ● MAP	● Instructional Level and Growth 2021-2022 and 2022-2023 school year.	**PS SL-2**	For the past two years, Margil Elementary School has been under 50% for Reading Tier 1 and Met Growth in Grades Kindergarten through Third Grade. For the past two years, Margil's Second Grade has been under 50% for Math Tier 1 and Met Growth.
		RC SL-2	Our campus does not have a system to monitor lesson plans nor a set schedule to intentionally plan with teachers to address each component of the Reading and Math Framework. (ESF 4.1)
Student Learning ● STAAR	● STAAR Data	**PS SL-3**	Based on the 2022-2023 very preliminary STAAR Results, our campus is at 45% likely passed Reading, 39% likely passed Math, and 25% likely passed.
		RC SL-3	Lack of exposure and resources to the new STAAR style questions. (ESF 4.1)
Student Learning ● TELPAS	● 2022 Yearly Progress in TELPAS Composite Rating by Grade	**PS SL- 4**	For the 2021-2022 school year, our campus had 38% of students make yearly progress.
		RC SL-4	Our campus purchased K12 Summit for TELPAS, but our campus did not come up with expectations on how to implement the program and how to monitor the progress. (ESF 3.2)
Data Determinations	Our campus advisory committee found that during the past three years, alliteration and rote counting have not met the goal of 70% or more for Pre-Kindergarten, 0% of Grades K - 2 have not met the goal of 50% for Reading Tier 1 and Met Growth, Domain 1 Achievement for STAAR was not met, and a system and calendar need to be put in place for K12 Summit.		

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

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Processes and Programs ● Master Schedule	● Previous years master schedule ● 2023 MAP Achievement Tier 3	**PS PP-1**	MAP Reading: 44% of students in Grade K - 5 are Tier 3, 21% are Tier 2, and 35% Tier 1.
		RC PP-1	There is no intervention time addressed in the master schedule and no high leverage practices occur in small groups (ESF 5.1)
Processes and Programs ● Special Program Enrollment	● Program Data for Special Education on BI. ● 2021-2022 TAPR	**PS PP-2**	Our campus has 97 special education students. According to the 2021-2022 STAAR Performance (TAPR), 33% of special education students were at approaches grade level or above for all grades and all subjects.
		RC PP-2	Lesson plans do not reflect differentiation for our special education students. (ESF 4.1)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Instructional materials and strategies need to be implemented in Grades PK - 5 for all students (Spec. Ed, EB, MTSS, 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.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Perceptions ● **PBIS Activities and Effectiveness**	● Anecdotal Notes	**PS PE-1**	Kindergarten and First Grade classrooms are getting "REDS" 3 out of 5 days in the cafeteria.
		RC PE-1	No consistency of expectations while monitoring. (ESF 3.2)
Perceptions ● **Student Discipline**	● Discipline Incident Summary from Frontline ● Discipline Report by Campus ● 2023 SAISD Discipline Report - Refer to Admin with No Action Taken	**PS PE-2**	Margil Elementary School had 189 teacher managed and 60 office referrals to administrators for Level 1 offenses.
		RC PE-2	Teachers have not been trained effectively on how to code items on Frontline and a system has not been put in place on when to refer students to administrators for Level 1 offenses. (ESF 3.2)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Margil Elementary School needs a system in place for administrators to monitor discipline referrals, train teachers on how to code discipline items on Frontline. Explicit behavioral expectations and management systems for students and staff need to be implemented in the cafeteria.		

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	1, 2, 3, 4	By the end of the 2023-2024 school year, we want to increase the campus attendance rate from 89.72% to 93%. ★ Demographics PS1	-Margil Elementary School Attendance Committee will meet weekly to discuss chronically absent students. The attendance committee will create a calendar to indicate weekly and quarterly incentives for students meeting our campus goal of 93%.	• School Administrators • Attendance Committee • Social Worker/CIS/FACE	
		Quarterly KPIs	By the end of Quarter I, attendance will increase from 89.72% to 90.72%, all attendance committee members roles and responsibilities will be communicated, calendar of incentives will be established and given to staff/parents, monitors will meet weekly to discuss the progress of attendance. By the end of Quarter 2,attendance will increase from 90.72% to 91.72%, incentives will be evaluated to determine if progress was made, incentives will be given for attendance on the day before and after Thanksgiving Break, and a campus initiative will be added the week before Christmas Break, and if needed mediation court will take place for all families under 70% attendance rate. By the end of Quarter 3, attendance will increase from 91.72% to 92.72% By the end of the 2023-2024 school year, attendance rate will increase to 93%.		
DE-2	1, 2, 3, 4	By the end of the 2023-2024 school year, Grades Pre-Kindergarten (86.9%), Kindergarten (87.5%), and 1st Grade (89.4%) will increase their attendance rate to 93%. ★ Demographics PS2	Margil Elementary School will host 2 information sessions (Fall & Spring) for PK - 1st Grade parents to discuss attendance policies and expectations.	• School Administrators • Attendance Committee • Social Worker/CIS/FACE	
		Quarterly KPIs	By the end of Quarter I, Margil will communicate with all parents during Open House and/or School Messenger to discuss attendance expectations and procedures. School administrators will review data from school messenger to see which families did not answer and reach out to them personally. By the end of Quarter 2, monitors will continue to meet weekly to discuss attendance concerns. If no improvement, home visits will be conducted. By the end of Quarter 3, monitors will meet to discuss more strategies to discuss attendance rate/concerns. By the end of the 2023-2024 school year, Grades PK - 1st will increase attendance rate to 93%.		
DE-3	1, 2, 3, 4	By the end of the 2023-2024 school year, Margil Elementary School will have clearly defined roles for the Counselor, Social Worker, Communities in Schools, and SEAD Specialists and a referral system in place for teachers to refer at-risk students. ★ Demographics PS33	Margil Elementary School will start an at-risk committee to define roles, create a referral system for teachers to refer students, monitor students, and track the effectiveness of the committee. Revisions and edits will be made throughout the year.	• School Administrators • Social Worker • CIS • Counselor • SEAD Specialist	
		Quarterly KPIs	By the end of Quarter I, all social/emotional specialists will meet to discuss their roles and responsibilities. A school wide system will be established for teachers to refer students. By the end of Quarter 2, Needs Assessment will be conducted on the system created. By the end of Quarter 3, Revisions and edits will be made to the system. By the end of the 2023-2024 school year, all specialists will have their roles and responsibilities clearly defined and an effective system will be established.		
DE-4					
		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

Plan for Improvement – Student Learning

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the 2023-2024 school year, Pre-Kindergarten will increase alliteration and rote counting to 70%. ★ **Student Learning PS1**	Teachers will incorporate 1 lesson per week from CLI Engage on Alliteration and Rote Counting.	• School Administrators • Instructional Coaches/Specialists	
		Quarterly KPIs	By the end of Quarter I, teachers will chose one lesson from (alliteration and rote counting) on CLI Engage to implement in their classrooms and it will be documented on their lesson plans. By the end of Quarter 2, alliteration will increase from 44% to 57% and rote counting will increase from 52% to 61%. Needs assessment will be conducted to see if more resources are needed or specialists need to provide professional development. By the end of Quarter 3, By the end of the 2023-2024 school year, alliteration and rote counting will increase to 70%.		
SL-2		By the end of the 2023-2024 school year, Kindergarten through Third Grade will have students at 50% Tier 1 and Met Growth for Reading on MAP. By the end of the 2023-2024 school year, Second Grade will have students at 50% Tier 1 and Met Growth for Math on MAP. ★ **Student Learning PS2**	Administrators, Instructional Coaches/Specialists, and Teachers will meet weekly through PLC to intentionally plan for Reading and Math. During PLC each component of the framework will be addressed. • **Foundational Skills**: Heggerty/Phonics to Reading will be used. • **Read Aloud**: What are our expectations? • **Reading Instruction**: TEKS will be dissected, analyzed, and unit assessments will be created. • **Self-Selected Reading**: Our campus will purchase Accelerated Reading to promote reading. • **Teacher-Led Small Group, Centers, and Stations:** Teachers will create classroom expectations (student procedures, types of stations, etc) so they are able to implement stations in the classroom. • **Writing Instruction:** Patterns of Wonder/Power will be used. • **System of Assessment**: Teachers will create a unit assessment. After each unit assessment, a common assessment data tracker will be filled out by teachers. We will discuss how students/teachers/etc. have performed on each unit assessment.	• School Administrators • Instructional Coaches/Specialists • Teachers	
		Quarterly KPIs	By the end of Quarter I, monitors will establish norms and expectations for PLC and lesson plans, master schedule will embed PLC time, review data to show teachers were we ended the 2022-2023 school year. By the end of Quarter 2, monitors will review lesson plans weekly and provide feedback, Reading: Kindergarten will be at 46% Tier 1, First Grade will be at 45% Tier 1 and Growth, and Second Grade will be at 40% Tier 1 and 47% Growth, Third Grade will be at 40% Tier 1 and 48% Growth. Math: Grade 1 will be at 50% Tier 1, Second Grade will be at 42% Tier 1 and 50% Growth. By the end of Quarter 3, By the end of the 2023-2024 school year, for reading - Grades K - 3 will have 50% of students on Tier 1 and 50% will meet their growth.		
SL-3		By the end of the 2023-2024 school year, Domain 1 STAAR Achievement will be at ..% Approaches, ..% Meets, and …% Masters. ★ **Student Learning PS3**	Teachers will be trained to use TFAR and they will create unit assessments on this platform. For each unit, teachers will identify 1 STAAR style type question they will implement and the unit assessment will incorporate the new STAAR style type question(s). Teachers will tutor students 2 times weekly for 60 minutes after school.	• School Administrators • Instructional Coaches/Specialists	
		Quarterly KPIs	By the end of Quarter I, Professional Development will be given on TFAR. Unit 1 - 3 will be created on TFAR. By the end of Quarter 2, tutoring will begin. By the end of Quarter 3, By the end of the 2023-2024 school year,		
SL-4		By the end of the 2023-2024 school year, 50% of students will make progress on TELPAS. ★ **Student Learning PS4**	Dual Language Teachers will work collaboratively to come up with campus expectations on how to implement the program, monitor the progress of students, and how to assess students to ensure they are showing progress.	• School Administrators • Instructional Coaches/Specialists • Dual Language Teachers	
		Quarterly KPIs	By the end of Quarter I, monitors will work collaboratively to set expectations for the program, how to monitor and assess the progress. By the end of Quarter 2, By the end of Quarter 3, By the end of the 2023-2024 school year,		

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		By the end of the 2023-2024 school year, Reading MAP will decrease Tier 3 students to from 44% to 34%, increase Tier 2 students from 21% to 31%, and increase Tier 1 from 35% to 45%. ★ **Process & Programs PS1**	Incorporate 30 minutes of intervention times into the master schedule. All personnel will work with small groups during this time.	• School Administrators • Instructional Coaches/Specialists	
		Quarterly KPIs	By the end of Quarter I, master schedule will reflect intervention time. All personnel will have their roles and responsibilities for intervention groups clearly defined. By the end of Quarter 2, By the end of Quarter 3, By the end of the 2023-2024 school year,		
PP-2		By the end of the 2023-2024 school year, 37% of special education students will be at approaches grade level or above for all grades and all subjects. ★ **Process & Programs PS2**	Special Education teachers will give an electronic copy of the IEP to teachers. Teachers will print out the IEP and bring their binders to PLC. During PLC, special education teachers will discuss strategies, accommodations, modifications, supplemental aids, and interventions for students. Differentiation for special education students will be documented in lesson plans.	• School Administrators • Instructional Coaches/Specialists • Special Education Teachers	
		Quarterly KPIs	By the end of Quarter I, By the end of Quarter 2, By the end of Quarter 3, By the end of the 2023-2024 school year,		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

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-1		By the end of the 2023-2024 school year, Kindergarten and First Grade will get "Green" 4 out of 5 days in the cafeteria. ★ **Perceptions PS1**	All staff members will be trained on cafeteria expectations. Criteria for administering "REDS" will be established.	• School Administrators • Instructional Coaches/Specialists	
		Quarterly KPIs	By the end of Quarter I, By the end of Quarter 2, By the end of Quarter 3, By the end of the 2023-2024 school year,		
PE-2		By the end of the 2023-2024 school year, Margil Elementary will decrease the number of teacher managed offenses from 189 to 95 and 60 office referrals to 30. ★ **Perceptions PS2**	Teachers will establish a Tier 1 classroom management system for their classroom. Margil Elementary School will establish a system of when to refer students to administrators. All staff members will be trained on how to code items on Frontline.	• School Administrators • Instructional Coaches/Specialists	
		Quarterly KPIs	By the end of Quarter I, By the end of Quarter 2, By the end of Quarter 3, By the end of the 2023-2024 school year,		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

Quarter 1 Formative Review

	2.2 – First Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 1 KPI**	**Q1 Rating**	**Findings / Next Steps**

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 2 Formative Review

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

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

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 3 Formative Review

	2.2 – Third Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 3 KPI**	**Q3 Rating**	**Findings / Next Steps**

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 – 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

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

Quarter 4 Summative Review

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

Performance Objective	Q4 Rating	Findings / Next Steps

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

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.

Multiple Measure	Problem Statement & Root Cause

#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DP-1				DP-1	

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		

Quality Checklists

Documentation and Submissions

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

Title I Compliance Documentation and Submissions

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

Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, 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)

Documentation	Description	CIP Location / Upload Location	Done
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))

Documentation	Description	CIP Location / Upload Location	Done
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 both 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		

Documentation and Submissions

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
Margil Elementary School	15907- 149
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	
Principal	**SAISD Board Approval Date**
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**

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

Name	Role	Name	Role
John Gomez	Principal	Drew Barton	Special Education
Andrea Castaneda	Assistant Principal	Erika Hernandez	Communities in Schools
Jessica Brown	Instructional Coach		
Leslie Uresti	Instructional Coach		
Ronald McQueen	FACE		
Ilse Faz	Special Education		
Claudia Girela	Pre-Kindergarten Teacher		
Sylvia Silva	Kindergarten Teacher		
Barbara Redondo	First Grade Teacher		
Ariana Shannon	Second Grade Teacher		
Melissa Villarreal	Third Grade Teacher		
Diana Arroyos	Fourth Grade Teacher		
Leticia Solis	Fifth Grade Teacher		
Marissa Rodriguez	Counselor		
Jordanna Torrez	Fine Arts Teacher		
Elida Ramos	Instructional Assistant		
Amanda Lazaro	Instructional Assistant		
Anthony Brown	Parent		
Lilia Ibarra	Parent		
Tomas Uresti	Business Representative		
Dominic Hathaway	Community Member		

Committee Members