

South San Antonio Independent School District

Frank Madla Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: September 18, 2024
Public Presentation Date: September 18, 2024

Mission Statement

Good conduct is our aim.

Achievement is our goal. We

Take pride in what we do. We

Obey all the rules.

Respect is a big part of our school. We

Study, and we learn, in order to achieve.

Gator Success Nothing Less!

Vision

Frank Madla Elementary is focusing on the whole child by offering experiences through clubs, social emotional learning, a place to feel safe, and for every child to show growth academically. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school

community shares the belief that all children can and will enjoy learning.

Core Beliefs

1. We believe in educating life long learners and instilling a love for learning.
2. We believe in empowering parents to be active participants in their child's education by building positive relationships.
3. We believe in creating an enjoyable and safe learning environment where all students will be engaged and challenged.
4. We believe in developing problem solvers and leaders today in order to prepare them for tomorrow.
5. We believe in promoting a strong partnership between community and school by creating a welcoming environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Frank Madla formerly known as Royalgate Elementary was built in 1953 and is one of the 8 elementary campuses in the South San Antonio Independent School District. We are located at 6100 Royalgate Drive, San Antonio, Texas. Frank Madla ES is located inside the neighborhood across the street from Lackland A.F.B. on Military Drive. This year we added 2nd grade bilingual students to campus. We now have Pre-K through 2nd and are implementing the Dual Language Program through our district. We also received many grants this last year and this year we received an \$18,000 grant from the City of San Antonio Sustainability Department. With this grant we will continue to be utilized for our garden and teaching our students about the United Nations Sustainable Goals. The campus also is going to have an aquaponics unit with lots of tilapia to help our garden grow. In order to give our students experiences we started 13 clubs last year. We have maintained the same clubs for the last two years and have added new clubs this year to help involve our EB students.

We have seven apartment complexes surrounding the south part of our school and a subdivision with many retired citizens surrounding the rest of the school. We have many single parents and grandparents are raising their grandchildren. Most of our students have experienced or are experiencing some sort of trauma in their lives from domestic violence, losing a parent, incarcerated parents, parents on drugs, and low social economic status. We are building our parent involvement with our garden and Cafecitos as well as our after school club or school events. Madla has established partnerships with Wells Fargo volunteers as well as with Gardopia Gardens.

Our enrollment is comprised of about 430 students which has stayed the same since last year 2023-2024. We have a high mobility rate, but most of the students do come back later on in the school year or the beginning of the following year. We continue to improve our attendance every year, but are still lower than other elementary schools in the district. We believe the reason for this is due to so many apartment complexes in the area.

The majority of students are economically disadvantaged and at-risk at 95%. Our mobility rate is 23.6% which is higher than our district at 16.8% and the state.

Last year our attendance averaged 89.16% and this year we were at 90.60%. We do get better every year and the goal for this year will be 93% or better. The district provides bus transportation to all students living in the area, but when we have cold or rainy days our attendance is in the 80%. We will continue to bring up the attendance to help with our academics.

Student Populations:

93.0% Hispanic

3.8% White

2.0% African American

0.0% Asian

0.4% American Indian

0.0% Pacific Islander

1.3% Mixed Races

95% Economically Disadvantaged

5.0% ELL

37.3% Special Ed.

23.6% Mobility Rate

Our population also includes special education student programs for autism, resource and inclusion. Our at-risk population is at 95% and our 504 programs include students with ADHD, Dyslexia and other medical conditions that may delay academic success in the classroom.

99% of the teachers at Frank Madla Elementary are highly qualified and we were able to retain all of our teachers except for one that moved out of town. The average years of experience of Madla teachers is 11-20 years. The majority of our teachers are Hispanic 73% and 23.2% White. This is the 2nd year we have a permanent interventionist to help close the gaps of our struggling students. We also do RTI/MTSS with fidelity through Branching Minds to help close the gaps along with tutoring for HB 4516. All of our paraprofessionals are highly qualified with college hours or with an instructional assistant certification.

Demographics Strengths

Madla's demographic strengths are the following:

- Retention of teachers
- New partnerships with Gardopia Gardens and Wells Fargo
- Every teacher is a sponsor for a club
- Communication procedures between home and school can be seen on social media and other platforms
- Parent engagement has grown and is becoming stronger every year
- Teachers are 100% qualified as well as our paraprofessionals
- RTI plans are in place and continuously updated through Branching Minds
- TIER II and Tier III interventions are in place for all students for HB 4516

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance at Madla Elementary has increased over the past 2 years, but Madla is still has the lowest attendance rate out of all the elementary schools in the district

Root Cause: Parents have limited awareness of negative impact of truancy on student outcomes.

Student Learning

Student Learning Summary

Madla's accountability rating was an 80/B last year, with the new accountability rating. We continue to enroll new students that are non-readers that do not have phonemic awareness. This year our part-time tutor will use Read Naturally to help students catch up on reading and writing in March. We hired two new bilingual teachers straight out of college and will need to complete the Bilingual Science of Reading Academy.

The district is using the Amplify, Eureka K-1, Sharon Wells Math 2-5, Studies Weekly for Social Studies, and Science curriculum. The campus teachers really like the new Sharon Wells Math curriculum and Weekly Studies for Social Studies. The district purchase many intervention programs for us to us: I-Ready, Progress Learning, M-Class Math, as well as paying out of our Title 1 fund for the Reading Interventionist and Instructional Coach.

Like last year we have professional development days incorporated into our district calendar. The district will use the TEKS Resource System and focus on teaching the teachers how to plan backwards and really utilize the TRS system. We won't see any STAAR data with our Emergent Bilingual students for another year since the Dual Language program Pre-K through 2nd this year.

Finally, we believe in the whole child and experiences and currently have 13 clubs for upper and lower grade students give them experiences that will help with oral language in reading and writing so that they can do better on their exams.

The Student Achievement was not met, but we showed a lot of growth. We will be using our data from STAAR to guide instruction for the 2024-2025 school year.

2019-2023 STAAR

Reading Grade 3	2019	2020	2021	2022	2023	2024		Goal Targets 2024-2025
Approaches Level	53.57%	N/A	37.25%	67%	48%			70%
Meets Grade Level	22%	N/A	12%	35.42%	16%			40%
Masters Grade Level	14%	N/A	4%	10.42%	4%			15%
Reading Grade 4								
Approaches Grade Level		N/A	44.44%	63%	63%			70%
Meets Grade Level	16%	N/A	9%	39.22%	24%			45%
Masters Grade Level	2%	N/A	7%	20%	4%			30%
Reading Grade 5								
Approaches Grade Level		N/A	51%	55%	60%			70%

Reading Grade 3	2019	2020	2021	2022	2023	2024		Goal Targets 2024-2025
Meets Grade Level	36%	N/A	22%	31%	35%			50%
Masters Grade Level	12%	N/A	13%	16.33%	15%			30%
Math Grade 3								
Approaches Grade Level		N/A	20%	33%	45%			50%
Meets Grade Level	29%	N/A	6%	7%	12%			25%
Masters Grade Level	9%	N/A	2%	2.17%	4%			10%
Math Grade 4								
Approaches Grade Level		N/A	30.43%	37.25%	44%			50%
Meets Grade Level	16%	N/A	7%	14%	22%			25%
Master Grade Level	8%	N/A	2.17%	6%	0%			15%
Math Grade 5								
Approaches Grade Level		N/A	41%	47%	77%			60%
Meets Grade Level	34%	N/A	16%	22.45%	25%			30%
Masters Grade Level	18%	N/A	4.35%	8%	6%			20%
Writing Grade 4								
Approaches Grade Level		N/A	24%	N/A	Writing now incorporated in the STAAR test			N/A
Meets Grade Level	8%	N/A	8%	N/A	N/A			N/A
Masters Grade Level	0%	N/A	0%	N/A	N/A			N/A
Science Grade 5								
Approaches Grade Level		N/A	33.33%	31%	35%			40%

Reading Grade 3	2019	2020	2021	2022	2023	2024		Goal Targets 2024-2025
Meets Grade Level	18%	N/A	8%	6.12%	8%			20%
Masters Grade Level	5%	N/A	0%	0%	0%			10%

Student Learning Strengths

Madla's student learning strengths were as follows:

- We will now service English monolingual and EB students in the district's Dual Language Program
- Continue to have a bilingual interventionist was hired this year to help close the gaps on reading for our current and new EB students
- All teachers sponsor a club to give students experiences
- Madla will continue to implement universal screeners and intervention programs
- We will use STAAR data to help guide instruction for next school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A high percentage of students in grades 3rd-5th did not reach Meets or Master in reading.

Root Cause: Third grade students lack of phonological awareness and decoding which contributed to their reading comprehension

Problem Statement 2 (Prioritized): Student achievement is significantly below state standards.

Root Cause: Inconsistent implementation of best practices for teaching, learning, assessing, and student engagement.

Problem Statement 3: Writing was not a strong component of students' full literacy development in all grades, but especially in the STAAR grades

Root Cause: Students are practicing their writing skills or are able to write how they solve the problem in the lower grades.

School Processes & Programs

School Processes & Programs Summary

For the past three years CILT has decided on the philosophy of the "Whole Child" after looking at the STAAR Revisited and wanted to already help the students have experiences which helped create 13 campus clubs. Focusing on the whole child will give students experiences that will help with oral language in reading and writing so that they can do better on their exams. In the 2022-2023 school year the administration and CILT had seen a drastic change in students well being. We decided that all Madla teachers, counselor and specials will be doing a book study by, Dr. Ruby Payne called "*Emotional Poverty*" on helping get strategies and better understanding on what our students demographic needs help in. This did make a difference, but we have new students with extreme social emotional behavior. The campus is now doing another book study, "Conscious Discipline" by Dr. Becky Bailey. All teachers and paraprofessionals are reading the book and do a deep dive during PLC's faculty meetings.

Scholar Time, which is MTSS/RTI time for Tier 2 & Tier 3 students is imbedded into the daily schedule. The identified dyslexia continue to do the Take Flight Program. All students that have been in this program grew on the STAAR Test scoring Approaches or Meets level. The district will go back to the TEKS Resource System and focus on teaching the teachers how to plan backwards and really utilize the TRS system. We won't see any STAAR data with our Emergent Bilingual students for a couple of years since we are starting the Dual Language program Pre-K through 2nd this year.

A Master Schedule was established to include a minimum number of minutes per core content. This plan ensures that all instructional daily minutes are utilized which includes allotted time for RTI/MTSS and enrichment activities. This year we do have intervention programs for Math. The G/T students are being serviced by one G/T trained teacher who does lessons with them every Friday.

Our bilingual interventionist has been helping all students and the EB students with phonetic awareness using the UFLI program. The district will strongly be implementing TEKS resource system, PLC's, CLASS Grant, & formative assessments. This is the second year that each grade level chair person has been trained with the TXCEE grant to help provide support to other teachers. They meet weekly for a CLC after our Professional Learning Community Meeting (PLC). Administration will focus on campus walkthroughs to provide immediate feedback for implementation and created a Google Walkthrough form to keep the walkthrough data.

Frank Madla has the F.A.S.T. -Families and Schools Together program where families learn to eat dinner together and socialize with their children. Along with the F.A.S.T. program we have Students for Life, a free tutoring program by community volunteers that tutor Kindergarten students through 3rd grade on reading skills. Finally, we have an afterschool program that is free for all parents with children Kinder-5th grade. S.A. Youth helps tutor with homework, brings in guest speakers, and does activities with the students after school.

South San Antonio ISD maintains a district website and a campus website for each campus, Parent Portal Access/Skyward is a web-based application that allows parents to login and password to view their child's grades, attendance, class schedule, immunization records, and other information. We also utilize the Blackboard Parentlink to inform parents of events going on in the school as well as "X", Instagram, and Facebook. Teachers have a Class Dojo or Remind Account to communicate with parents. We have found that many grandparents taking care of their grandchildren do not have social media so we send home paper copies of our communication.

Last year we implemented an Apple Classroom and teachers continue to get better. Every teacher has an Apple TV in their room and every elementary student has their own iPad, Apple Crayon, and headphone sets. All classrooms have a smartboard and those that cannot mount smartboards in their room have a smart 45" TV. All teachers have a laptop and a docushare camera, but have fully utilized the iPad to mirror on the the whiteboard to teach.

School Processes & Programs Strengths

Madla is doing lots of great things. Some of our strengths are as following:

- Decision-making process

- Master Schedule
 - Leadership-Formal and Informal
 - Supervision structure
 - Support Structures: Mentor Teachers, SA Youth, Students for Life, CIS
 - Duty Rosters, systems in place for technology
 - School map and physical environment
 - Program Support Services-Extra curricular Activities, after school programs
 - Communication-formal and informal
 - We have systems in place to meet student academic and behavioral needs, SEL curriculum, counselor, and Care Zone.
 - Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, and team meetings)
 - Performance expectations are clear, written, measurable, and match the job responsibilities
 - Campus instructional leaders are consistent, written protocols, and processes to lead their department, grade-level temas, or other areas of responsibility
 - Campus instructional leaders meet on a weekly basis to focus on student progress and formative data
 - Principal improves campus leaders through regularly scheduled, job-imbedded professional development consistent with best practices for adult learning, deliberations, modeling, and observation feedback cycles.
 - Every student will have an iPad, Apple Crayon, and headphone with mic
 - Every teacher has a laptop and docushare camera, and Apple TV
 - Every classroom will have an iPad charging station in their classroom
- Frank Madla Elementary thinks of the "Whole Child." Not only do we care about academics, but we care about experiences and learning something that can help guide our future careers. Currently, we offer 17 clubs for this school year.

Club/Sponsors	Time	Location/Pick-up	Days
1. Art Club	3:15-4:15	Ms. Kellers Rm Pick up- Front office	2nd-4th Wednesday of every month
2. eSports Gaming Club-The Trashin' Gators Magallanez & Keller	3:15-4:15	Friday's	Friday's
3. Chess Club Pacheco, Coach M, Mr. Flores	3:15-4:15	Ms. Pacheco Rm Pick up- Front office	Every Wednesday
4. Crazy 8's Math Club K-2 Ms. Esparza	3:15-4:15	Begins in Spring	TBA-Spring
5. Crazy 8's Math Club 3rd-5th Mrs. Meza	3:15-4:15	Pick up-Front Office	TBA
6. Gator Broadcasting Crew Mr. Cryder, Ms. A, & Mrs. Hudson	3:15-4:15	Computer Room 15 Pick Up-Front Office	TBA

Club/Sponsors	Time	Location/Pick-up	Days
7. Golf Club Coach M, Mrs.Castillo Mr. Flores	3:15-4:15	baseball field	TBA
8. Drama Club Ms. Galloway & Ms. Mancha	3:15-4:15	Ms Galloway Rm Pick up-Front office	Every Wednesday
9. Intramural Sports Coach M (Soccer)	3:15-4:15	TBA	TBA
10. Kinder & 1st Cheerleading Ms. Castaneda	3:00-3:45	room 30 Pick up-Front office	2nd-4th Wednesday
11. Lego Club 3rd-5th Mrs.Castillo and Ms. A	3:15-4:15	TBA Pick up-Front office	TBA
12. Lego Club K-2nd Ms. Esparza & Mr. Magallanez	3:15-4:15	Pick up-Front office	TBA
13. Patrols Mr. O and Coach M.	6:45 a	Assigned Pick up-Front Office	All Year long
14. Madla's Believe it or not Mrs. Sandoval & Mrs. Orozco	3:15-4:15	Rm 39	
15. Running Club K-2nd Mrs. Speights, Mrs. Rocha, and Ms. Casiano	3:15-4:15	Gym/track Pick up-Front Office	
16. Running Club 3rd-5th- Mrs. Cayetano, Ms. V., Mrs. Castellano	6:45AM	Track	Last Wednesday of the month
17. Student Council Mr. O	3:15-4:15	TBA	TBA
18. Gator Gardeners Mr. Q, Mrs. Pacheco, and Mrs. Garza			
19. Scrapbooking Club-Ms. Jackson	3:15-4:15	Every other Weds.	Sept. 11

- Safe, Respectful and Responsible Learner are some of our Campus Wide Expectations.
- School wide mission statement is recited daily
- Great Expectations provided new ideas to build relationships with students and staff
- Monthly parent engagement activities
- Customer service is "Key" with our front office staff and teacher interactions with our parents.
- Team meetings are held regularly throughout the year to enhance the relationships of working together for our students.
- Family Night at Restaurant Fundraisers
- Meet the Teacher Night
- STAAR Night
- Open House
- Student-led conferences
- Campus Teacher and Staff Appreciation Week, Counselors, Nurses, Cafeteria, Custodians etc.
- F.A.S.T. Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The number of students needing assistance with social/emotional needs has increased by 70% based on counseling and discipline referrals.

Root Cause: Teachers are not invested in the SEL programs

Perceptions

Perceptions Summary

Frank Madla Elementary has an inviting and open atmosphere that helps to maintain a healthy climate. The parent involvement has increased since school started. Our staff and parent feedback is positive and students enjoy coming to school every day. Many transfer families have commented on the many positives that the campus and teachers have to offer. Our Safe, Respectful, Responsible, Learning atmosphere is the environment for our students that helps them make positive choices on a daily basis. The expectation is that every teacher sponsor a club and currently Madla has 17 clubs offered to students K-5th. The Gator Booster Club has taken off this year with monthly meetings every 1st Tuesday of the month with a grade level performance.

At Madla we will strive to recruit and retain quality teachers. All of our teachers are highly qualified. This year, we retained 99% of our teachers and had to hire 2 new dual language teachers for our Dual Language program. We will continue to build relationships needed to retain teachers and paraprofessionals. Professional development will be provided to build math & reading content and TEKS knowledge in all grade levels for teachers.

Staff Count

Administrators-2

Instructional Coach-1

Interventionist-1

Counselor-1

Teachers-27

Paraprofessionals-8

Cafeteria-6

Custodians-3

Parent Liaison-1

All written communication is in English and Spanish. The campus webpage, monthly calendar, Twitter, and Facebook are used to communicate special events held on campus and around the district. During special events and meetings, both English and Spanish are spoken. The Blackboard Parent Link send phone messages and email to our parents as a form of communication. Every teacher either uses Remind or Class Dojo to communicate with their students parents. There is a telephone in every classroom to help with communication.

This year Madla was able to build partnerships with Gardopia Gardens and Wells Fargo. We have build these relationships with the Wells Fargo Sustainability Grant that we won for a Community Garden.

Madla ES believes in strong family and community involvement. Currently, we have four direct community programs that work in conjunction to enlist support and encourage parent involvement. We have Students for Life Tutoring, Community in Schools, F.A.S.T and SA Youth. Madla will continue to build parent capacity to assist their children at home to improve academic achievement in school. Our counselor has set up monthly Cafecitos for parents as well as meetings by CIS, FAST, Head Start and SA Youth. All of these meetings will be used to ensure we maintain our family school relationships especially during these times. Below are some of the things we will do and continue to do with our parents to keep them involved and educated in current events:

- Cafecitos-issues to help support parents
- Gator Booster club-guest speakers and student performances
- Facebook, website, and Twitter/X
- Clubs-17 clubs from running, math, art, legos, etc.
- Academic Nights (Reading, Science, and Math)
- Meet & Greet (August 7, 2023)
- Book Fair Night
- District Festival
- Fall Fest
- STAAR Night
- Parent volunteers
- Head Start Classes and Head Start facilitator
- Parent Liaison

Perceptions Strengths

The leadership team is involved in the hiring process and have their input on who to hire. The climate and culture and has been positive this year with shout outs, incentives for attendance, jean passes, and participation in clubs. The administration has an open door policy and listen to faculty and staff ideas. Paraprofessionals are solely dedicated to working with children by following the teacher's lesson plan and helping students be successful.

We have a Parent Liason that brings in parents to help with parent and student engagement, donations, meetings and creates the bond needed to bridge the gap between school and community. SA Youth at Madla is our after-school program to assist our parents in after school care. Our FAST program (Families and Schools Together) supports family bonding necessary for children to thrive. Through the United Way we have the Students For Life Tutoring where they tutor K-3rd graders. We also have a Truancy Officer that helps do home visits on students with attendance issues.

Madla Elementary issues all types of communication platforms. Information is shared through our Marquee, phone calls, emails, Class Dojo, Morning Announcements, Google meets, Instragram, Home Visits, campus website, and newsletters.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication efforts between teachers and parents on student behavior is weak

Root Cause: Teachers are only texting and not calling parents on students behavior and not building a strong rapport with parents

Priority Problem Statements

Problem Statement 1: A high percentage of students in grades 3rd-5th did not reach Meets or Master in reading.

Root Cause 1: Third grade students lack of phonological awareness and decoding which contributed to their reading comprehension

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student attendance at Madla Elementary has increased over the past 2 years, but Madla is still has the lowest attendance rate out of all the elementary schools in the district

Root Cause 2: Parents have limited awareness of negative impact of truancy on student outcomes.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student achievement is significantly below state standards.

Root Cause 3: Inconsistent implementation of best practices for teaching, learning, assessing, and student engagement.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 18, 2024

Goal 1: Madla will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: Students reading, math, and 5th grade science STAAR results will improve from the previous year by 5%

High Priority

HB3 Goal

Evaluation Data Sources: TAPR Report

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to work on high-yield strategies to increase student engagement with the help of Admin, Math and Reading Master Teachers as well as the district curriculum and provide funds for teachers to purchase items needed to be successful in the classroom.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will incorporate high-yield strategies that increase student engagement and require a variety of thinking from students Strategy's Expected Result/Impact: Expectation of teachers, IC, and interventionist to use all district resources including PD Sharon Wells Math, Learning A-Z, Lexia, Lead4ward, Typing Club, Texas Read, and PLC information learned to show growth on all formative and summative assessments including Map & mClass. Staff Responsible for Monitoring: School & District Administrators as well as campus IC Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
Strategy 2: Daily small group instruction/interventions for reading and math goals according to HB4516 Strategy's Expected Result/Impact: The learning gaps will be closed for students that are behind two or more grade levels Staff Responsible for Monitoring: Administration, Instructional Coach, Reading Teacher, Interventionist, and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Hire of part time tutors in February 2025 three days a week for enrichment and specific STAAR TEKS and in April hire for 5X a week. Strategy's Expected Result/Impact: The tutors will help close the gap and help ensure all gaps are closed in reading and math before the STAAR Test Staff Responsible for Monitoring: Administration, teachers, and Part-time tutors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
			 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Incorporate Blended Learning with the use of enhanced classroom instruction using iPads for Apple Classroom and other forms of technology for online platforms to enhance 21st Century Learning such as headphones, apple crayons, keyboards. Strategy's Expected Result/Impact: Teachers and students will be able use Apple Classroom, Google Classroom, as well as Smartboard to increase student achievement, formative & informative assessment. Staff Responsible for Monitoring: District Administration, campus administration, and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Accomplished	 Accomplished

Strategy 5 Details	Reviews			
Strategy 5: Use of instructional materials and technology programs made available to teachers to help all students meet state academic standards (i.e. Progressive Learning, iReady, Countdown to Math & Reading, Amplify Reading, IXL, Progress Learning, Generation Genius Math & Science, Eureka math, Phd Science, etc.)	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 6 Details	Reviews			
Strategy 6: Pre-Teachers will ensure that students have research based learning play for outdoor and classroom learning using wooden building blocks, storage, and outdoor science water play to achieve academic learning. Strategy's Expected Result/Impact: Learning Play will build on learning how to identify geometry shapes and problem solving . Staff Responsible for Monitoring: Administration and pre-teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Madla will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: Campus will receive a rating of an A or maintain a B for the 2024-2025 school year

High Priority

HB3 Goal

Evaluation Data Sources: TXschools.gov
TAPR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We are not sure of the rating, but will continue to work hard on this performance objective to receive a rating of an A or a B

Strategy 1 Details	Reviews			
Strategy 1: Hold weekly PLCs to speak about best practices in the classroom and disaggregate data from Common Assessments, District Benchmarks, Amplify and Eureka Math, MAP, and mClass to drive instruction Strategy's Expected Result/Impact: Teachers will be able to target specific weaknesses and strengths of TEKS by utilizing the data from assessments. Feedback to teachers from learning walks will help with implementing best practices in the classroom. Staff Responsible for Monitoring: Administration, IC, Teachers, Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Teachers will tutor students during the day or after school face to face Strategy's Expected Result/Impact: Tutoring will improve academic achievement to help close the gaps on all students Staff Responsible for Monitoring: Tutoring will improve academic achievement to help close the gaps on all students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Implement MAP to provide targeted interventions for reading, math, & science to close the gap for grades K-5th. Strategy's Expected Result/Impact: The screener data will break down the objectives by TEK to ensure the lowest objective is retaught or put into an intervention Staff Responsible for Monitoring: Administrators, teachers, IC, Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Student for Life -Tutors 1st-3rd Strategy's Expected Result/Impact: Volunteers will help close the gaps for students 1st-3rd Staff Responsible for Monitoring: Students for Life, Administration, IC, and reading teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: G/T students will be identified and serviced by one grade level G/T trained teacher Strategy's Expected Result/Impact: Enrichment for students and growth for those at Masters level on STAAR Staff Responsible for Monitoring: Administration and G/T teacher Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Madla will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: Student Attendance will increase by 5% with the help of mental and social emotional support through the Care Zone, or other initiatives.

High Priority

Evaluation Data Sources: PEIMS Attendance Report, Counselor logs

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to work toward helping students attendance with the help of mental help and SEL support

Strategy 1 Details	Reviews			
Strategy 1: School counselor will provide lessons discussing resources available to curb mental health, bullying and other topics. Strategy's Expected Result/Impact: 100% of all students, PK-5th, will have received guidance from school counselor. Staff Responsible for Monitoring: Counselor, Admin, Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Offer Title 1 services for McKinney-Vento students (transportation, school supplies, resources for food and clothing). Strategy's Expected Result/Impact: Students will be able to receive resources to come to school and be successful Staff Responsible for Monitoring: Nurse, Counselor, Head Start Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Secure volunteers from Students for Life to tutor struggling students 1st-3rd and provide them other resources to help them succeed like, counseling, help with electric, transportation, rent, etc. Strategy's Expected Result/Impact: close the gaps on ELAR for the 1st-3rd reading, students will be on level Staff Responsible for Monitoring: Students For Life Facilitator and Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: Madla provides a site for SA Youth a Free afterschool tutoring and child care for Madla parents Strategy's Expected Result/Impact: To help parents that work and cannot afford daycare Staff Responsible for Monitoring: District and SA Youth Title I: 2.5, 4.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Madla will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: The campus will provide professional development opportunities for staff that will provide high levels of student engagement during the 2024-2025 school year (LEAD4WARD, Region 20, SSAISD Professional Learning)

High Priority

Evaluation Data Sources: PD Evaluation, Agendas, sign-in sheets, number of participants that attend PD

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to receive district PD's and any form of professional development

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided effective training with the use of instructional technology Strategy's Expected Result/Impact: Teachers will become more effective in the area of instructional technology, especially in the area of Apple Classroom Staff Responsible for Monitoring: District Administration, Campus administration, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Provide job-embedded professional development by modeling research-based strategies during PLCs and faculty meetings. Strategy's Expected Result/Impact: Improve the implementation of high-yield, rigorous instructional strategies that require a variety of thinking. (book study-Conscious Discipline LEAD4Ward, Sharon Wells Math) Staff Responsible for Monitoring: Campus Administration and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Ensure campus administration attends professional development to model and learn research based strategies for PLC and faculty meetings. (TEPSA) Strategy's Expected Result/Impact: Improve implementation of current academic research, high-yield, rigorous instructional strategies for PLC's Staff Responsible for Monitoring: Campus Admin. and Central Office Admin. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Madla will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: Teachers and Principal will provided instructional resources (Really Good Stuff/Amazon/Lakeshore/Lead4ward) that promote high levels of student engagement to be utilized for access, rigor, and transfer.

Evaluation Data Sources: The campus administration will do a budget review and do walkthroughs, grade level meetings to ensure all teachers have all materials they need to teach effectively

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to use the local 199 account to purchase instructional materials and the 211 if funds are available

Strategy 1 Details	Reviews			
Strategy 1: Teachers and Principal will provided instructional resources (Really Good Stuff/Amazon/Lakeshore/Lead4ward/Ford Ferrier) that promote high levels of student engagement to be utilized for access and rigor Strategy's Expected Result/Impact: Teachers will have the correct resources and materials to help close the gaps as well as bring up students formative and summative assessments Staff Responsible for Monitoring: Teachers and campus admin. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Madla will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 3: The campus will help provide mental health strategies to help support and retain faculty and staff. (Zen room, Yoga, etc..)

Evaluation Data Sources: The campus administration will create and organize a mental health room and organize yoga days. Faculty and Staff will fill out a MOY & EOY survey to get a pulse on teacher mental health.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to use the Zen room and only purchase scented oils and teas.

Strategy 1 Details	Reviews			
Strategy 1: Administration will provide and create a Zen Room for Madla Faculty Mental Health with massage chairs, white noise, soft light lamp, etc. Strategy's Expected Result/Impact: Faculty and staff will be able to have a place to go relax and take a minute to reorganize their thoughts and feelings. This will help them feel supported and retain all employees Staff Responsible for Monitoring: adminstration Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Madla will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Provide afterschool activities and clubs to students in order to promote academic improvement and enrichment.

- Evaluation Data Sources:** Provide a number for clubs and activities for students
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** Continue to give students experiences with clubs to help pass STAAR 2.0

Strategy 1 Details		Reviews			
Strategy 1: Create academic enrichment clubs for teachers and students establish hands-on learning by building projects, Esports, and using technology to help record and research (Madla's Believe It or Not, New Broadcasting Club, EGames (EGL), gaming chairs, keyboards, etc.) Strategy's Expected Result/Impact: Provide experiences for students through weekly, bi-monthly clubs Staff Responsible for Monitoring: Teachers and administration Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable	 Accomplished	 Accomplished	 Accomplished
No Progress Accomplished Continue/Modify Discontinue					

Goal 3: Madla will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: Provide experiences through field trips to help promote academic improvement and enrichment.

Evaluation Data Sources: Provide a variety of field trips for clubs and grade levels

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue sending students on field trips for learning experiences

Strategy 1 Details	Reviews			
Strategy 1: Students will attend field trips that will teach and academically enrich their learning from the TEKS. Strategy's Expected Result/Impact: Provide experience for students Staff Responsible for Monitoring: Administration, teachers, club sponsors Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Madla will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 3: Provide a safe and learning environment by training and properly communicate on campus with all stakeholders on campus.

High Priority

Evaluation Data Sources: PEIMS campus referrals on student behavior, School Counselor log, and PEIMS Attendance report.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue using the Navigate 360, practice mandatory drills (fire drill, lock down, etc) and continue to implement Conscious Discipline throughout the campus. We did not meet with some resources due to not having a Parent Liaison on campus

Strategy 1 Details	Reviews			
Strategy 1: Madla Faculty & Staff will get trained on book study "Conscious Discipline" by Dr. Becky Baily Strategy's Expected Result/Impact: The whole campus will do a book study on Conscious Discipline and implement awareness and strategies to help students cope with social emotional problems bringing down discipline referrals and suspensions Staff Responsible for Monitoring: Administration, faculty & staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Train all faculty and staff on the Texas Safety-Student Response Protocol and Navigate360 system. Strategy's Expected Result/Impact: Everyone that works at Madla to know the protocol in case of an emergency Staff Responsible for Monitoring: Administration and safety team, SSAISD PD Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Create a partnership with CARE Zone to provide services (mental health, family services, CIS, food pantry, clothing closet, etc.) for our at-risk students to succeed in school Strategy's Expected Result/Impact: Teachers will use the Counselor submittal forms, counselor will document and form counseling groups to help improve student SEL. Staff Responsible for Monitoring: Teachers, counselor, and administration Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: Pay for a part time parent liaison to continue to help community with resources Strategy's Expected Result/Impact: Parents will only need to come to one place to get help with any resources needed Staff Responsible for Monitoring: Adminstration Title I: 2.4, 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress		 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Madla will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 4: Student Attendance will increase by 5% with the help of mental and social emotional support through the Care Zone, or other initiatives.

High Priority

Evaluation Data Sources: PEIMS Attendance Report, Counselor logs

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue the counseling lessons and services as well as the tutoring and SA Youth afterschool care for 30 of our students

Strategy 1 Details	Reviews			
Strategy 1: School counselor will provide lessons discussing resources available to curb mental health, bullying and other topics. Strategy's Expected Result/Impact: 100% of all students, PK-5th, will have received guidance from school counselor. Staff Responsible for Monitoring: Counselor, Admin, Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Offer Title 1 services for McKinney-Vento students (transportation, school supplies, resources for food and clothing). Strategy's Expected Result/Impact: Students will be able to receive resources to come to school and be successful Staff Responsible for Monitoring: Nurse, Counselor, Head Start Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: Secure volunteers from Students for Life to tutor struggling students 1st-3rd and provide them other resources to help them succeed like, counseling, help with electric, transportation, rent, etc. Strategy's Expected Result/Impact: close the gaps on ELAR for the 1st-3rd reading, students will be on level Staff Responsible for Monitoring: Learning for Life Tutors and Admin Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 4 Details	Reviews			
Strategy 4: Madla provides a site for SA Youth a Free afterschool tutoring and child care for Madla parents Strategy's Expected Result/Impact: To help parents that work and cannot afford daycare Staff Responsible for Monitoring: District and SA Youth Title I: 2.5, 4.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Madla will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1: Create programs that inform and support parental involvement at school and in district initiatives.

High Priority

Evaluation Data Sources: Agendas, sign-in sheets

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with programs that support parental and community involvement in all district initiatives

Strategy 1 Details	Reviews			
Strategy 1: Invite parents and community to awards ceremonies and completion ceremonies twice a year. Strategy's Expected Result/Impact: Parents will be more involved in their student successes Staff Responsible for Monitoring: administration, counselor, teachers Title I: 2.5, 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
		 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Monitor and update school website with current school activities and events to keep parents and members of the community aware. Strategy's Expected Result/Impact: Ensure there is communication with parents at all time by updated website, Twitter, Facebook, School Messenger, school calendar and flyers in English and Spanish Staff Responsible for Monitoring: Administrator, Melissa Villarreal-webmaster Title I: 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 3 Details		Reviews			
Strategy 3: Inform parents and community through monthly calendars, notes, flyers, parent meetings, website, school messenger, and marquee Strategy's Expected Result/Impact: Teachers and school will ensure parents have updated communication by school calendar, flyers, phone calls Staff Responsible for Monitoring: Administration, custodians, secretary, counselor, and teachers. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 4 Details		Reviews			
Strategy 4: Provide refreshments or dinner to help bring in the parents to Cafecitos, Family Nights, STAAR Night, FAST Program that encourage them to do activities with their child. Strategy's Expected Result/Impact: Parents will attend more school functions with their child(ren) to help promote learning. Staff Responsible for Monitoring: Administration, librarian, FAST program, counselor, teachers, parent liaison Title I: 2.5, 4.2		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 5 Details		Reviews			
Strategy 5: Open House on September 26, 2024 to celebrate and implement the campus and district vision and Title one power point. Strategy's Expected Result/Impact: School Administration present campus scores from the 2023-2024 school year and also discuss Title 1 with a PowerPoint to Madla parents and community. Staff Responsible for Monitoring: school administration and all staff Title I: 4.2 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished	 Accomplished	 Accomplished	 Accomplished

Strategy 6 Details	Reviews			
Strategy 6: Conduct monthly family events (Book Fair, Booster Club, school performances, Cafecitos) Strategy's Expected Result/Impact: Parents will attend family events to get information to how to help their child and all updated information Staff Responsible for Monitoring: All staff, administration, Booster Club officers, Counselor, and Librarian Title I: 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I - Previous

1.1: Comprehensive Needs Assessment

Many of Madla students have some sort of trauma they are dealing with that they bring into the school and has made teaching extremely hard and has been hard for the students to learn. We have seven apartment complexes surrounding the south part of our school and a subdivision with many retired citizens surrounding the rest of the school. We have many single parents and grandparents are raising their grandchildren. Most of our students have experienced or are experiencing some sort of trauma in their lives from domestic violence, losing a parent, incarcerated parents, parents on drugs, and low social economic status. The campus will complete a book study, "Conscious Discipline," by Dr. Becky Bailey to help get strategies and better understand what the students are going through and the counselor will be focusing on small groups this year.

This year we have our 5th graders that were learning online due to the Covid pandemic that still have some gaps in their learning as well as new students who have enrolled in Madla this year. We have integrated Scholar Time/RTI/MTSS into our Master Schedule as well as having the reading interventionist to help close the gaps for the students in 3rd, 4th and 5th grade. We will continue to have beneficial PLC's and PD in order to teach our teachers high quality instruction.

Finally, in order to help students they must come to school. The majority of students are economically disadvantaged and at-risk at 95%. Our mobility rate is 23.6% which is higher than our district at 16.8% and the state. Last year our attendance averaged 89.16% and this year we were at 90.60%. We do work hard to increase our attendance every year and the goal for this year will be 93% or better. The district provides bus transportation to all students living in the area, but when we have cold or rainy days our attendance is in the 80%. The PEIMS department has given us \$1500 to buy attendance incentives to help bring up our attendance.

Student Populations:

93.0% Hispanic

3.8% White

2.0% African American

0.0% Asian

0.04% American Indian

0.0% Pacific Islander

1.3% Mixed Races

95% Economically Disadvantaged

5.0% ELL

37.3% Special Ed.

23.6% Mobility Rate

Our population also includes special education student programs for autism, resource and inclusion. Our at-risk population is at 95% and our 504 programs include students with ADHD, Dyslexia and other medical conditions that may delay academic success in the classroom.

99% of the teachers at Frank Madla Elementary are highly qualified, we hired a Bilingual Temp Teacher that has her degree, but still lacks one more test to get bilingual certified. The average teaching years of experience is 11-20 years. The majority of our teachers are Hispanic 76.7% and 23.3% White.

Instructional Coach

We have a new Instructional Coach, with 22 years teaching experience to our campus to help assist teachers with internalization lesson planning, Literacy Stations, Eureka, Amplify, Data, framing the lessons, and unit assessments. The CILT committee is organized to work alongside Principal and Assistant Principal to promote and increase the relationships of the staff and to make sound decisions for the betterment of the campus.

ELL

Madla Elementary is a bilingual campus this year that will serve students Pre-k through 2nd grade. We have an LPAC representative who monitors the progress of all of our ELL learners, along with the assistant principal. Our ELL students participate in TELPAS and Pre-Las each year.

GT

Madla Elementary Gifted and Talented Program serves students who qualify in grades K-5. These students perform academically all levels above their enrolled grade level, are able to work independently on projects, and are motivated to learn at advanced levels. Identified students in grades K-5 are served in designated cluster classes by teachers with thirty-hours of training in gifted and talented education. In addition, gifted elementary students are pulled once a week to work with other gifted students on enrichment activities in the four core curriculum areas.

504

Section 504 is a part of the Federal Civil Rights Anti-Discrimination legislation of 1973. Discrimination is defined as “No qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance.” Section 504 covers any person who has a physical or mental impairment which substantially limits one or more major life activities, or has had a record of such impairment, or is regarded as having such impairment. Major life activities include hearing, speaking, learning, working, performing manual tasks, caring for ones self, walking, seeing or breathing. Once students qualify for section 504 they will receive accommodations in the least restrictive environment (general education classroom) that the committee has agreed upon. The committee consists of an administrator, campus 504 coordinator, classroom teacher, parent and other possible candidates. The committee meets with each 504 student’s parents once a year to discuss progress and monitor student’s growth. The student continues to qualify as a student under 504 until he no longer needs the services or until it is decided further assistance is necessary.

Special Education Services

The Special Education program at Madla Elementary provides services for students identified as a special needs student. Students with high needs are mainstreamed students with needs pertaining to fine and gross motor as well as restroom and health services. Additionally, Madla Elementary has one Life Skills classroom that serves 1st-5th students with various disabilities. Our campus also has students who have been diagnosed with LD (Learning Disabilities), Speech Impairment, and OHI (other health impairments).

Site-Based Decision Making Process/Campus Instructional Leadership Team (CILT)

Madla Elementary School will follow federal, state, and district policies in developing and implementing the Campus Improvement Plan. Community and parent input, plus the input of staff will be included in the decision-making process related to the use of federal, state, and local funds. These listed key committees have focus.

d on strategies to provide on-going assessment of programs being used to asses the needs of all students, with particular focus on students who are low-achieving and/or those students at-risk of not meeting state standards.

2.1: Campus Improvement Plan developed with appropriate stakeholders

When developing the Campus Improvement Plan we included parents, CILT team which includes highly qualified teachers, business owners in the area and a community member school representative. The CILT committee meet on May 23, 2024 to discuss the CIP for the the upcoming 2024-2025 year.

2.2: Regular monitoring and revision

The CIP will be monitored in November 2024, January 2025, March 2025, and in May 2025.

2.3: Available to parents and community in an understandable format and language

All communication will be sent out to parents in English and Spanish.

2.4: Opportunities for all children to meet State standards

At Madla we follow the RTI process where all Tier 1 students get good first instruction and for those still struggling to meet mastery the first time we put them in Tier 2 and Tier 3, they have extra time on Progress Learning, and small group instruction called Scholar Time/Gator Time. We have implemented RTI/Intervention time in our master schedule. In February we begin tutoring for 3rd-5th grade. We also a volunteer tutors from Students for Life that tutor students 3 times a week from grades 1st-3rd. This year we will have a bilingual interventionist to help close the gaps in reading.

We must not forget that experiences can help students meet state standards and we offer our clubs and enrichment. We want to ensure our G/T students are being serviced weekly as well.

2.5: Increased learning time and well-rounded education

We believe in the whole child and have many clubs of choice for students to build confidence. During club times this is an extra part of the day where students learn chess, golf , journalism, math club, Legos, Madla's Believe It or Not Club, etc. Our students are so excited when they are in the clubs and are getting experiences to help in connections with their learning. The students will get intervention time during the day planned into the Master Schedule and tutoring afterschool will begin in February, 2025 up until May.

2.6: Address needs of all students, particularly at-risk

At Madla we have a counselor, Students for Life Tutoring, Head Start Facilitator, FAST Program, highly qualified teachers, and work with SSAISD Care Zone to help those in need of SEL. We also have a parent liaison who works with the community has a rapport and contact with parents to provide them assistance to help with family crises through counseling, food drive, utility resources. Through these different resources we are able to zone in and help students with academic needs as well as social emotional needs. The campus will be doing a book study on "Conscious Discipline" to help give strategies to teacher for those students that exhibit certain issues along with our counselor

3.1: Annually evaluate the schoolwide plan

The CILT Committee and administration meet in May, 2025 to fully evaluate the CIP.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleIcrate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Our district's communication department works with administration to provide communication, information, and strategies to enhance parental, community, and business involvement. As a campus we provide the following to help increase parental involvement:

- *Cafecitos

- *Parent Volunteers

- *Booster/Club performances

- *Parent Meetings with the Parent Liaison

- *Communication-Monthly calendars, School Messenger, Facebook, website, Twitter(X) and Instagram

Title I - Updated

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Juanita Veloz	Reading Interventionist		1
Marcella Peralta	Parent Liaison		.5
Marisa Salinas-Garza	Instructional Coach		1

Site Based Decision Making Committee

Committee Role	Name	Position
CILT Member	Joey Monreal	PE Coach
CILT Member	Paul Cryder	5th Teacher
CILT Member	Amanda Galloway	4th Teacher
CILT Member	Holly Pacheco	3rd Teacher
CILT Member	Lisa Speigts	2nd Teacher
CILT Member	Naomi Esparza	1st teacher
CILT Member	Sasha Casiano	Kinder
CILT Member	Monica Sandoval	Pre-K
CILT Member	Juan Olivares	Fine Arts Teacher
CILT Member	Miguel Quintanilla	Special Ed. Teacher
Asst. Principal	Jaime Escobar	Assistant Principal
Principal	Florinda Castillo	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Job Description for Peace Officers, Resource Officers & Security Personnel	Eugene Tovar	8/12/2024	Joel Gaines	8/12/2024