

# Campus Improvement Plan

## 2024 - 2025



**Will Rogers Academy**

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**Board of Trustees**



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**Superintendent of Schools  
Dr. Jaime Aquino**

**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**

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
<b>Meeting #1 April 22, 2024</b>	Review parts of CIP that apply to Student Learning, Demographics Perceptions, and Processes and Programs. Determine if the current Performance Objectives and strategies should be revised or continued. Look at guided questions for each area and decide if any other questions apply to our current needs.
<b>Meeting #2 May 23, 2024</b>	Review and discuss additional areas to address regarding Demographics and Perceptions. Use the 5 Why's protocol to determine problem statements and root cause of each area. Examined discipline data, student achievement data, and attendance/enrollment data. Discuss and build the Performance Objectives and Strategies for next school year.

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

Based on the 2023-2024 evaluation of the CIP:

1. Student readiness did not grow to the level desired, however the school-wide strategies are effective and routine in 100% of classrooms. Additional strategies will be incorporated to address the area of writing and targeted instructional strategies
2. Our campus will continue to examine routines for ensuring that parent and family involvement is a priority and that parents know how/when/where to engage.
3. Based on student outcomes in all grade levels, professional development will continue to focus on developing aligned formative assessments

**Comprehensive Needs Assessment Process**



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

**For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.**

**Comprehensive Needs Assessment Process**

**Demographics**

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

**Student Learning**

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

**Processes and Programs**

Observational Data	X	Sign-Ins / Minutes		Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle	X	SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices		Rhythm Data	X
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	X
Parent Volunteers	X	Calendar of Parent Engagement	X	Feedback to Teachers	X	Mission, Values, and Vision	X
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	Attendance is not at 96% APY
	RC DE-1	An explicit incentive system has not been created and expectations for teachers/staff has not been given.
Student Discipline	PS DE-2	Out of 115 total incidents, 36 are mutual combat and assault. This is 31% of total campus incidents.
	RC DE-2	The campus does not have a specific curriculum for deescalation/mediation/social skills for students specifically for their age group.
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		

**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.

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
EOY Assessment Outcomes	<b>PS SL-1</b>	40-60% of students are not showing growth according to both MAP progress measure and STAAR progress measure.
	<b>RC SL-1</b>	Students are receiving neither effective Tier I instruction nor consistent, effective daily interventions.
EOY Assessment Outcomes	<b>PS SL-2</b>	The percent of emergent bilingual (EB) students on campus who met their progress measure according to TELPAS 2023 was 42%.
	<b>RC SL-2</b>	Students are not receiving consistent and effective Tier 1 instruction with English language skills in reading, listening, speaking, and writing.
Choose One	<b>PS SL-3</b>	
	<b>RC SL-3</b>	
Choose One	<b>PS SL-4</b>	
	<b>RC SL-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>		

**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 & Programs (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Behavioral / SEAD Needs	PS PP-1	46.7% (115 of 246) of campus referrals were for Level II and above offenses.
	RC PP-1	Professional development surrounding tier 2 and 3 behaviors is not provided to teachers on regular basis.
Communication	PS PP-2	Less than 25% of teachers maintain a contact log that focuses on positive and/or redirected behavioral interactions with students.
	RC PP-2	A campus wide parent contact log expectation has not been implemented or monitored.
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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.

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Services Support	PS PE-1	During the 2023-2024 school year there were 116 bullying allegations reported and 267 peer conflict requiring mediations.
	RC PE-1	There isn't a campus wide strategy to reduce the threat of bullying or mediate peer conflict.
Parent Engagement Attendance	PS PE-2	The campus currently has 16 active parent volunteers out of 201 approved volunteers.
	RC PE-2	The campus has not established a procedure and system so that parents understand how, what, and when to volunteer.
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	PS #	By the end of the year, we will Increase campus attendance by 4% to meet the 96% goal.	Create an explicit incentive system that promotes attendance and outlines specific intervention plans for targeted students.	Admin, FACE	
		<b>Quarterly KPIs</b>	By the end of the first quarter, 100% of parents of Tier 2, 3 and 4 absent students will have an AIP on file signed by parent, admin, and attendance clerk. Weekly, monthly and 9 week incentives will be created and implemented for perfect attendance students.		
			By the end of the second quarter, 100% of parents of Tier 2, 3 and 4 absent students will have an AIP on file signed by parent, admin, and attendance clerk. Weekly, monthly and 9 week incentives will be created and implemented for perfect attendance students.		
			By the end of the third quarter, 100% of parents of Tier 2, 3 and 4 absent students will have an AIP on file signed by parent, admin, and attendance clerk. Weekly, monthly and 9 week incentives will be created and implemented for perfect attendance students.		
			By the end of the fourth quarter, 100% of parents of Tier 2, 3 and 4 absent students will have an AIP on file signed by parent, administrator, and attendance clerk. Weekly, monthly and 9 week incentives will be created and implemented for perfect attendance students.		
DE-2	PS #	By the end of the year, discipline referrals for mutual combat and assault will decrease by 10% from 31% to 21%.	Create a mentor program that will focus on students that are Tier 3 and Tier 4 for discipline incidents according to the SAISD dashboard.	Counselors FACE Specialist Administrators	
		<b>Quarterly KPIs</b>	By the end of the first quarter, identify Tier 3 and Tier 4 students and a mentor for each using community and local business partnerships. Designate specific dates and a schedule for the mentor to follow when present on campus.		
			By the end of the second quarter, mentors will meet with their assigned student at least 8 times.		
			By the end of the third quarter, mentors will meet with their assigned student at least 16 times.		
			By the end of the fourth quarter, mentors will meet with their assigned student at least 24 times. Create a planning session with mentors to improve the mentor program for the following year. Gather feedback from the staff about effectiveness of the mentor program and professional development.		
DE-3	PS #	By the end of the year, discipline referrals for mutual combat and assault will decrease by 10% from 31% to 21%.	Provide bi-weekly guidance lessons focused on deescalation which are geared specifically for students in grades 6-8.	Counselors FACE Specialist Administrators	
		<b>Quarterly KPIs</b>	By the end of the first quarter, identify the curriculum and provide at least 3 guidance lessons provided to student 6th-8th. Discipline referrals for mutual combat and assault decreased for the same time period from last by 10%.		
			By the end of the second quarter, a minimum of 4 additional lessons provided to students in grades 6-8. Discipline referrals for mutual combat and assault decreased for the same time period from last by 10%.		
			By the end of the third quarter, a minimum of 4 additional lessons provided to students in grades 6-8. Discipline referrals for mutual combat and assault decreased for the same time period from last by 10%.		
			By the end of the fourth quarter, a minimum of 2 additional lessons provided to students in grades 6-8. Discipline referrals for mutual combat and assault decreased for the same time period from last by 10%.		
DE-4	PS #	By the end of the year,			
		<b>Quarterly KPIs</b>	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,		

**2.1 - Campus Improvement Plan (CIP)**

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year, 90% of students will meet their projected growth measures for both Reading/Language Arts and Math according to MAP/STAAR/CIRCLE.	Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. Assessment data will be tracked after each cumulative assessment and an action plan to respond to the data will be developed and implemented by the teacher.	Teachers Instructional Coaches	
	PS #	<b>Quarterly KPIs</b>	By the end of the first quarter, 100% of teachers will plan for a minimum of two formative assessment strategies weekly in their lesson plans. 100% of teachers will have updated individual Teacher Data Trackers which are aligned to the assessment calendar. 100% of teachers will create and implement a data-driven action plan.		
			By the end of the second quarter, 100% of teachers will plan for a minimum of four formative assessment strategies weekly in their lesson plans. 100% of teachers will have updated individual Teacher Data Trackers which are aligned to the assessment calendar. 100% of teachers will create and implement a data-driven action plan.		
			By the end of the third quarter, 100% of teachers will plan for a minimum of six formative assessment strategies weekly in their lesson plans. 100% of teachers will have updated individual Teacher Data Trackers which are aligned to the assessment calendar. 100% of teachers will create and implement a data-driven action plan.		
	By the end of the second quarter, 100% of teachers will plan for a minimum of eight formative assessment strategies weekly in their lesson plans. 100% of teachers will have updated individual Teacher Data Trackers which are aligned to the assessment calendar. 100% of teachers will create and implement a data-driven action plan.				
SL-2		By the end of the year, 100% of students will set academic achievement goals in areas of Math and Reading.	A school-wide organization system will be implemented where 100% of students focus on tracking their goal setting and data analysis utilizing AVID materials/spreadsheet and will be used during parent conferences (Fall and Spring for all students) and [Fall, Winter(Tier III), and Spring].	Administration, Counselors, Teachers	
	PS #	<b>Quarterly KPIs</b>	By the end of the first quarter, 80% students will meet campus goal setting and data tracking expectations and 100% of parents will be offered a conference which will be noted to the assessment data trackers and in branching minds.		
			By the end of the second quarter, 90% of students will meet campus goal setting and data tracking campus expectations		
			By the end of the third quarter, 100% of students will meet campus goal setting and data tracking expectations and 100% of Tier III parents will be offered a conference which will be noted to the assessment data trackers and in branching minds.		
	By the end of the fourth quarter, 100% students will meet campus goal setting and data tracking expectations and 100% of parents will be offered a conference which will be noted to the assessment data trackers and in branching minds				
SL-3		By the end of the year, 90% of students will meet their projected growth measures for both Reading/Language Arts and Math according to MAP/STAAR/CIRCLE.	Provide targeted social studies, reading, math, and science intervention and opportunities for students to meet their academic goals according to the campus and district assessments while utilizing differentiated resources, supplies, supports, librarian-digital instructional assistance, tutoring, professional development, training, and educational experiences (off-campus) for students, staff, and families.	Teachers, FACE Specialist, Administrators, Librarian	211/Digital Librarian/\$ 211/Field Trip buses & entrance fees/\$12500
	PS #	<b>Quarterly KPIs</b>	By the end of the first quarter, 100% of students are provided with intervention opportunities daily, 100% of grade levels have scheduled off campus educational experiences.		
			By the end of the second quarter, 100% of students are provided with intervention opportunities daily, 100% of grade levels have scheduled off campus educational experiences. 40% of grade levels have completed an off campus educational experience.		
			By the end of the third quarter, 100% of students are provided with intervention opportunities daily, 100% of grade levels have scheduled off campus educational experiences. 70% of grade levels have completed an off campus educational experience.		
	By the end of the fourth quarter, 100% of students are provided with intervention opportunities daily, 100% of grade levels have scheduled off campus educational experiences. 100% of grade levels have completed an off campus educational experience.				
SL-4		By the end of the year, 90% of students will meet their projected growth measures for both Reading/Language Arts and Math according to MAP/STAAR/CIRCLE.	Teachers will utilize various resources and instructional strategies during Tier I, Tier II, and Tier III instruction, using the science of teaching reading, close reading, analytical writing, and routine formative assessments.	Administration, Instructional Coaches Teachers	
	PS #	<b>Quarterly KPIs</b>	By the end of the first quarter, 70% of teachers will integrate writing (k-8) across all contents. Core teachers will bring student work samples which should accompany a data review of a recent assessment (CFA, CBA, etc) 100% of teachers are using PLORE, UPSC, and the GRR daily.		
			By the end of the second quarter, 100% of teachers will integrate writing (k-8) across all contents. Core teachers will bring student work samples which should accompany a data review of a recent assessment (CFA, CBA, etc) 100% of teachers are using PLORE, UPSC, and the GRR daily.		
			By the end of the third quarter, 100% of teachers will integrate writing (k-8) across all contents. Core teachers will bring student work samples which should accompany a data review of a recent assessment (CFA, CBA, etc) 100% of teachers are using PLORE, UPSC, and the GRR daily.		
	By the end of the fourth quarter, 100% of teachers will integrate writing (k-8) across all contents. Core teachers will bring student work samples which should accompany a data review of a recent assessment (CFA, CBA, etc) 100% of teachers are using PLORE, UPSC, and the GRR daily.				

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the 2024-2025 school year, we will decrease the amount of Level II and above, admin referrals by 20%	Provide targeted professional development to all teachers and consistent communication with parents, surrounding Tier 1,2,3 behavior interventions and supports.	Admin	
	PS #	Quarterly KPIs	By the end of the first quarter, PBIS Team will provide Professional Development to all faculty for restorative practices and classroom management to ensure consistent implementation of discipline in the classroom for Tier 1 behavior training( focusing 2-3 behaviors).		
			By the end of the second quarter, PBIS Team will provide Professional Development to faculty for restorative practices and classroom management to ensure consistent implementation of discipline in the classroom Tier 2 and Tier 3 behavior training( focusing 2-3 behaviors).		
			By the end of the third quarter, PBIS Team will provide a REFRESHER Professional Development to faculty for restorative practices and classroom management to ensure consistent implementation of discipline in the classroom behavior training refresher training ( focusing 2-3 behaviors).		
			By the end of the fourth quarter, PBIS Team will receive feedback from faculty to measure the effectiveness of restorative practices PD.		
		By the end of the year, 100% of teachers will implement and maintain a contact log that focuses on positive and/or redirected behaviors.	Create, implement, and monitor a parent contact log for all grade level teachers.	Admin	
PP-2	PS #	Quarterly KPIs	By the end of the first quarter, 100% of Teachers will have made 20 positive contacts with parents. (Redirected behaviors must be logged as well)		
			By the end of the second quarter, 100% of Teachers will have made 40 positive contacts with parents. (Redirected behaviors must be logged as well)		
			By the end of the third quarter, 100% of Teachers will have made 60 positive contacts with parents. (Redirected behaviors must be logged as well)		
			By the end of the fourth quarter, 100% of Teachers will have made 80 positive contacts with parents. (Redirected behaviors must be logged as well)		
PP-3		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,		
		By the end of the year,			
PP-4	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the year, the number of peer conflict and bullying will be reduced by 20% respectively.	Guidance lessons given by trained school counselors, will focus on effective communication skills, positive peer conflict resolution, and bullying prevention.	Counselors	211/ two counselors/\$
	PS #	Quarterly KPIs	By the end of the first quarter, create and Implement BOY assessment to retrieve data for baseline information for students. Baseline will be established from the spring 2024 SEAD survey to determine how students feel about bullying. Counselor lessons will focus on understanding and defining bullying.		
			By the end of the second quarter, host one social emotional learning campus wide event for families that includes activities that reinforce effective communication skills and positive peer conflict resolution solutions. Counselor lessons will focus on students acquiring these positive SEL strategies.		
			By the end of the third quarter, counselor lessons will focus on students ability to choose/implement skills effectively. Host a parent/guardian led event to reinforce effective communication skills and appropriate peer conflict resolution.		
			By the end of the fourth quarter, distribute materials//information to help maintain strategies throughout the summer and into the next school year. Complete an EOY assessment with students to evaluate effectiveness of previous implementation.		
		By the end of the year, the number of peer conflict and bullying will be reduced by 20% respectively.	Create and utilize a student led peer mediation team that will facilitate first tier conflict resolution.	Counselors	
PE-2	PS #	Quarterly KPIs	By the end of the first quarter, recruit and establish student leaders for the peer mediation team. Provide initial training for peer mediators.		
			By the end of the second quarter, advertise peer mediation strategy and peer mediators will conduct their first mediations. Provide a second training and feedback to peer mediators.		
			By the end of the third quarter, peer mediation team members will continue to facilitate peer conflict resolution mediation. The peer mediation team members will meet to review, consult, and provide peer feedback.		
			By the end of the fourth quarter, a survey will be conducted to collect feedback of the impact that the peer mediation team members had on peer conflict resolution.		
					By the end of the 2024-2025 school year, we will increase active parent volunteers and community engagement by 50%.
PE-3	PS #	Quarterly KPIs	By the end of the first quarter, recruit 14 volunteers and establish a sign in sheet with specific jobs/requests for volunteers to choose to complete. Communicate with staff so that they are aware of how and where to give jobs/requests for volunteers to choose. Establish one "room parent" per		
			By the end of the second quarter, recruit an additional 4 volunteers. Communicate with staff jobs/requests for volunteers. There are jobs/requests daily for volunteers to accept.		
			By the end of the third quarter, recruit an additional 4 volunteers. Communicate with staff jobs/requests for volunteers. There are jobs/requests daily for volunteers to accept.		
			By the end of the fourth quarter, recruit an additional 4 volunteers. Communicate with staff jobs/requests for volunteers. There are jobs/requests daily for volunteers to accept.		
PE-4	PS #	Quarterly KPIs	By the end of the year,		
			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.

**DEMOGRAPHICS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% of parents of Tier 2, 3 and 4 absent students will have an AIP on file signed by parent, admin, and attendance clerk. Weekly.	Choose One	
DE-2	By the end of the first quarter, identify Tier 3 and Tier 4 students and a mentor for each using community and local business partnerships. Designate specific dates.	Choose One	
DE-3	By the end of the first quarter, identify the curriculum and provide at least 3 guidance lessons provided to student 6th-8th. Discipline referrals for mutual.	Choose One	
DE-4	By the end of the first quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% of teachers will plan for a minimum of two formative assessment strategies weekly in their lesson plans. 100% of teachers.	Choose One	
SL-2	By the end of the first quarter, 80% students will meet campus goal setting and data tracking expectations and 100% of parents will be offered a conference which.	Choose One	
SL-3	By the end of the first quarter, 100% of students are provided with intervention opportunities daily. 100% of grade levels have scheduled off campus educational.	Choose One	
SL-4	#REF!	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, PBIS Team will provide Professional Development to all faculty for restorative practices and classroom management to ensure.	Choose One	
PP-2	By the end of the first quarter, 100% of Teachers will have made 20 positive contacts with parents. (Redirected behaviors must be logged as well).	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, create and Implement BOY assessment to retrieve data for baseline information for students. Baseline will be established from the.	Choose One	
PE-2	By the end of the first quarter, recruit and establish student leaders for the peer mediation team. Provide initial training for peer mediators.	Choose One	
PE-3	By the end of the first quarter, recruit 14 volunteers and establish a sign in sheet with specific jobs/requests for volunteers to choose to complete. Communicate.	Choose One	
PE-4	By the end of the first quarter,	Choose One	

Second Quarterly Review

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

**DEMOGRAPHICS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, 100% of parents of Tier 2, 3 and 4 absent students will have an AIP on file signed by parent, admin, and attendance clerk	Choose One	
DE-2	By the end of the second quarter, mentors will meet with their assigned student at least 8 times	Choose One	
DE-3	By the end of the second quarter, a minimum of 4 additional lessons provided to students in grades 6-8. Discipline referrals for mutual combat and assault	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, 100% of teachers will plan for a minimum of four formative assessment strategies weekly in their lesson plans. 100% of teachers	Choose One	
SL-2	By the end of the second quarter, 90% of students will meet campus goal setting and data tracking campus expectations	Choose One	
SL-3	By the end of the second quarter, 100% of students are provided with intervention opportunities daily. 100% of grade levels have scheduled off campus educational	Choose One	
SL-4	#REF!	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, PBIS Team will provide Professional Development to faculty for restorative practices and classroom management to	Choose One	
PP-2	By the end of the second quarter, 100% of Teachers will have made 40 positive contacts with parents. (Redirected behaviors must be logged as well)	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, host one social emotional learning campus wide event for families that includes activities that reinforce effective communication	Choose One	
PE-2	By the end of the second quarter, advertise peer mediation strategy and peer mediators will conduct their first mediations. Provide a second training and	Choose One	
PE-3	By the end of the second quarter, recruit an additional 4 volunteers. Communicate with staff inhs/requests for volunteers. There are inhs/requests daily for volunteers	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

**DEMOGRAPHICS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 100% of parents of Tier 2, 3 and 4 absent students will have an AIP on file signed by parent, admin, and attendance clerk. Weekly	Choose One	
DE-2	By the end of the third quarter, mentors will meet with their assigned student at least 16 times.	Choose One	
DE-3	By the end of the third quarter, a minimum of 4 additional lessons provided to students in grades 6-8. Discipline referrals for mutual combat and assault	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, 100% of teachers will plan for a minimum of six formative assessment strategies weekly in their lesson plans. 100% of teachers	Choose One	
SL-2	By the end of the third quarter, 100% of students will meet campus goal setting and data tracking expectations and 100% of Tier III parents will be offered a	Choose One	
SL-3	By the end of the third quarter, 100% of students are provided with intervention opportunities daily. 100% of grade levels have scheduled off-campus educational	Choose One	
SL-4	#REF!	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, PBIS Team will provide a REFRESHER Professional Development to faculty for restorative practices and classroom	Choose One	
PP-2	By the end of the third quarter, 100% of Teachers will have made 60 positive contacts with parents. (Redirected behaviors must be logged as well)	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, counselor lessons will focus on students ability to choose/implement skills effectively. Host a parent/guardian led event to reinforce	Choose One	
PE-2	By the end of the third quarter, peer mediation team members will continue to facilitate peer conflict resolution mediation. The peer mediation team members will	Choose One	
PE-3	By the end of the third quarter, recruit an additional 4 volunteers. Communicate with staff jobs/requests for volunteers. There are jobs/requests daily for volunteers	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.

**DEMOGRAPHICS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 100% of parents of Tier 2, 3 and 4 absent students will have an AIP on file signed by parent, administrator, and attendance.	Choose One	
DE-2	By the end of the fourth quarter, mentors will meet with their assigned student at least 24 times. Create a planning session with mentors to improve the mentor.	Choose One	
DE-3	By the end of the fourth quarter, a minimum of 2 additional lessons provided to students in grades 6-8. Discipline referrals for mutual combat and assault.	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 second quarter, 100% of teachers will plan for a minimum of eight formative assessment strategies weekly in their lesson plans. 100% of	Choose One	
SL-2	By the end of the fourth quarter, 100% students will meet campus goal setting and data tracking expectations and 100% of parents will be offered a conference which	Choose One	
SL-3	By the end of the fourth quarter, 100% of students are provided with intervention opportunities daily. 100% of grade levels have scheduled off campus educational	Choose One	
SL-4	#REF!	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, PBIS Team will receive feedback from faculty to measure the effectiveness of restorative practices PD.	Choose One	
PP-2	By the end of the fourth quarter, 100% of Teachers will have made 80 positive contacts with parents. (Redirected behaviors must be logged as well).	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, distribute materials//information to help maintain strategies throughout the summer and into the next school year. Complete an EOY	Choose One	
PE-2	By the end of the fourth quarter, a survey will be conducted to collect feedback of the impact that the peer mediation team members had on peer conflict resolution.	Choose One	
PE-3	By the end of the fourth quarter, recruit an additional 4 volunteers. Communicate with staff jobs/requests for volunteers. There are jobs/requests daily for volunteers.	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.

**DEMOGRAPHICS**

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, we will Increase campus attendance by 4% to meet the 96% goal.	Choose One	
DE-2	By the end of the year, discipline referrals for mutual combat and assault will decrease by 10% from 31% to 21%.	Choose One	
DE-3	By the end of the year, discipline referrals for mutual combat and assault will decrease by 10% from 31% to 21%.	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, 90% of students will meet their projected growth measures for both Reading/Language Arts and Math according to MAP/STAAR/CIRCLE.	Choose One	
SL-2	By the end of the year, 100% of students will set academic achievement goals in areas of Math and Reading.	Choose One	
SL-3	By the end of the year, 90% of students will meet their projected growth measures for both Reading/Language Arts and Math according to MAP/STAAR/CIRCLE.	Choose One	
SL-4	#REF!	Choose One	

**PROCESSES & PROGRAMS**

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the 2024-2025 school year, we will decrease the amount of Level II and above admin referrals by 20%.	Choose One	
PP-2	By the end of the year, 100% of teachers will implement and maintain a contact log that focuses on positive and/or redirected behaviors.	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

**PERCEPTIONS**

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, the number of peer conflict and bullying will be reduced by 20% respectively.	Choose One	
PE-2	By the end of the year, the number of peer conflict and bullying will be reduced by 20% respectively.	Choose One	
PE-3	By the end of the 2024-2025 school year, we will increase active parent volunteers and community engagement by 50%.	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

# Committee Members

Name	Role	Name	Role
Zada Fowler	Principal	Kaci Maine	District Instructional Specialist
Jesus Solis	Assistant Principal	John Aureli	Community Member
Abel Hernandez	Assistant Principal	Deanna Johnson	Fine Arts Teacher
Robin McNeely	Instructional Coach		
Michelle Martinez	Instructional Coach		
Rubi Ojeda	Instructional Coach		
Lilia Gonzalez	Kindergarten Teacher		
Nyssa Oliver	First grade teacher		
Cynthia Flint	2nd grade teacher		
Martha Vargas	3rd grade teacher		
Celeste Foster	4th grade teacher		
Crystal Ruiz Cardenas	5th grade teacher		
Kevin Kuhn	6th grade teacher		
Troy Thomas	7th grade teacher		
Rachel Rosario	8th grade teacher		
Amanda Maxwell	Physical Education teacher		
Yahaira Gonzalez	Special Education Teacher		
Maritza Barrera	FACE Specialist		
Valerie Trevino	Counselor		
Veronica Macias	Counselor		
Anna Leon	Parent		

## 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





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			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	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	Google Shared Folder	
	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		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
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		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
<b>Documentation</b>	<b>Description</b>	<b>CIP Location / Upload Location</b>	<b>Done</b>
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	
<b>School-Parent-Compact (ESSA Sec. 1116(d))</b>			
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		
<b>Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))</b>			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

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