Campus Improvement Plan
2023-2024

SAISD

Samuel A. Maverick 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.

Comprehensive Needs Assessment Process

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 5/15/2023	CIP Summative Review, CNA Process Campus Equity Audit - presented by A. Arispe
Meeting #2 5/22/2023 Meeting #3 6/7/2023	**Student Learning-** Reading and Math MAP and CIRCLE: Examined released MAP and CIRCLE results and created problem statements/root cause statements. **Processes and Programs**- Examined and reviewed data from T-TESS Appraisal System, Insight Survey data, Walk-through data, and MAP Growth results and created problem statements/root cause statements. **Demographics**- Examined the special programs reports and student data results and created problem statements/root cause statements. **Perceptions**- Examined the Insight Survey data, Campus Parent-Teacher Logs, MTSS Meeting Logs, and the Family School Relationship Survey results and created problem statements/root cause statements.

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

Based on the summative evaluation of the 2022-2023 CIP -
- Based on student outcomes in all grade levels, professional development will focus on improving Tier 1 instruction with instructional strategies for engagement and productive student struggle, unpacking TEKS, and how to teach the standards using our curriculum explicitly.
- Our campus will examine collaborative practices for vertical alignment and effective PLC practices.
- Based on the campus equity audit, teacher survey, and student outcome data, professional development will also focus on culturally responsive practices and anti-deficit beliefs.
- Our campus will explore family involvement and engagement practices within all aspects of a child's education.

Comprehensive Needs Assessment – Demographics

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Groups	Special programs data	PS DE-1	Only 14% of teachers meet during Professional Learning Communities meetings with special programs personnel to collaborate, discuss goals, and develop instruction that targets our diverse populations, including the 29% of students who require a specialized education plan, the 27% of students are Emerging Bilinguals, the 65% of students identified as At-Risk, and the 93% of student who are classified economically-disadvantaged.
		RC DE-1	General education and special programs personnelle are not consistently collaborating and/or meeting to discuss student supports (i.e. supplemental aids), strategies, services, or the programmatic goals of students participating in one or more of the following programs; 504, SpEd, LPAC, and GT. (ESF 4.1b)
Student Groups	Attendance Data	PS DE-2	29% of students have less than a 90% attendance rate.
		RC DE-2	The staff has not developed a consistent campus-wide program incorporating systems, approved methodologies, and processes to address chronic absences.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Our special programs data reports show that over a quarter of our student population has an Individualized Education Plan (IEP) to support their learning. In discussion with the CAC, it was noted a need for consistent, collaborative practices with special programs personnel to discuss goals and programmatic planning.		

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

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Grade Level Readiness	EOY Reading MAP Data T-TESS EOY Ratings	PS SL-1	In 78% of Kindergarten to Fifth monolingual classrooms, less than 50% of students are on grade level as measured by EOY MAP Reading.
		RC SL-1	Most teachers are not consistently using protocols to ensure all students are doing the cognitive lift in the learning and engaging students using techniques that encourage "productive struggle," such as using wait time, facilitating discourse, and requiring evidence to support claims. (ESF 5.1)
Grade Level Readiness	EOY MAP Fluency Data mClass EOY ORF Data	PS SL-2	Less than 50% of monolingual students achieve 75% word accuracy as measured on EOY MAP Fluency and mClass.
		RC SL-2	When executing lessons, most teachers use inconsistent frameworks for instruction, including instructional material use, high-leverage practices, and complex content-rich student tasks. (ESF 5.1)
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	We found that only two grade levels, K-5 met expected growth goals as evidenced by EOY English Reading MAP Growth Assessment. From BOY to EOY, the campus demonstrated a 9% increase in Tier 3 students in reading. As evidenced by the T-TESS appraisal system, the data indicates that most teachers performing within the "Developing" category are under Domain II: Instruction.		

Comprehensive Needs Assessment – Perceptions

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

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Teacher Perceptions	Insight Survey	PS PE-1	Over the past four years, there has been an 18% increase of the number of teachers that do not agree that students can achieve grade-level standards.
		RC PE-1	Collectively, the campus does not demonstrate high expectations for all students and use asset-based language in interactions around performance, challenges, and strategies to ensure all students succeed. (ESF 3.1)
Parent Family Engagement	Campus Parent-Teacher Logs MTSS Meeting Logs Family School Relationship Survey	PS PE-2	Only 38% of Maverick families report involvement in the critical aspects of their child's learning.
		RC PE-2	The campus has not established systems to engage families regularly about their child's performance in a positive, constructive, and personalized way. (ESF 3.4 A & B)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	We determined that parents feel like they have opportunities for school engagement but are not provided opportunities for involvement concerning their child's education. Conversely, through the Insight Survey, 66% of teachers reported, "Families at my school regularly receive reports concerning student progress."		

Comprehensive Needs Assessment – Processes & Programs

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
Teacher Performance	T-TESS Appraisal System Insight Survey Classroom Observation Data EOY MAP Growth	PS PP-1	81% of all teachers are rated proficient or higher on T-TESS, although less than 55% of students are performing at Tier 1 Reading and Math, as evidenced by EOY MAP Growth.
		RC PP-1	Teacher feedback is not aligned and does not always include a focus on teacher actions that would have the greatest positive impact on student learning. (ESF 4.1c and ESF 5.2a)
Professional Development	PLC, student outcomes for all grade levels EOY, teacher surveys, classroom observation data	PS PP-2	According to MAP Growth, the campus has the following students identified as Tier 3: 25% in Math, 33% in Reading English, 15% in Reading Spanish, and 24% in Science.
		RC PP-2	During PLCs, staff are not consistently engaging in in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. (ESF 5.3c)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	We found that teachers have been overrated in T-TESS and have been provided feedback not focused on teacher actions with the greatest learning impact. And that the professional learning opportunities did not align to survey data.		

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	GOAL 3 Improve College Readiness for Students with Disabilities	By the end of the school year, 100% of all teachers will meet bi-monthly with special programs personnel to discuss goals and progress, develop instruction, and collaborate to target diverse populations with IEPs, IAPs, 504 plans, and LPAC plans. **Demographics 1**	Within five days of the student's enrollment, special programs personnel will meet with the academic team, including the teacher(s), to discuss goals and programmatic planning and schedule a targeted ongoing professional development to support the needs of the student(s) throughout the year.	Administrative Team SPED Team Teacher of Record	
		Quarterly KPIs	By the end of quarter 1, 100% of teachers will have been trained in the process of new student enrollment regarding special programs, and 30% of all teachers will have met with the academic team, including the teacher(s), to discuss goals and programmatic planning, and participate in a targeted ongoing professional development to support the needs of the student/s throughout the year. By the end of Quarter 2, 60% of teachers will have met with the academic team, including the teacher(s), to discuss goals and programmatic planning and participate in at least one targeted ongoing professional development to support the needs of the student(s) throughout the year. By the end of Quarter 3, 90% of teachers will have met with the academic team, including the teacher(s), to discuss goals and programmatic planning and participate in at least one targeted ongoing professional development to support the needs of the student(s) throughout the year. By the end of Quarter 4, 100% of teachers will have met with the academic team, including the teacher(s), to discuss goals and programmatic planning and participate in at least one targeted ongoing professional development to support the needs of the student(s) throughout the year.		
DE-2	GOAL 3 Improve College Readiness for Students with Disabilities	By the end of the school year, 100% of all teachers will meet bi-monthly with special programs personnel to discuss goals and progress, develop instruction, and collaborate to target diverse populations with IEPs, IAPs, 504 plans, and LPAC plans. **Demographics 1**	Provide ongoing, embedded professional development for teaching staff on monitoring student goals and developing differentiated instructional plans to support our student's social, emotional, and academic needs, including students with IEPs, IAPs, 504, and LPAC plans. Guidance and counseling lessons will address violence prevention and intervention, dropout prevention, bullying, and mental and physical health.	Instructional Coaches SPED Team Counselor Social Worker Community In Schools	ESSER **282** $5,000
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will have been provided orientation for our diverse student population to improve the outcomes for all students, including students with IEPs, IAPs, 504, and LPAC plans, and 30% of all classrooms will have ongoing collaboration and implementation of strategies as evidenced by teacher and student artifacts. By the end of Quarter 2, 60 % of all classrooms will have ongoing collaboration and implementation of strategies, as evidenced by teacher and student artifacts. By the end of Quarter 3, 90% of all classrooms will have ongoing collaboration and implementation of strategies, as evidenced by teacher and student artifacts. By the end of Quarter 4, 100% of all classrooms will have ongoing collaboration and implementation of strategies, as evidenced by teacher and student artifacts. Guidance and counseling lessons will be provided weekly to all students during Quarters 1, 2, 3, and 4 to address social and emotional needs.		

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-3	Goal 4 Improve Social Emotional Readiness in all Students	By the end of the school year, the number of students with less than a 90% attendance rate will decrease by 5%. **Demographics 2**	Maverick staff will implement a campus-wide system for monitoring student attendance resulting in an annual attendance rate of 92%. The campus attendance committee will monitor and track attendance, identify trends and chronic absenteeism, organize incentives, and address concerns with parents.	Administrative Team Dragon Support Team	**461-11-6499-00-15 0-11-1-26**-Student Incentives-$500
		Quarterly KPIs	By the start of the school year, the administrative team will have established the roles and responsibilities of the Dragon Support Team along with the campus-wide system for monitoring student attendance. By the end of Quarter 1, 100% of staff will have been provided training for the campus-wide system for monitoring student attendance. In addition, 30% of all teachers will be utilizing the campus-wide system for monitoring student attendance daily with the support of the Dragon Support Team. By the end of Quarter 2, 60% of all teachers will be utilizing the campus-wide system for monitoring student attendance daily with the support of the Dragon Support Team. By the end of Quarter 3, 90% of all teachers will be utilizing the campus-wide system for monitoring student attendance daily with the support of the Dragon Support Team. By the end of Quarter 4, 100% of all teachers will be utilizing the campus-wide system for monitoring student attendance daily with the support of the Dragon Support Team.		
DE-4					
		Quarterly KPIs			

Plan for Improvement – Student Learning

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	Goal 1 Improve Reading and Writing Outcomes for all Students	By the end of the year, 100% of classrooms will see a 5% increase in achievement in Tier 1 status as measured by EOY MAP Reading and CIRCLE Reading. **Student Learning 1**	Teachers will engage in professional development of teaching practices that promote critical thinking and productive struggle, differentiation, accelerated learning, formative/summative assessment, and high-leverage instructional practices (i.e. anchor charts, process journals, student discourse).	Administrative Team Instructional Coaches	**211-11-6399-00-15-0-30-0-00** supplies-teaching $5,000
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will attend at least two professional developments that promote critical thinking and productive struggle, differentiation, and formative/summative assessment in Reading Language Arts. By the end of Quarter 2, 50% of teachers will implement teaching practices outlined in professional development. By the end of Quarter 3, 75% of teachers will implement teaching practices outlined in professional development. By the end of Quarter 4, 100% of teachers will implement teaching practices outlined in professional development.		
SL-2	Goal 1 Improve Reading and Writing Outcomes for all Students	By the end of the year, 100% of classrooms in K-5 will see a 15% increase in achievement with 96% word accuracy as measured by EOY Fluency assessments. **Student Learning 2**	Teachers will engage in professional development of teaching practices that promote fluency instruction such as, Lotto Lara, Dictado, Everyday Edits, Fluency Workstations, etc.and implement these practices in their classrooms.	Administrative Team Instructional Coaches	**211-11-6399-00-15 0-30-0-00** supplies-teaching $3,976 ESSER **282** $1200 Read Live Training for DL Teachers ESSER **282** $1000 Amplify Training
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will attend at professional developments that promotes fluency instruction in Reading Language Arts. By the end of Quarter 2, 50% of teachers will implement teaching practices outlined in professional development. By the end of Quarter 3, 75% of teachers will implement teaching practices outlined in professional development. By the end of Quarter 4, 100% of teachers will implement teaching practices outlined in professional development.		
SL-3					
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

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	Goal 1 Improve Reading and Writing Outcomes for all Students Goal 2 Improve Math Outcomes for Black Students	By the end of the year, 100% of teachers will integrate feedback from snapshots and comprehensive walk-throughs, and formal observations into their classroom instructional practices. **Processes and Programs 1**	The campus will fund two instructional coaches to support teacher effectiveness with coaching cycles to improve classroom instructional practices.	Administrative Team Instructional Coaches	**211-13-6119-00-150-30-000** instructional coach-$178,266
		Quarterly KPIs	By the end of Quarter 1, all teaching staff will have received professional development on the role of the Instructional Coach and cycles for instructional support. By the end of Quarter 2, at least 25% of teachers will engage in coaching opportunities to support classroom instructional practices and improve student learning. By the end of Quarter 3, at least 50% of teachers will engage in coaching opportunities to support classroom instructional practices and improve student learning. By the end of Quarter 4, at least 75% of teachers will engage in coaching opportunities to support classroom instructional practices and improve student learning.		
PP-2	Goal 1 Improve Reading and Writing Outcomes for all Students Goal 2 Improve Math Outcomes for Black Students	By the end of the year, 100% of teachers will integrate feedback from snapshots and comprehensive walk-throughs, and formal observations into their classroom instructional practices. **Processes and Programs 1**	Maverick staff will implement a campus-wide system for observation and feedback cycles resulting in aligned feedback and coaching support to increase the teacher effectiveness of instructional practices.	Administrative Team	
		Quarterly KPIs	By the start of the school year, the administrative team will have established a system for observation, feedback, and coaching cycles. By the end of Quarter 1, all teaching staff will have received professional development training for coaching cycles and feedback action plans, with 25% of teaching staff actively participating in observation feedback cycles with an administrator. By the end of Quarter 2, 50% of teaching staff will have actively participated in observation feedback cycles with an administrator. By the end of Quarter 3, 75% of teaching staff will have actively participated in observation feedback cycles with an administrator. By the end of Quarter 4, 100% of teaching staff will have actively participated in observation feedback cycles with an administrator.		

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-3	Goal 1 Improve Reading and Writing Outcomes for all Students Goal 2 Improve Math Outcomes for Black Students	By the end of the year, the number of students classified as Tier 3, as measured on Map Growth Assessments, will average less than 20% in Math, less than 28% in Reading English, and less than 12% in Reading Spanish. **Processes and Programs 2**	Maverick staff will implement a campus-wide system for progress monitoring, interventions, MTSS, and professional learning community meetings to ensure the needs of students are addressed, resulting in a decrease in the number of students classified as tier 3 at the end of the year.	Administrative Team Instructional Coaches	**211-13-6329-00-15-30-0-00** supplies teaching- purchase Read Live for use as Spanish Fluency Program $2850 ESSER **282** $14,700 CRT
		Quarterly KPIs	By the start of the school year, the administrative team, in collaboration with the campus Instructional Leadership Team (ILT), will have established a system for progress monitoring, interventions, MTSS, and professional learning community meetings. By the end of Quarter 1, all teaching staff will have received professional development training for the campus-wide initiatives, with 25% of teaching staff utilizing the campus-wide initiatives. By the end of Quarter 2, 50% of the teaching staff will utilize the campus-wide initiatives. By the end of Quarter 3, 75% of the teaching staff will utilize the campus-wide initiatives. By the end of Quarter 4, 100% of the teaching staff will utilize the campus-wide initiatives.		
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	Goal 1 Improve Reading and Writing Outcomes for all Students Goal 2 Improve Math Outcomes for Black Students	By the end of the year, there will be a 5% increase in student achievement on grade-level assessments in all classrooms as measured by EOY assessments (i.e., MAP, CIRCLE, STAAR). **Perceptions 1**	Teachers will participate in data analysis and data meeting conversations throughout the year with instructional support personnel such as, administrators, instructional coaches, and district specialists.	Administrative Team Instructional Coaches	**211-13-6118-26-150-30-000** cost of substitutes for teacher PD $11,300
		Quarterly KPIs	By the start of the school year, the administrative team, in collaboration with the campus instructional leadership team, will have established a system and protocols for data analysis and data meeting conversations. By the end of Quarter 1, all teachers will have participated in professional development utilizing the established protocols for data analysis, with 25% of teachers using the process. By the end of Quarter 2, 50% of teachers will use the established protocols for data analysis. By the end of Quarter 3, 75% of teachers will use the established protocols for data analysis. By the end of Quarter 4, 100% of teachers will use the established protocols for data analysis.		
PE-2	Goal 4 Improve Social Emotional Readiness in all Students	By the end of the year, 50% of Maverick Elementary School families will report on the Family School Relationship Survey that they are involved in critical aspects of their child's learning. **Perceptions 2**	Maverick staff will implement a campus-wide system for family involvement to increase parent participation in critical aspects of their child's learning (i.e., homework, teacher-parent conferences, family night participation, goal-setting, monitoring grades and attendance via Frontline, kindergarten, and third-grade readiness) A Year at a Glance document will be created by the campus FACE Specialist, Social Worker, and CIS to outline campus professional development opportunities for families that targets the critical areas of need identified in the family survey.	Administrative Team FACE Specialist	**211-61-6399-01-150-30-0-00** supplies for parent and family engagement-$1706 **211-61-6499-01-150-30-0-00** refreshments for parent and family engagement-$1706 211-61-6411-1-150 travel pd $500
		Quarterly KPIs	By the start of the school year, the instructional leadership team will have established a campus-wide system for family involvement to increase parent participation in critical aspects of their child's learning. By the end of Quarter 1, all teachers will receive professional development in the campus-wide system for family involvement, with 25% of teachers utilizing the campus-wide system for family involvement. By the end of Quarter 2, 50% of teachers will utilize the campus-wide system for family involvement. By the end of Quarter 3, 75% of teachers will utilize the campus-wide system for family involvement. By the end of Quarter 4, 100% of teachers will utilize the campus-wide system for family involvement.		

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**
DE-1	By the end of quarter 1, 100% of teachers will have been trained in the process of new student enrollment regarding special programs, and 30% of all teachers will have met with the academic team, including the teacher(s), to discuss goals and programmatic planning, and participate in a targeted ongoing professional development to support the needs of the student/s throughout the year.		
DE-2	By the end of Quarter 1, 100% of teachers will have been provided with an orientation for our diverse student population to improve the outcomes for all students, including students with IEPs, IAPs, 504, and LPAC plans, and 30% of all classrooms will have ongoing collaboration and implementation of strategies as evidenced by teacher and student artifacts. Guidance and counseling lessons will be provided bi- weekly to all students during Quarters 1, 2, 3, and 4 to address social and emotional needs.		
DE-3	By the start of the school year, the administrative team will have established the roles and responsibilities of the Dragon Support Team along with the campus-wide system for monitoring student attendance. By the end of Quarter 1, 100% of staff will have been provided training for the campus-wide system for monitoring student attendance. In addition, 30% of all teachers will be utilizing the campus-wide system for monitoring student attendance daily with the support of the Dragon Support Team.		
SL-1	By the end of Quarter 1, 100% of teachers will attend at least two professional developments that promote critical thinking and productive struggle, differentiation, and formative/summative assessment in Reading Language Arts.		
SL-2	By the end of Quarter 1, 100% of teachers will attend at professional developments that promotes fluency instruction in Reading Language Arts.		

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

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

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of Quarter 1, all teaching staff will have received professional development on the role of the Instructional Coach and cycles for instructional support.		
PP-2	By the start of the school year, the administrative team will have established a system for observation, feedback, and coaching cycles. By the end of Quarter 1, all teaching staff will have received professional development training for coaching cycles and feedback action plans, with 25% of teaching staff actively participating in observation feedback cycles with an administrator.		
PP-3	By the start of the school year, the administrative team, in collaboration with the campus Instructional Leadership Team (ILT), will have established a system for progress monitoring, interventions, MTSS, and professional learning community meetings. By the end of Quarter 1, all teaching staff will have received professional development training for the campus-wide initiatives, with 25% of teaching staff utilizing the campus-wide initiatives.		
PE-1	By the start of the school year, the administrative team, in collaboration with the campus instructional leadership team, will have established a system and protocols for data analysis and data meeting conversations. By the end of Quarter 1, all teachers will have participated in professional development utilizing the established protocols for data analysis, with 25% of teachers using the process.		
PE-2	By the start of the school year, the instructional leadership team will have established a campus-wide system for family involvement to increase parent participation in critical aspects of their child's learning. By the end of Quarter 1, all teachers will receive professional development in the campus-wide system for family involvement, with 25% of teachers utilizing the campus-wide system for family involvement.		

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

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of Quarter 2, 60% of teachers will have met with the academic team, including the teacher(s), to discuss goals and programmatic planning and participate in at least one targeted ongoing professional development to support the needs of the student(s) throughout the year.		
DE-2	By the end of Quarter 2, 60 % of all classrooms will have ongoing collaboration and implementation of strategies, as evidenced by teacher and student artifacts. Guidance and counseling lessons will be provided weekly to all students during Quarters 1, 2, 3, and 4 to address social and emotional needs.		
DE-3	By the end of Quarter 2, 60% of all teachers will be utilizing the campus-wide system for monitoring student attendance daily with the support of the Dragon Support Team.		
SL-1	By the end of Quarter 2, teaching practices will be implemented by 50% of teachers.		
SL-2	By the end of Quarter 2, teaching practices will be implemented by 50% of teachers.		
PP-1	By the end of Quarter 2, at least 25% of teachers will engage in coaching opportunities to support classroom instructional practices and improve student learning.		
PP-2	By the end of Quarter 2, 50% of teaching staff will have actively participated in observation feedback cycles with an administrator.		
PP-3	By the end of Quarter 2, 50% of the teaching staff will utilize the campus-wide initiatives.		
PE-1	By the end of Quarter 2, 50% of teachers will use the established protocols for data analysis.		
PE-2	By the end of Quarter 2, 50% of teachers will utilize the campus-wide system for family involvement.		

Quarter 2 Formative Review

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

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

Quarter 3 Formative Review

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of Quarter 3, 90% of teachers will have met with the academic team, including the teacher(s), to discuss goals and programmatic planning and participate in at least one targeted ongoing professional development to support the needs of the student(s) throughout the year.		
DE-2	By the end of Quarter 3, 90% of all classrooms will have ongoing collaboration and implementation of strategies, as evidenced by teacher and student artifacts. Guidance and counseling lessons will be provided weekly to all students during Quarters 1, 2, 3, and 4 to address social and emotional needs.		
DE-3	By the end of Quarter 3, 90% of all teachers will be utilizing the campus-wide system for monitoring student attendance daily with the support of the Dragon Support Team.		
SL-1	By the end of Quarter 3, teaching practices will be implemented by 75% of teachers.		
SL-2	By the end of Quarter 3, teaching practices will be implemented by 75% of teachers.		
PP-1	By the end of Quarter 3, at least 50% of teachers will engage in coaching opportunities to support classroom instructional practices and improve student learning.		
PP-2	By the end of Quarter 3, 75% of teaching staff will have actively participated in observation feedback cycles with an administrator.		
PP-3	By the end of Quarter 3, 75% of the teaching staff will utilize the campus-wide initiatives.		
PE-1	By the end of Quarter 3, 75% of teachers will use the established protocols for data analysis.		
PE-2	By the end of Quarter 3, 75% of teachers will utilize the campus-wide system for family involvement.		

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

2.2 – 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
DE-1	By the end of Quarter 4, 100% of teachers will have met with the academic team, including the teacher(s), to discuss goals and programmatic planning and participate in at least one targeted ongoing professional development to support the needs of the student(s) throughout the year.		
DE-2	By the end of Quarter 4, 100% of all classrooms will have ongoing collaboration and implementation of strategies, as evidenced by teacher and student artifacts. Guidance and counseling lessons will be provided weekly to all students during Quarters 1, 2, 3, and 4 to address social and emotional needs.		
DE-3	By the end of Quarter 4, 100% of all teachers will be utilizing the campus-wide system for monitoring student attendance daily with the support of the Dragon Support Team.		
SL-1	By the end of the year, there will be a 5% increase in Tier 1 achievement in EOY MAP Reading and CIRCLE Reading.		
SL-2	By the end of the year, there will be a 5% increase in fluency achievement in EOY Fluency assessments.		
PP-1	By the end of Quarter 4, at least 75% of teachers will engage in coaching opportunities with an Instructional Coach to support classroom instructional practices and improve student learning.		
PP-2	By the end of Quarter 4, 100% of teaching staff will have actively participated in observation feedback cycles with an administrator.		
PP-3	By the end of Quarter 4, 100% of the teaching staff will utilize the campus-wide initiatives.		
PE-1	By the end of Quarter 4, 100% of teachers will use the established protocols for data analysis.		
PE-2	By the end of Quarter 4, 100% of teachers will utilize the campus-wide system for family involvement.		

Quarter 4 Formative Review

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.

Always Learning GPS	Problem Statement & Root Cause				

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

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

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

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

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

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	FACE Specialist Office
Languages Available	English; Other languages upon request
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	
Languages Available	English and Spanish; Other languages upon request
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; Other languages upon request	
URL to Online Version		

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, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	

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

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, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

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

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 <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information

Assistant Superintendent Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Maverick Elementary	015907-150
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	
Principal	**SAISD Board Approval Date**
Leila Garza	
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
Alejandra Vizcaino	Head Start Teacher	Fabiola Rodriguez	Kindergarten DL Teacher
Danielle Ramos	Kindergarten Teacher	Dariela Hernandez	Head Start DL Teacher
Crystal Reyes	First Grade Teacher	Janeen Uribe	Fifth Grade Teacher
Angelique Rodriguez	Second Grade Teacher	Venessa Yracheta	Fourth Grade Teacher
Fili Garcia	Third Grade DL Teacher	Elisa Aguirre	Second Grade Teacher
Belinda Cannon	Fourth Grade DL Teacher	Yusimil Casanas-Casaneiro	Head Start DL Teacher
Priscilla Quezada	Fifth Grade DL Teacher	Denise Yamashita	Assistant Principal
Andrea Arispe	Inclusion and Resource Teacher		
Jeanette Zuniga	Counselor		
Eva Villa	FACE Specialist		
Kristin Ivy	Instructional Coach		
Margaret Threadgill	Instructional Coach		
Leila Garza	Principal		

Committee Members