Campus Improvement Plan
2024 - 2025

SAISD

Maverick Elementary

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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 13, 2024	CIP Summative Review, CNA Process, Reviewed and completed the Demographic portion of the CNA by creating problem statements/root cause statements by using the following data resources: special programs reports, student data results, attendance data, at-risk data. Reviewed and completed Processes and Programs portion of the CNA by creating problem statements/root cause statements by using the following data resources: T-TESS & Walk Through Data, Insight Survey data, MAP Growth results, coaching cycle data, MTSS Data, Branching Minds Data, SEAD activities and data,.
Meeting #2 May 20, 2024	CIP Summative Review, CNA Process, Reviewed and completed the Student Learning portion of the CNA by creating problem statements/root cause statements by using the following data resources: Reading and Math MAP and CIRCLE, Branching Minds Interventions. Reviewed and completed the Perceptions portion of the CNA by creating problem statements/root cause statements by using the following data resources: Insight Survey data, Parent-Student Surveys, Classroom Observations, and Feedback to Teachers. Logs.

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

Based on the summative evaluation of the 2023-2024 CIP: 1. We will focus on scheduling collaboration time for special programs with general education teachers and collaborate more with all special programs. 2. We will focus on implementing a streamlined attendance process for teachers to focus on chronic absentee students. 3. We will continue our focus with PD Tier 1 instructional strategies. 4. The campus will continue to focus on increasing fluency achievement for students. 5. Teachers in need of systems of support will participate in coaching cycles that target high-leverage strategies. 6.Establish a system/procedure for analyzing data after formal assessments, unit assessments, etc. 7. We will continue to work towards equitable family engagement activities across all grade levels and content areas. 8. Establish a system/procedure for analyzing data after formal assessments, unit assessments, etc. to ensure continuous student growth.

Comprehensive Needs Assessment Process

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

Comprehensive Needs Assessment Process

Demographics

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

Student Learning

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

Processes and Programs

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

Perceptions

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

Demographics (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Student Attendance	**PS DE-1**	In 2023, 29% of students had less than a 90% yearly attendance rate. In 2024, the percentage of students with less than a 90% yearly attendance rate dropped to 23%.
	RC DE-1	The campus has an inconsistent campus-wide attendance intervention flowchart that needs to be revised for easier utilization by staff. The campus is not consistently implementing the campus-wide attendance systems to address chronic absences.(ESF: 3.2d 5.1a 5.4b 5.4d)
Programs Student Outcomes	**PS DE-2**	Only 60% of Special Education Teachers attend PLCs regularly with General Education teachers and do not collaborate regularly pertaining to IEP services.
	RC DE-2	The campus has not developed expectations and procedures for what collaboration time will look like. (ESF: 3.3b 3.3c 4.1b 5.4a)
Choose One	**PS DE-3**	
	RC DE-3	
Choose One	**PS DE-4**	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		Student Attendance data strength was an improved overall attendance rate for the campus. An area for improvement is to focus on students who have consistent absences. ***what strengths on sped collab

Comprehensive Needs Assessment - Demographics

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		**Problem Statements and Root Causes**
EOY Assessment Outcomes	**PS SL-1**	51% of students demonstrate a years growth as evidenced by EOY Math and Reading MAP Growth assessments.
	RC SL-1	The implementation of math and reading intervention is inconsistent. (ESF 5.4a)
EOY Assessment Outcomes	**PS SL-2**	The amount of students ending the year on grade level decreased from BOY.
	RC SL-2	The implementation of tier 1 Reading and Math instruction is inconsistent. -(ESF 5.3c, 4.1a)
Choose One	**PS SL-3**	
	RC SL-3	
Choose One	**PS SL- 4**	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		Strengths - 75% of 3rd grade students demonstrated 20+ points of growth from BOY to EOY as evidenced by EOY MAP Math Growth. 70% of 2nd grade students demonstrated 20+ points of growth from BOY to EOY as evidenced by EOY MAP Math Growth. Areas of Improvement - 83% of the campus is not meeting expected growth goals of 70% as evidenced on EOY MAP Growth.

Comprehensive Needs Assessment - Processes & Programs

Processes & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Behavioral / SEAD Needs	PS PP-1	In 100% of measured domains targeting the growth mindset of students, data demonstrates that students do not believe they have the potential to change factors central to their performance in school.
	RC PP-1	Students have not been provided with clear achievement and growth goals. (ESF 3.1b)
Implementation of PD	PS PP-2	Less than 50% of first-grade students are moving into the adaptive oral reading portion on MAP fluency by the end of the year.
	RC PP-2	Reading Language Arts plans have not been monitored and adjusted in response to student data. (ESF 4.1b)
TTESS Skew	PS PP-3	Only 85% of teaching staff participated in observation feedback cycles with an administrator or coach.
	RC PP-3	A system for follow-up has not been created or consistently implemented.
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		Strengths - 62% of DL students in 1st grade are moving into oral reading participation on MAP Fluency. Of the 34% of students in monolingual 1st grade who move into Oral Reading, 86% of students are reading fluently. Areas of Improvement - 34% of 1st grade monolingual students are moving into Oral Reading participation for MAP Reading Fluency. 66% of students in 1st grade monolingual classes remain on the Foundational Skills measures on MAP Reading Fluency. Strengths: On the SEAD survey 63% of students reported favorably in the area of Sense of Belonging that reviewed how much students feel that they are valued members of the school community. Areas of Improvement: On the SEAD survey less than 50% of students reported favorably with respect to Growth Mindset that reviewed student perception of whether they have the potential to change those factors that are central to their performance in school.

Comprehensive Needs Assessment - Perceptions

		Perceptions (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
Student Survey Results	**PS PE-1**	58% of students say they struggle clearly describing their feelings
	RC PE-1	The campus has not established a process for students to practice emotional and social awareness for conflict resolution. (ESF)
Teacher Support	**PS PE-2**	Of 221 snapshot and comprehensive walkthroughs, an overwhelmingly amount of walkthrough feedback showed a need in Dimension 2.1: setting high expectations, mastery of objectives, addressing student mistakes and student initiative/self-monitoring and Dimension 2.3: two-way communication, anticipating misunderstanding, questioning/wait time, and technology /visual tools.
	RC PE-2	The campus has not explicitly identified expectations for a rigorous student-led classroom. (ESF)
Staff Survey Results	**PS PE-3**	48% of teachers agree that students can achieve grade level expectations.
	RC PE-3	There is not an established campus culture that consistently affirms students and staff. (ESF)
Choose One	**PS PE-4**	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		Sead Survey: Strengths are 79% support from adults at school, 83% of students follow directions in class, 82% are polite to adults, 73% feel there is a possibility to change behavior, 81% care about others' feelings, 79% think bullying online is not an issue. Growth Mindset and School Safety- disrespect; self-management; remaining calm when bothered; social skills/emotional feelings. TTESS walkthrough feedback strengths were procedures, routines and transitions, management of supplies/equipment, and safety and organization. TTESS walkthrough feedback areas for improvement were two-way communication teacher to student and peer to peer, anticipating misunderstandings, questioning/wait time, technology/visual tools, high, challenging expectations and mastery of the objective, student mistakes/self-corrections ,and student initiative/self-monitoring. The Insight survey strengths are peer culture, family and community engagement. Areas for improvement in the Insight survey are academic opportunity, leadership/observation feedback, valuing others' feedback, and acknowledging work being done.

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

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	Readiness for Stude / PS # / DE-1	By the end of the year, 100% of teachers will be trained and utilizing Everyday Pro to consistently	The campus will use Everyday Pro to monitor and track attendance and identify trends/patterns in an effort to organize incentives and address concerns with families.	Admin, Teachers, Attendance	
		Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained on Everyday Pro and the attendance committee will organize campus-wide attendance incentives.		
			By the end of the second quarter, 50% of teachers will be actively utilizing Everyday Pro to monitor student attendance.		
			By the end of the third quarter, 75% of teachers will be actively utlizing Everyday Pro to monitor student attendance.		
			By the end of the fourth quarter, 100% of teachers will be actively utilizing Everyday Pro to monitor student attendance.		
DE-2	Emotional Readiness / PS # / DE-2	By the end of the year, service providers of special populations and General Education teachers will	The campus will create and establish norms for collaboration between classroom teachers and service providers.	Admin, Teachers, Attendance	
		Quarterly KPIs	By the end of the first quarter, all meetings will be scheduled and 100% of teachers will have participated and provided input in the development of campus norms for collaboration between General Education Teachers and Service Providers of Special Populations.		
			By the end of the second quarter, 35% of teachers will provide artifacts of collaboration via MES Drive.		
			By the end of the third quarter, 60% of teachers will provide artifacts of collaboration via MES Drive.		
			By the end of the fourth quarter, 100% of teachers will provide artifacts of collaboration via MES Drive.		
DE-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,		
DE-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 – Student Learning

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	outcomes, 2 - improve math ... PS 1	By the end of the year, 70% of students will demonstrate a year's growth in Math and Reading as demonstrated by End of Year (EOY) MAP Growth ...	The campus will use EOY MAP and CIRCLE data from previous school year to enable immediate remediation before BOY assessments take place.	Admin, ICs, Teacher	
		Quarterly KPIs	By the first day of school, teachers , administrators, and other instructional staff will meet to analyze EOY data from the previous school year.		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-1	writing outcomes, 2 - improve math ... PS 1	By the end of the year, 70% of students will demonstrate a year's growth in Math and Reading as demonstrated by End of Year (EOY) MAP Growth and EOY CIRCLE.	The campus will create and support strategic intervention and enrichment groups for Reading and Math.	Admin, ICs, Teacher	
		Quarterly KPIs	By the end of the first quarter, a campus-wide schedule for interventions will have been implemented and 100% of teachers will have used Beginning of Year (BOY) assessment data to create strategic intervention and enrichment groups for Math and Reading.		
			By the end of the second quarter, 70% of students will have met their Middle of the Year (MOY) growth goal in Math and Reading. 100% of teachers will have Progress Monitored targeted groups at least twice and documented progress in Branching Minds.		
			By the end of the third quarter, 100% of teachers will have used MOY assessment data to adjust strategic intervention and enrichment groups for Math and Reading. 100% of teachers will have Progress Monitored targeted groups at least twice since MOY assessments and documented progress in Branching Minds.		
			By the end of the fourth quarter, 70% of students will have met their EOY growth goal in Math and Reading.		
SL-1	outcomes, 2 - improve math PS 1	By the end of the year, 100% of grade levels will implement intervention and enrichment blocks to target growth math and reading.	The campus will choose the intervention and enrichment resources for the 2024-2025 school year.	Admin, ICs, Teacher	
		Quarterly KPIs	By the end of the first quarter, the campus will select a research-based intervention and enrichment resource for teachers to use in the gereal education reading and math classroom; in English and Spanish.		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-1	outcomes, 2 - improve math PS 1	By the end of the year, 100% of grade levels will implement intervention and enrichment blocks to target growth math and reading.	All teachers will be trained on the use and implementation of intervention and enrichment resources, to include progress monitoring.	Admin, ICs & Teachers	
		Quarterly KPIs	By the end of the first quarter, all reading and math teachers will have been trained on the use and implementation of the selected campus resource for intervention and enrichment.		
			By the end of the second quarter, 50% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.		
			By the end of the third quarter, 75% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.		
			By the end of the fourth quarter, 100% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.		
SL-2	outcomes, 2 - improve math PS 2	By the end of the year, each grade level will demonstrate a 5% increase in the number of tier 1 students from BOY to EOY in Math and Reading as evidenced by EOY assessments.	The campus will create and outline times for planning and monitoring curriculum implementation through designated planning days, PLCs, and observations.	Admin. & ICs	
		Quarterly KPIs	By the end of the first quarter, all grade levels will have participated in a structured planning time with Instructional Leaders to engage in data driven ...		
			By the end of the second quarter, all grade levels will have participated in a structured planning time with Instructional Leaders to engage in data driven ...		
			By the end of the third quarter, all grade levels will have participated in a structured planning time with Instructional Leaders to engage in data driven ...		
			By the end of the fourth quarter, all grade levels will have participated in a structured planning time with Instructional Leaders to engage in data driven ...		

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)
PP-1	Goal 1-Improve Reading and Writing Outcomes for all Students Goal 2-Improve Math Outcomes for Black Students Goal 4-Improve Social Emotional Readiness in all Students	By the end of the year, 100% of students will monitor their growth and achievement goals using campus goal setting system and procedures.	The campus will establish a system for students to monitor, understand, and celebrate growth and acheivement.	Administrator, Instructional Staff, Teachers
	PS # 1	**Quarterly KPIs**	By the end of August, 100% of staff will have developed a primary grade level and intermediate grade level system for students to growth and achievement on programmatic and formative assessments. By the end of the first quarter, 100% of student on campu and achievement tracker.	
			By the end of the second quarter, 100% of students will be able to explain their performance and growth as evidenced by the infor student on their tracker.	
			By the end of the third quarter, 100% of students will have facilitated a student led conference to discuss their learning and progres family representative.	
			By the end of the fourth quarter, 100% of students will have a completed tracker for the year and can describe their progress from	
PP-2	Goal - Improve Reading and Writing Outcomes for all Students Goal - 2 Improve Math Outcomes for Black Students Goal 3- Improve College Readiness for Students with Disabilities	By the end of the year, 100% of classrooms will implement opportunities Fluency Intervention and Enrichment as outlined in daily lesson plans.	The campus will establish a schedule through a centralized PLC and Planning Calendar to develop, monitor implementation, and adjust Fluency Intervention and Enrichment Plans.	Administrator, Instructional Staff, Teachers
	PS # 2	**Quarterly KPIs**	By August 13th, the campus will outline a PLC Calendar and Intervention Schedule to target the planning and implementation of In Enrichment for Fluency in grades K-5. By the end of the first quarter, 100% of classroom teachers will be trained on how to plan, i Fluency Intervention and Enrichment programs.	
			By the end of the second quarter, 50% of teachers will have planned, implemented, and monitored Fluency Intervention and Enric evidenced by PLC meeting minutes and Branching Minds documentation.	
			By the end of the third quarter, 75% of teachers will have planned, implemented, and monitored Fluency Intervention and Enrichm by PLC meeting minutes and Branching Minds documentation.	
			By the end of the fourth quarter, 100%of teachers will have planned, implemented, and monitored Fluency Intervention and Enrich evidenced by PLC meeting minutes and Branching Minds documentation.	
PP-3	Goal - Improve Reading and Writing Outcomes for all Students Goal - 2 Improve Math Outcomes for Black Students Goal 3- Improve College Readiness for Students with Disabilities	By the end of the year, 100% of teachers will have the opportunity to receive systems of support through feedback cycles with appraisers.	Maverick will implement a teacher support system for the development and advancement of all teachers.	Administrator, Instructional Staff, Teachers
	PS # 3	**Quarterly KPIs**	By the end of August, all teachers will meet with their appraiser and discuss instructional and professional practice goals for advan 2025 school year. By the end of the first quarter, the campus will establish a system of support for the development and advance	
			By the end of the second quarter, 50% of teachers are actively participating in the system of support that has been collaboratively appraiser.	
			By the end of the third quarter, 70% of teachers are actively participating in the system of support that has been collaboratively out appraiser.	
			By the end of the fourth quarter, 100% of teachers are actively participating in the system of support that has been collaboratively appraiser.	
PP-4		By the end of the year,		
	PS #	**Quarterly KPIs**	By the end of the first quarter,	
			By the end of the second quarter,	
			By the end of the third quarter,	
			By the end of the fourth quarter,	

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Plan for Improvement – Perceptions

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	e of all students who meet the "to be determine d" SAISD Standard for Social	By the end of the year, 100% of students will be actively practicing our campus conflict resolution procedure.	The campus will create and implement a conflict resolution procedure to integrate campus wide.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of teachers and IAs will have been trained on the campus' student conflict resolution procedure.		
			By the end of the second quarter, the campus' student conflict resolution procedure will be implemented in all classrooms including specials and counseling classes.		
			By the end of the third quarter, the campus' student conflict resolution procedure will be reingorced via print, morning announcements, and in all campus areas such as the cafeteria.		
			By the end of the fourth quarter, there will be a decrease in frequency of behavior incidents documented in Branching Minds and SEAD survey results.		
PE-2	percentag e of all students who meet the "to be determine d" SAISD Standard for Social Emotional	By the end of the year, 100% of staff will be trained in how to fascilitate and implement strategies that foster a growth-mindset of both leaders, teachers, and students.	The campus will create and implement a professional development sequence for all Maverick community that fosters a growth mindset.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, the campus will create a Year at a Glance and train for fostering growth mindset.		
			By the end of the second quarter, the campus will provide an opportunity for 100% of teachers and students.		
			By the end of the third quarter, the campus will provide an opportunity for all Maverick families.		
			By the end of the fourth quarter, the campus will provide a culminating opportunity for all Maverick families, students, and teachers.		
PE-3	e of all students who meet the "to be determine d" SAISD Standard for Social	By the end of the year, 100% of students and staff will have participated in celebrations for praise.	The campus will adopt the norm of using positive affirmations and celebrations to improve mindsets of students and staff.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of teachers will have established classroom systems. By the end of the first quarter, the campus wioll have established a staff system.		
			By the end of the second quarter, 50% of students and teachers will have been affirmed.		
			By the end of the third quarter, 75% of students and teachers will have been affirmed.		
			By the end of the fourth quarter, 100% of students and teachers will have been affirmed.		
PE-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,		

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

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% of teachers will be trained on Everyday Pro and the attendance committee will organize campus-wide attendance incentives	Choose One	
DE-2	By the end of the first quarter, all meetings will be scheduled and 100% of teachers will have participated and provided input in the development of campus norms for	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the first day of school, teachers , administrators, and other instructional staff will meet to analyze EOY data from the previous school year	Choose One	
SL-2	By the end of the first quarter, a campus-wide schedule for interventions will have been implemented and 100% of teachers will have used Beginning of Year (BOY)	Choose One	
SL-3	By the end of the first quarter, the campus will select a research-based intervention and enrichment resource for teachers to use in the gereal education reading and	Choose One	
SL-4	By the end of the first quarter, all reading and math teachers will have been trained on the use and implementation of the selected campus resource for intervention	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of August, 100% of staff will have developed a primary grade level and intermediate grade level system for students to monitor and track growth and	Choose One	
PP-2	By August 13th, the campus will outline a PLC Calendar and Intervention Schedule to target the planning and implementation of Intervention and Enrichment for	Choose One	
PP-3	By the end of August, all teachers will meet with their appraiser and discuss instructional and professional practice goals for advancement for the 2024-2025	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 100% of teachers and IAs will have been trained on the campus' student conflict resolution procedure	Choose One	
PE-2	By the end of the first quarter, the campus will create a Year at a Glance and train for fostering growth mindset	Choose One	
PE-3	By the end of the first quarter, 100% of teachers will have established classroom systems. By the end of the first quarter, the campus wioll have established a staff	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, 50% of teachers will be actively utilizing Everyday Pro to monitor student attendance.	Choose One	
DE-2	By the end of the second quarter, 35% of teachers will provide artifacts of collaboration via MES Drive.	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter,	Choose One	
SL-2	By the end of the second quarter, 70% of students will have met their Middle of the Year (MOY) growth goal in Math and Reading. 100% of teachers will have	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter, 50% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 100% of students will be able to explain their performance and growth as evidenced by the information inputted by the student	Choose One	
PP-2	By the end of the second quarter, 50% of teachers will have planned, implemented, and monitored Fluency Intervention and Enrichment Cycles as	Choose One	
PP-3	By the end of the second quarter, 50% of teachers are actively participating in the system of support that has been collaboratively outlined with their appraiser	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, the campus' student conflict resolution procedure will be implemented in all classrooms including specials and counseling classes	Choose One	
PE-2	By the end of the second quarter, the campus will provide an opportunity for 100% of teachers and students	Choose One	
PE-3	By the end of the second quarter, 50% of students and teachers will have been affirmed	Choose One	
PE-4	By the end of the second quarter,	Choose One	

Third Quarterly Review

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 75% of teachers will be actively utlizing Everyday Pro to monitor student attendance.	Choose One	
DE-2	By the end of the third quarter, 60% of teachers will provide artifacts of collaboration via MES Drive.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter,	Choose One	
SL-2	By the end of the third quarter, 100% of teachers will have used MOY assessment data to adjust strategic intervention and enrichment groups for Math and Reading.	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter, 75% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 100% of students will have facilitated a student led conference to discuss their learning and progress with their teacher and family.	Choose One	
PP-2	By the end of the third quarter, 75% of teachers will have planned, implemented, and monitored Fluency Intervention and Enrichment Cycles as evidenced by PLC.	Choose One	
PP-3	By the end of the third quarter, 70% of teachers are actively participating in the system of support that has been collaboratively outlined with their appraiser.	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, the campus' student conflict resolution procedure will be reinforced via print, morning announcements, and in all campus areas such	Choose One	
PE-2	By the end of the third quarter, the campus will provide an opportunity for all Maverick families	Choose One	
PE-3	By the end of the third quarter, 75% of students and teachers will have been affirmed	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 100% of teachers will be actively utilizing Everyday Pro to monitor student attendance	Choose One	
DE-2	By the end of the fourth quarter, 100% of teachers will provide artifacts of collaboration via MES Drive	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter,	Choose One	
SL-2	By the end of the fourth quarter, 70% of students will have met their EOY growth goal in Math and Reading	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter, 100% of reading and math teachers will utilize the campus selected intervention and enrichment resource with fidelity	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of students will have a completed tracker for the year and can describe their progress from BOY to EOY	Choose One	
PP-2	By the end of the fourth quarter, 100% of teachers will have planned, implemented, and monitored Fluency Intervention and Enrichment Cycles as evidenced by PLC	Choose One	
PP-3	By the end of the fourth quarter, 100% of teachers are actively participating in the system of support that has been collaboratively outlined with their appraiser	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, there will be a decrease in frequency of behavior incidents documented in Branching Minds and SEAD survey results	Choose One	
PE-2	By the end of the fourth quarter, the campus will provide a culminating opportunity for all Maverick families, students, and teachers	Choose One	
PE-3	By the end of the fourth quarter, 100% of students and teachers will have been affirmed	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, 100% of teachers will be trained and utilizing Everyday Pro to consistently monitor chronic absentee students with a 90% or less attendance	Choose One	
DE-2	By the end of the year, service providers of special populations and General Education teachers will collaborate monthly to target and monitor IEP services and	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, 70% of students will demonstrate a year's growth in Math and Reading as demonstrated by End of Year (EOY) MAP Growth and EOY	Choose One	
SL-2	By the end of the year, 70% of students will demonstrate a year's growth in Math and Reading as demonstrated by End of Year (EOY) MAP Growth and EOY	Choose One	
SL-3	By the end of the year, 100% of grade levels will implement intervention and enrichment blocks to target growth math and reading	Choose One	
SL-4	By the end of the year, 100% of grade levels will implement intervention and enrichment blocks to target growth math and reading	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 100% of students will monitor their growth and achievement goals using campus goal setting system and procedures	Choose One	
PP-2	By the end of the year, 100% of classrooms will implement opportunities Fluency Intervention and Enrichment as outlined in daily lesson plans	Choose One	
PP-3	By the end of the year, 100% of teachers will have the opportunity to receive systems of support through feedback cycles with appraisers	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, 100% of students will be actively practicing our campus conflict resolution procedure	Choose One	
PE-2	By the end of the year, 100% of staff will be trained in how to fascilitate and implement strategies that foster a growth-mindset of both leaders, teachers, and	Choose One	
PE-3	By the end of the year, 100% of students and staff will have participated in celebrations for praise	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
Leila Garza	Principal		Filarquina Garcia	Teacher
Andrea Arispe	Non Teaching Professional		Margaret Threadgill	Instructional Coach
Elisa Aguirre	Teacher		Kristen Ivy	Instructional Coach
Laura Sauter	Teacher		Fabiola Rodriguez	Teacher
Belinda Cannon	Teacher		Yamilka Calvillo	Teacher
Tanya Jacobson	Teacher		Janeen Uribe	Teacher
Jo Ann Gutierrez	Instructional Assistant		Crystal Reyes	Teacher
Priscilla Rocha	Instructional Assistant		Eva Villa	FACE Specialist
Virgina Fugon	Instructional Assistant		Denise Yamashita	Assistant Principal

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

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.

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:	Equitable Availability of the Campus Improvement Plan to Parents	
☐ At-Risk Support	Physical Locations of the Plan	Google Folder and FACE Room
☐ CCMR - Secondary	Languages Available	English and translation in available upon request.
☐ Dropout Prevention (Secondary)	URL to Online Version	https://schools.saisd.net/upload/template/0284/docs/150_07_maverick_cip_2023_2024.pdf
☐ Federally Funded Staff	**Equitable Availability of the Parent and Family Engagement Policy to Parents**	
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy	Google Folder and FACE room
☐ Parent & Family Engagement	Languages Available	English and Spanish
☐ Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0284/docs/24-25MaverickFamilyEngagementPolicy.pdf
☐ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☐ Quality of Learning Environment	Physical Locations of the Compact	Google Folder and FACE Room
☐ Recruiting/Retaining Teachers	Languages Available	English and Spanish
☐ Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0284/docs/MaverickSchoolCompact24-25.pdf
☐ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	
☐ Students Not On Grade Level	Method / Date	Method / Date
☐ Support for Special Populations		
☐ Transition PK to K		
☐ Violence Prevention/Intervention		

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	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		

Documentation and Submissions

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
	Staff Training: Value & Utility of Parents	Dated sign-in sheets that include printed names, roles, and signatures for <u>both</u> meetings		
		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		