



Campus Improvement Plan

2023-2024



Joel C. Harris Middle School

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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



SAISD 5 Year Board Goals

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



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

CNA Development Dates	Meeting Topics and Actions
Meeting #1 May 19, 2023	Completed the 22-23 CIP Summative Assessment and determined which strategies we need to keep and modify.
Meeting #2 May 26, 2023	Student Learning - analyzed STAAR data, STAAR Interim, MAP and APA data to create root causes and problem statements. Demographics - TAPR and campus data of teachers who were retiring/ moving. We created problem statements and root causes. Perceptions: Reviewed Insight Survey and ESF survey from parents, students and staff to create problem statements and root cause. Process and Programs - TTESS data from performance matters and student data to show as evidence of how effectively PLCs are run - we created problem statements and root causes.

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

Based on the 2022-2023 CIP -

We discovered that we need to increase the academic rigor and alignment in our tier 1 instruction. Students need to be subjected to literacy in all classrooms to include their elective classrooms. If we improve our tier 1 instruction, students will be more engaged and want to be in class which will then decrease discipline as well as increase student achievement and growth.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Attendance	Attendance data	PS DE-1	Although we have seen an increase from the 2020 low of 86.3% to the current rate of 89.13%, there is still a notable gap compared to the pre-pandemic average of 95%.
		RC DE-1	There is not a systematic way to communicate middle school attendance policies to parents/guardians. (ESF 3.1)
New Teachers	Campus Teacher Roster	PS DE-2	51% of our teachers have 0-5 years of experience, with 25% being first year teachers and/or new to Harris.
		RC DE-2	As a campus, we have not had strong systems to grow and retain highly effective teachers. (ESF 2.1)
Data Determinations	<p>When students are absent they are not in school receiving tier 1 instruction. We have seen a correlation of student attendance and achievement. We have several new teachers on campus and we are having to work with them to improve tier 1 instruction. As a group we looked at a bunch of data and determined that the root cause of all our problem was the need to focus on tier 1 instruction.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
PLC	STAAR PLC Agendas	PS SL-1	65% of PLCs were used for professional development/training instead of used for authentic professional learning activities focused on student data. (ESF 5.3)
		RC SL-1	Protocols are not used consistently to analyze data and plan.
Students meeting grade level.	STAAR - preliminary data	PS SL-2	As a campus we need to increase the number of students meeting grade level in Math, Reading, Science and Social Studies by 10% (ESF 5.3)
		RC SL-2	Tier 1 instruction lacks rigor and effectiveness.
SPED Students	STAAR - preliminary data	PS SL-3	As a campus we need to increase the number of SPED students meeting grade level in Math, Reading, Science and Social Studies by 10% (ESF 5.1)
		RC SL-3	Differentiated instructional strategies and 7 steps for engagement need to be used consistently and appropriately for grade level instruction.
EB Students	STAAR - preliminary data	PS SL- 4	As a campus we need to increase the number of Emerging Bilingual students meeting grade level in Math, Reading, Science and Social Studies by 10% (ESF 5.1)
		RC SL-4	7 steps for Language Rich Interactive Classroom need to be used consistently and appropriately for grade level instruction.
Data Determinations	We do not have common protocols that allow us to examine student assessment data to be able to determine what we need to do as a campus to improve student achievement levels.		

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.

Process and Program (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Feedback	Performance Matters Administrative Appraisal Calendar	PS PE-1	80% of feedback is inconsistent and only provided at the end of the year. (ESF 5.1)
		RC PE-1	Snapshots and comps are not scheduled and calendarized starting in the beginning of the school year.
Professional Growth	Insight Survey / Campus surveys	PS PE-2	85% of teachers are indicating that there is not enough individualized professional development opportunities. (ESF 5.1)
		RC PE-2	There is not an effective mechanism to gather input and implement needed/requested PD.
Data Determinations	We do not have a systematic way of scheduling our teachers classroom observations and providing them efficient feedback in a timely manner. Looking at survey data we were able to determine this.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
School Culture	Insight Survey, ESF Survey, feedback from students, sign in sheets from family events. SMORE clicks.	PS PP-1	Feedback from students states 73% of students feel that the school is not a safe space. (bullying)
		RC PP-1	Lack of student voice. Many students feel as if they would not get help from an adult if they reported bullying. As a campus we have not established a consistent social-emotional checkpoint.
Social / Emotional Wellness	SEAD Survey, PEIMS Discipline Report See other surveys and look at RC report by teacher discipline	PS PP-2	22% of students engaged in a disciplinary offense that required administrative review. What does this mean? Were they teacher managed or referrals? Be more specific.
		RC PP-2	We do not have deescalation techniques to prevent student something another. Effective tier 1 instruction is not being implemented in all classrooms. Maybe authentic student engagement? What is culture of classroom? Social-emotional?
Parental Engagement	Parent Surveys, Parent event sign-ins, all engagements on calendar	PS PP-3	Parent attendance at events averages at 30-50 for academic nights, and campus events 100-200.
		RC PP-3	The campus was not consistently implementing communication with preferred methods for parents or not offering multiple convenient times for families.
Data Determinations	We need to focus on tier 1 instruction to improve student academic levels and this will assist with creating authentic learning experiences for our students which will prevent them from having discipline issues. We have created an advisory council for our students so that we are listening to our students as well as our teachers.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,4	Attendance: We will increase our campus attendance percentage from 89.13% to 91% in the 2023-2024 school year Demographics 1	Attendance/ Lever committee meetings to be held weekly or bi weekly to to discuss attendance incentives and plan of action for students with excessive absences. Review student by student ada attendance. create a roster of students to do a call out by 10:30am. absent but legally present.	P. Reyes [Attendance Committee]	
		Quarterly KPIs	KPI 1 - By the end of the 1st quarter, our attendance will be 89% KPI 2 - By the end of the 2nd quarter, our attendance will be 89.5% KPI 3 - By the end of the 3rd quarter, our attendance will be 90% KPI 4 - By the end of the 4th quarter, our attendance will be 91%		
DE-2	1,2	By the end of the year, 100% of teachers with 5 or less years of experience will receive differentiated professional development and peer support. Demographics 2	Administrative team will tier teachers by years of experience and student outcomes. Based on the tiering, the Admin team will match teachers with peer support and create professional learning opportunities.	McKay Veronika	
		Quarterly KPIs	KPI 1 - By the end of the 1st quarter, teachers will be provided with 2 professional development opportunities and make contact with their mentor teacher. KPI 2 - By the end of the 2nd quarter, teachers will be provided with an additional professional development opportunity and meet with mentor teacher monthly. KPI 3 - By the end of the 3rd quarter, teachers will be provided with a differentiated professional development opportunity and meet with mentor teacher monthly. KPI 4 - By the end of the 4th quarter, 100% of teachers with 5 or less years of experience will receive differentiated professional development and peer support.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1, 2	As a campus we need to increase the number of students meeting grade level in Math, Reading, Science and Social Studies by 10% for 6th, 7th, and 8th grades by April 2024 Student Learning 2	Provide aligned grade level instruction to students and use a variety of strategies to include graphic organizers , anchor charts for students to create their own classroom anchor chart to visualize their learning, organized note taking , hands on materials and manipulatives , frequent checks for understanding . Low Tech technology will include increasing white board space in classrooms to increase number of students showing and sharing their work in collaborative groups. *Look at putting Science lab money here	Department Leaders ILT Team	
		Quarterly KPIs	By the end of the 1st quarter, we will have 23% students meeting grade level By the end of the 2nd quarter, we will have 26% of students meeting grade level By the end of the 3rd quarter, we will have 29% of students meeting grade level By the end of the 4th quarter, we will have 33% of students meeting grade level		
SL-2	1, 2	As a campus we need to increase the number of students meeting grade level in Math, Reading, Science and Social Studies by 10% for 6th, 7th, and 8th grades by April 2024 Student Learning 2	IXL with be utilized with targeted intervention for 6-8 Math and Algebra, 6-8 Reading, 6-8 Science and 6-7 Social Studies. This digital intervention program will allow students to use their data trackers and focus on targeted TEKS that they need more assistance with. Campus will need to purchase chromebooks and carts to store/charge the chromebooks in to support this initiative.	Department Leaders	IXL 210 - 6300 Supplies and materials \$13,175 Chromebooks 210 - 6300 Supplies and materials \$26,216
		Quarterly KPIs	By the end of the 1st quarter, we will have 23% students meeting grade level By the end of the 2nd quarter, we will have 26% of students meeting grade level By the end of the 3rd quarter, we will have 29% of students meeting grade level By the end of the 4th quarter, we will have 33% of students meeting grade level		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3	1,2	As a campus we need to increase the number of students meeting grade level in Math, Reading, Science and Social Studies by 10% for 6th, 7th, and 8th grades by April 2024 Student Learning 2	We will utilize Lowman Resources to provide targeted instruction which includes spiraled warm-ups aligned to the TEKS, additional test bank questions aligned to the TEKS, frequency distribution charts. Additionally we will purchase the Spiraled test prep bundle to assist with a 10 day test prep before STAAR. [Tested subject areas]	Department Leaders	
		Quarterly KPIs	By the end of the 1st quarter, we will have 23% students meeting grade level By the end of the 2nd quarter, we will have 26% of students meeting grade level By the end of the 3rd quarter, we will have 29% of students meeting grade level By the end of the 4th quarter, we will have 33% of students meeting grade level		
SL-4	1,2	As a campus we need to increase the number of students meeting grade level in Math, Reading, Science and Social Studies by 10% for 6th, 7th, and 8th grades by April 2024 Student Learning 2	Intervention & Enrichment that will take place before or after school and/or on pre planned Fridays and/or Saturdays throughout the school year. All tested subject areas are required to complete at least 2 sessions. Calendar of dates	McKay Acosta	
		Quarterly KPIs	By the end of the 1st quarter, we will have 23% students meeting grade level By the end of the 2nd quarter, we will have 26% of students meeting grade level By the end of the 3rd quarter, we will have 29% of students meeting grade level By the end of the 4th quarter, we will have 33% of students meeting grade level		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-5	1,2,	As a campus we need to increase the number of students meeting grade level in Math, Reading, Science and Social Studies by 10% for 6th, 7th, and 8th grades by April 2024 Student Learning 2	Students will be provided opportunities to use the scientific method within experimental labs for inquiry and will use hands on materials and items for concrete examples when learning. This strategy will impact 222 students in 6th grade, 264 students in 7th grade, and 239 students in 8th grade.	Deborah Tinsley Pledger (Science Dept Leader)	164/supplies and materials/\$2,867.19 + \$1,920.00 = \$4,787.19
		Quarterly KPIs	KPI 1: By the end of the 1st quarter, 23% of students will be meeting grade level in Science. KPI 2: By the end of the 2nd quarter, 26% of students will be meeting grade level in Science. KPI 3: By the end of the 3rd quarter, 29% of students will be meeting grade level in Science. KPI 4: By the end of the 4th quarter, 33% of students will be meeting grade level in Science.		
SL-6	1,2,3	As a campus we need to increase the number of SPED students meeting grade level in Math, Reading, Science and Social Studies by 10% for 6th, 7th, and 8th grades by April 2024 Student Learning 3	Utilize thematic instruction and small group instruction in all classrooms to help students make connections with their learning. The use of updated campus novels in 6th grade Language & Literature classes to support 230 students as well as 7th grade classes to support 260 students with this approach to learning. Resource	Sarah Cooper (SPED department chair), Department Leaders	211- 6329- books \$623.40
		Quarterly KPIs	By the end of the 1st quarter, we will have 13% of SPED students meeting grade level By the end of the 2nd quarter, we will have 16% of SPED students meeting grade level By the end of the 3rd quarter, we will have 19% of SPED students meeting grade level By the end of the 4th quarter, we will have 23% of SPED students meeting grade level		
SL-7	1,2	As a campus we need to increase the number of students meeting grade level in Math, Reading, Science and Social Studies by 10% for 6th, 7th, and 8th grades by April 2024 Student Learning 2	Purchase calculators and calculator charging stations that will replace the classroom sets of the 2 8th grade classrooms and 2 7th grade classrooms. Students need consistent use of the calculators to assist them with being successful when working with 8th grade or Algebra TEKS Calendar of dates Remove this for next year.	McKay Acosta	210 - 6300-Supplies and materials / calculators - \$6,625 210 - 6300-Supplies and materials / chargers - \$1,144
		Quarterly KPIs	By the end of the 1st quarter, we will have 20% of Math students meeting grade level By the end of the 2nd quarter, we will have 23% of Math students meeting grade level By the end of the 3rd quarter, we will have 26% of Math students meeting grade level By the end of the 4th quarter, we will have 28% of Math students meeting grade level		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-8	1	As a campus we need to increase the number of Emerging Bilingual students meeting grade level in Math, Reading, Science and Social Studies by 10% for 6th, 7th, and 8th grades by April 2024 Student Learning 4	7-Steps: Teachers will be required to consistently use 7-steps in classrooms to include a color coded (red/blue) word wall to support our EB students. Leverage the library space and staff (Librarian /Library assistant / computer lab assistant) to improve translation resources for foreign languages. Deep L Translation Actively Learn	Petra Reyes	
		Quarterly KPIs	By the end of the 1st quarter, we will have 42% of EB students meeting grade level By the end of the 2nd quarter, we will have 45% of EB students meeting grade level By the end of the 3rd quarter, we will have 49% of EB students meeting grade level By the end of the 4th quarter, we will have 52% of EB students meeting grade level		
SL-9	1,2,3	As a campus we need to increase the number of SPED students meeting grade level in Math, Reading, Science and Social Studies by 10% for 6th, 7th, and 8th grades by April 2024 Student Learning 2	Teachers will give TEKS aligned daily formative assessments in class throughout the duration of the lesson and at the end of the lesson using technology to mirror the STAAR redesign. Teachers will be provided with hardware such Chromebooks, Ipads, and Interactive Smartboards to facilitate online program(s) ,software, and supplies for assessment.	Mr. Whetzler	
		Quarterly KPIs	By the end of the 1st quarter, we will have 23% of students meeting grade level By the end of the 2nd quarter, we will have 26% of students meeting grade level By the end of the 3rd quarter, we will have 29% of students meeting grade level By the end of the 4th quarter, we will have 33% of students meeting grade level		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-10	1,2,3	100% of Core Content will actively participate and utilize data to make sure that 33% of our students are meeting grade level on STAAR 2024 Student Learning 2	Students and teachers are tracking their data. Each subject area has a common tracking system. Teachers will use data to inform instruction. Instructional Leadership Team will meet weekly with their teacher led department PLCs to discuss data trends and adjust tier 1 instruction in unit planner as necessary. Use a protocol and agenda and continue to check progress of campus goals.		
		Quarterly KPIs	By the end of the 1st quarter, we will have 23% of students meeting grade level By the end of the 2nd quarter, we will have 26% of students meeting grade level By the end of the 3rd quarter, we will have 29% of students meeting grade level By the end of the 4th quarter, we will have 33% of students meeting grade level		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	3	<p>PBIS: Implement and support Positive Behavior Interventions (PBIS) to promote character education, foster respect and develop appropriate decision-making for all students in order to keep referrals to lower than 275 for each grade level for the year.</p> <p>Perceptions 1</p>	<p>PBIS Team will work to connect PBIS to IB Learner Profile Attributes to explicitly teach the classroom and school wide rules and expectations. All lessons should be revised by the end of the 2023-2024 school year.</p> <p>PBIS Rewards (Program) to connect IB Learner Profiles to student actions and assign points to students who show kindness and promote IB Learner Profiles.</p> <p>PBIS Store Rewards (Bracelets, Tech Decks, Water Bottles, etc.) to connect student actions to tangible rewards.</p> <p>ATL skills</p> <p>Campus wide procedures will be created and implemented to assist in increasing safety for all students, promote kindness, and improve anti bullying through teachings of diversity and acceptance. Lessons will be created by the PBIS team to support student learning of common area expectations (Courtyard, cafeteria, restroom, auditorium, crosswalk, games, etc...).</p> <p>Teachers will facilitate lessons during advisory during the first week of school, the week after Thanksgiving Break, the week after Winter Break and the week after Spring Break.</p> <p>Schoolwide Kindness Campaign will be utilized as school wide morale booster for campus. Different activities will be done with students in advisory and for staff to facilitate student and staff morale. PBIS posters will be created and displayed in the common areas to reinforce what students have been taught. Finish up posters</p> <p>look at consolidating to just 1 PBIS section</p>	Mr. Whetzler PBIS Team	
		Quarterly KPIs	<p>By the end of the 1st quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year.</p> <p>By the end of the 2nd quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year.</p> <p>By the end of the 3rd quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year.</p> <p>By the end of the 4th quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year.</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-2	3	PBIS: Implement and support Positive Behavior Interventions (PBIS) to promote character education, foster respect and develop appropriate decision-making for all students in order to keep referrals to lower than 275 for each grade level for the year. Perceptions 2	A school wide mentorship program will be developed through advisory classes for all students. Lessons will be developed by counselors with teacher input to facilitate character development, student socio-emotional learning and restorative practices. A better planned calendar that provides the opportunity for all to mentor.	Principal Counselors	211 / 2 counselors \$
		Quarterly KPIs	By the end of the 1st quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year. By the end of the 2nd quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year. By the end of the 3rd quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year. By the end of the 4th quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year.		
PE-3		Communications and Public Relations; Communicate relevant district & school information to the community through consistent and timely messaging to increase parent engagement and school activities by 10% Perceptions 3	Family Engagement: We will provide our parents with multiple opportunities to visit our campus and discover ways that they can advocate for their student's learning and safety. We will provide Principal Coffees during the day, parent meetings and family engagement nights. Communication will be facilitated timely through SMOREs, social media announcements, school messenger and monthly calendar. Parent hall of fame for parent volunteers or continuously coming to events. Set aside time for students to have a data talk with parents.	Sophia Martinez Campus Leadership	211- Refreshments \$2672 211-Supplies \$2672
		Quarterly KPIs	KPI 1:By the end of the 1st quarter we will increase Family Engagement of campus events by 4% KPI 2: By the end of the 2nd quarter we will increase Family Engagement of campus events by 6% KPI 3: By the end of the 3rd quarter we will increase Family Engagement of campus events by 8% KPI 4:By the end of the 4th quarter we will increase Family Engagement of campus events by 10%		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		IB: By the end of August 2024, 100% of our faculty will be trained in IB Framework through campus professional development. Processes & Programs 2	Improve Inquiry as an approach to teaching: Provide teachers with resources and professional development that support learning through inquiry in the classroom. Research shows that when students are given the opportunity to self-discover they retain information better. Teachers will implement inquiry based approach and students will be provided with needed materials for collaboration in small groups. Students will utilize interactive journals to record notes, strategies and discoveries and total participation techniques will be utilized for student engagement. Process Journals will be utilized in Design and the arts classes to keep track of their discoveries throughout the year. (More specific examples for subject areas)	IB Coordinator: Veronika Mendoza	
		Quarterly KPIs	By the end of the 1st quarter, we will have 70% of our faculty and staff trained in the IB framework. By the end of the 2nd quarter, we will have 80% of our faculty and staff trained in the IB framework. By the end of the 3rd quarter, we will have 90% of our faculty and staff trained in the IB framework. By the end of the 4th quarter, we will have 100% of our faculty and staff trained in the IB framework.		
PP-2		IB: By the end of July 2024, 100% of the leadership team will be trained in the IB Framework. Processes & Programs 2	To reinforce IB and discover other best practices through collaboration; Leadership team as well as additional teachers (who have attended official IB training) will attend the IB Global Conference and official IB training provided by IB. Attendees will come back and provide professional development to our campus to reinforce best teaching practices as well as share their new discoveries.	IB Coordinator: Veronika Mendoza	211 Registration fee Travel and Lodging \$12,000.00
		Quarterly KPIs	By the end of the 1st quarter, we will have 70% of our faculty and staff trained in the IB framework. By the end of the 2nd quarter, we will have 80% of our faculty and staff trained in the IB framework. By the end of the 3rd quarter, we will have 90% of our faculty and staff trained in the IB framework. By the end of the 4th quarter, we will have 100% of our faculty and staff trained in the IB framework.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-3		IB: By the end of the 23-24 school year, 100% of our faculty will be trained in IB Framework through campus professional development. Processes & Programs 2	Community Project - 8th grade students participate in a service learning project that provides opportunities for cross curricular learning. Students identify areas they are interested outside of school and develop a plan of action to support and/or bring awareness to it. They then showcase their service in action plan to their peers on campus as well as the community through our Community Project Exhibition Day. Think of different ways to communicate with students. Perhaps we need to put Toddle information here as as way of paying for it because it is a huge part.	IB Coordinator: Veronika Mendoza	
		Quarterly KPIs	By the end of the 1st quarter, we will have 70% of our faculty and staff trained in the IB framework. q By the end of the 3rd quarter, we will have 90% of our faculty and staff trained in the IB framework. By the end of the 4th quarter, we will have 100% of our faculty and staff trained in the IB framework.		

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE1	By the end of the 1st quarter, our attendance will be 89%	MT	incentivizing for students. Daily discussion about it has been great. 11am Phone calls to parents for students who are not present at 10am. Waterfall report -checking for mistakes. Admin tracker for absent/legally present.
DE2	By the end of the 1st quarter, teachers will be provided with 2 professional development opportunities and make contact with their mentor teacher.	MT	We meet monthly. Teachers regularly collaborate with their teams/mentor. TCIS Conference, PLCs weekly to focus on target areas.
SL1	By the end of the 1st quarter, all classrooms will have utilized 2 of the 6 strategies listed.	MT	Look at a better way of tracking.
SL2	100% of all teachers have access and can create lessons according to student needs.	NP	We just received funding and are working on our PO. Should be up and running within a week or 2.
SL3	100% of tested subject area teachers have access to Lowman resources, and have used the TEKS frequency chart to pace out their year and using the assessment questions to create their assessments (formative or summative).	MT	All teachers have access to it and utilize during department planning/instruction time.
SL4	By the end of the 1st quarter, all intervention / enrichment plans have been scheduled for the entire year.	MT	Advisory planning calendar is complete.
SL5	By the end of the 1st quarter, 15% of students will be meeting grade level in Science.	MT	CBA Data shows that 8th grade science is at 35% meeting grade level.
SL6	By the end of the 1st quarter, we will have ____% of SPED students meeting grade level	GP	SPED Failure rates are discussed. 6th Grade: 11%, 7th 9%, 8th: 33% Follow the IEP. Having materials ready for them. Hard for SPED teachers to provide services because we are always in ARD meetings.
SL7	By the end of the 1st quarter, 7th and 8th grade classrooms have a class set of 30 TI NSPIRE Calculators	MT	needs to be removed at end of year.

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL8	By the end of the 1st quarter, we will have ___% of EB students meeting grade level	GP	EB Failure rate for 1 or more classes 6-15%, 7- 17%, and 8th - 15% We need to focus on EB classes that are also not in new comer or AVID EXCEL Class. (70 to 80)
SL9	technology one.	GP	look at getting classroom sets for tested core teachers.
SL10	By the end of the 1st quarter, 80% of core teachers are tracking their data and all subject areas have a system for students to track their data.	SP	need to work on student data tracking.
SL 11	By the end of the 1st quarter, 100% of comprehensives, snapshots, and formal observations have been scheduled for the year and have created a plan, study, do act plan for the 2nd 9 weeks	SP	Almost all have been planned out and we need to create a plan.
PE1	PBIS something with the reward system	GP	NO PBIS Rewards, working on SEAD showcase. PBIS Lessons
PE2	Campus mentorship	GP	
PE3	:By the end of the 1st quarter we will increase Family Engagement of campus events by 4%	MT	We have had a huge turnout.
PP1	By the end of the 1st quarter, we will have 70% of our faculty and staff trained in the IB framework.	SP	Teachers have become familiar with what inquiry teaching is and are working on integrating it into their curriculum
PP2	By the end of the 1st quarter, we will have 70% of our faculty and staff trained in the IB framework.	SP	Teachers have been trained on the benefits of collaboration with teachers in their departments as well as across grade level.
PP3	By the end of the 1st quarter, we will have 70% of our faculty and staff trained in the IB framework.	SP	Teacher have been trained on the purpose of the community project and are working with students and how it integrates with their classroom curriculum.

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE 1	By the end of the 2nd quarter, our attendance will be 89.5%	MT	Frequently discussing on announcements. Incentives for students and better communication for parents. Students understand the importance.
DE 2	By the end of the 2nd quarter, teachers will be provided with an additional professional development opportunity and meet with mentor teachers monthly.	MT	Monthly meetings have been completed.
SL 1	By the end of the 2nd quarter, we will have 26% of students meeting grade level	GP	We have incorporated #stop and jot and talk read/write (reading strategies) this is done in all classrooms.
SL 2	By the end of the 2nd quarter, we will have 26% of students meeting grade level	GP	We finally have access to IXL and this will help with reading and math.
SL 3	By the end of the 2nd quarter, we will have 26% of students meeting grade level	GP	Core is utilizing Lowman resources for warmups and test questions.
SL 4	By the end of the 2nd quarter, we will have 26% of students meeting grade level	GP	We have a system for tutoring and Saturday schools.
SL 5	By the end of the 2nd quarter, 26% of students will be meeting grade level in Science.	MT	Incorporating literacy and labs. Students will be data tracking their assessment results.
SL6	By the end of the 2nd quarter, we will have 16% of SPED students meeting grade level	GP	Reinforcing students' accommodations. Teachers were allowed to work with students on the writing portions. Classroom accommodations should be gradually removed as we get closer to STAAR. Some students are clueless on what accommodations they have and we should work with students to show them what they have and if they actually work for them. Communicate to the monitoring teacher. Students should have a one pager that shows them and reinforce it.
SL 7	By the end of the 2nd quarter, we will have 23% of Math students meeting grade level	SP	Students have access to NSPIRE Calculators. Will remove this strategy at the end of the year.
SL 8	By the end of the 2nd quarter, we will have 45% of EB students meeting grade level	GP	Consistently using 7 steps. TELPAS training to help improve the speaking skills to be pushed out with all teachers.

2.2 – Second Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL 9	By the end of the 2nd quarter, we will have 26% of students meeting grade level	GP	Using CER as daily formative assessments so that students have to use evidence to support claims.
SL 10	By the end of the 2nd quarter, we will have 26% of students meeting grade level	GP	Looking at trends how students are performing on assessments. Being able to see that students are jumping bands. Teachers are able to utilize eduphoria to look at item analysis to prioritize high needs for students. We are forced to think about when we will reteach and how.
PE 1	By the end of the 2nd quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year.	GP	<p>PBIS</p> <p>Having students have success in the classrooms. It has to be a culture on the positive behavior. We need to bring the classroom to the basketball court, soccer/football field; all of these things tie together. Students will start thinking about their actions.</p> <p>All of these actions tie into our ATL skills and Learner Profile attributes.</p> <p>Students need to know that their students care. Students need to be able to express themselves. Students want to be able to share what they are thinking because they don't always have the opportunity to do this anywhere.</p>
PE 2	By the end of the 2nd quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year.	GP	PBIS - reinforce what is written above.
PE 3	KPI 2: By the end of the 2nd quarter we will increase Family Engagement of campus events by 6%	MT	<p>Opportunities for parents to visit the campus. Organizing multiple events and food/incentives to get parents here. Progress check nights. Report card pick up nights. Incentivizing. Solar eclipse community party. Veterans day celebration and parade.</p> <p>Career Day. UTSA Football Game. IB Bowl</p>

2.2 – Second Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP 1	By the end of the 2nd quarter, we will have 80% of our faculty and staff trained in the IB framework.	SP	Inquiry. Classes use journals. Design cycles are utilized. Hawk notes are used. Teachers are still learning more about inquiry. Using GRASPS as summative assessments.
PP 2	By the end of the 2nd quarter, we will have 80% of our faculty and staff trained in the IB framework.	SP	IB Training. Math and Lang Acq. trainings have been scheduled. A design teacher will be trained this summer. IB Global Conference scheduled. When we teach classes and we are talking IB, they need to know it relates outside of San Antonio. Collaboration amongst other areas (outside of San Antonio would be a great benefit)
PP 3	By the end of the 2nd quarter, we will have 80% of our faculty and staff trained in the IB framework.	GP	Community Project. Students are struggling to wrap up their projects. Communication is lacking (last year was better). We had 2 CP workdays last year to work on it. Harder to find time to pull kids so that they are not asked to leave classes. Students need a lot more support this year.

2.2 – Third Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the 3rd quarter, our attendance will be 90%		
DE-2	By the end of the 3rd quarter, teachers will be provided with a differentiated professional development opportunity and meet with mentor teacher monthly.		
SL-1	By the end of the 3rd quarter, we will have 29% of students meeting grade level		
SL-2	By the end of the 3rd quarter, we will have 29% of students meeting grade level		
SL-3	By the end of the 3rd quarter, we will have 29% of students meeting grade level		
SL-4	By the end of the 3rd quarter, we will have 29% of students meeting grade level		
SL-5	By the end of the 3rd quarter, 29% of students will be meeting grade level in Science.		
SL-6	By the end of the 3rd quarter, we will have 19% of SPED students meeting grade level		
SL-7	By the end of the 3rd quarter, we will have 26% of Math students meeting grade level		
SL-8	By the end of the 3rd quarter, we will have 49% of EB students meeting grade level		
SL-9	By the end of the 3rd quarter, we will have 29% of students meeting grade level		
SL-10	By the end of the 3rd quarter, we will have 29% of students meeting grade level		
PE-1	By the end of the 3rd quarter, we will have 29% of students meeting grade level		
PE-2	By the end of the 3rd quarter, we will have a 5% decrease in discipline referrals in the 23-24 school year vs. the 22-23 school year.		
PE-3	By the end of the 3rd quarter we will increase Family Engagement of campus events by 8%		
PP-1	By the end of the 3rd quarter, we will have 90% of our faculty and staff trained in the IB framework.		
PP-2	By the end of the 3rd quarter, we will have 90% of our faculty and staff trained in the IB framework.		
PP-3	By the end of the 3rd quarter, we will have 90% of our faculty and staff trained in the IB framework.		

<div>2.2 – Fourth Quarterly Review Meeting</div> <div>The CAC will use artifacts and data to check KPI progression for all strategies.</div>			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives The CAC will use artifacts and data to evaluate all Performance Objectives.		
Performance Objective	Q4 Rating	Findings / Next Steps

Committee Members

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

Name	Role		Name	Role
Hilliard, John Kevin	Principal		Carol Velazquez	Community Member
McKay, Amanda	Assistant Principal		P	
Castillo, Elizabeth	7th Grade			
Escobar, Raul	Arts			
Kniker, Dorothy	ESL / Language Acquisition			
Loredo, Aimee	8th Grade			
Malik-Barnes, Sharon	Design			
Mitchell, Brittany	Special Education			
Rossi, Miguel	Individuals & Societies			
Rummans, Orlando	6th Grade			
Taylor, Allen	Physical & Health Education			
Salas, Marisa	Parent			

Assurances and Approval Information**Assistant Superintendent Assurance**

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

Campus Principal Assurance

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

Campus Name	Campus Number
Joel C. Harris Middle School	15907- 047
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	M. Weber / M. Alcala
Principal	SAISD Board Approval Date
John K. Hilliard	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
9/12/23	10/4/23

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.					All are based on the success criteria of the ESF.				
All are based on issues that the campus can control and improve on.					All talk to adult systems and behaviors.				
Improvement Plan – Performance Objectives									
All are in SMART format					All are tied to at least one problem statement.				
All are measured by a data source.									
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level			
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment			
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary			
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions					
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan	Harris Website, Hard copy available in the main office				Physical Locations of the Plan				
Languages Available	English and Spanish				Languages Available				
URL to Online Version	LINK				URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy					How and When was the PFE Policy Distributed				
Languages Available	English and Spanish								
URL to Online Version									

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

CID	Campus Name	2012	2013	2014	2015	2016	2017	2018	2019	Ending 3/6/20	2021	2022
047	Harris Academy	95.7	95.8	96.2	96.2	96.2	95.8	95.3	94.7	95.1	92.2	86.6

Historical ADA Attendance - Summit Data 2022



San Antonio Independent School District
SY2023 Attendance Rate by Day

Note: Includes both active and withdrawn students. Excludes ADA ineligible students. Combines all Attendance Tracks.
 Data is one day behind. Tardies are based on ADA only.

047 Harris Middle School

Date	Days Enrolled	Days Absent	Attendance Rate%	#Tardies	Tardy Rate%
05/03/2023	729	60	91.8%	16	2.4%
05/04/2023	730	54	92.6%	16	2.4%
05/05/2023	724	99	86.3%	2	0.3%
05/08/2023	730	88	87.9%	9	1.4%
05/09/2023	735	75	89.8%	15	2.3%
05/10/2023	733	68	90.7%	9	1.4%
05/11/2023	735	94	87.2%	23	3.6%
05/12/2023	734	131	82.2%	17	2.8%
05/15/2023	733	117	84.0%	19	3.1%
05/16/2023	733	86	88.3%	21	3.2%
05/17/2023	730	87	88.1%	2	0.3%
05/18/2023	729	83	88.6%	6	0.9%
05/19/2023	726	116	84.0%	3	0.5%
05/22/2023	729	119	83.7%	10	1.6%
05/23/2023	731	83	88.6%	8	1.2%
05/24/2023	735	91	87.6%	5	0.8%
05/25/2023	735	111	84.9%	12	1.9%
05/26/2023	737	121	83.6%	4	0.6%
	127,243	13,827	89.13%	1,274	1.1%

Attendance ran from BI [Aug. 15, 2022 - May 26, 2023]

2022		2023		2022		2023		2022		2023	
06 RLA				07 RLA				08 RLA			
# Tests	APP%	# Tests	Likely Passed %	# Tests	APP%	# Tests	Likely Passed %	# Tests	APP%	# Tests	Likely Passed %
228	45%	252	35%	240	66%	225	40%	269	72%	240	50%

2022		2023		2022		2023		2022		2023	
06 MATH				07 MATH				08 MATH			
# Tests	APP%	# Tests	Likely Passed %	# Tests	APP%	# Tests	Likely Passed %	# Tests	APP%	# Tests	Likely Passed %
229	58%	247	29%	241	51%	223	21%	205	55%	146	16%

2022		2023	
08 SCIENCE			
# Tests	APP%	# Tests	Likely Passed %
270	47%	238	31%

2022		2023		2022		2023	
Algebra I				US History			
# Tests	APP%	# Tests	APP %	# Tests	APP%	# Tests	APP %
64	94%	89	67%	270	76%	228	64%

2022		2023		2022		2023		2022		2023	
06 RLA				07 RLA				08 RLA			
# Tests	APP%	# Tests	Likely Passed %	# Tests	APP%	# Tests	Likely Passed %	# Tests	APP%	# Tests	Likely Passed %
228	45%	252	35%	240	66%	225	40%	269	72%	240	50%

English Language Arts				Math				Science			
2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Grade 6	50%	42%	49%	40%	65%	41%	47%	25%			
Grade 7	57%	48%	63%	51%	58%	31%	40%	24%			
Grade 8	57%	49%	63%	53%	57%	18%	40%	16%	61%	38%	49%



Recorded Offenses	Number of Unique Incidents	Number of Unique Students	Number of Offenses
02DT - Conduct Punish As Felony	2	2	2
04DP - Marijuana/Cntrl Subs/Dang	18	17	20
04EA - Marijuana/Cntrl Subs/Dang	47	42	53
05DQ - Use/Sell Alcohol Bev	3	4	4
21AB - VCC - Class Refusal	18	16	19
21AD - VCC - Left School Grounds	1	1	1
21AF - VCC - Electronic Device	2	2	2
21AI - VCC - Dress Code	1	1	1
21BB - VCC - Threatening Conduct	27	30	35
21BD - VCC - Stealing-Not Felony	2	2	2
21BE - VCC - Verbal Abuse	2	2	2
21BF - VCC - Disrespect Student	10	10	10
21BFE - VCC - Disrespect Employee	4	3	4
21BI - VCC - Sex/Gen Harrassment	1	1	1
21BL - VCC - Refuses Discipline	10	8	10
21BP - VCC - Unloaded Firearm Ac	1	1	1
21BQ - VCC - NonFirearm Weapons	1	1	1
21BS - VCC - Fire Alarm Prank	1	1	1
21BT - VCC - Poss/Use Fireworks	1	1	1
21BU - VCC - Violate Class Stnds	3	3	3
21BV - VCC - LookAlike Drugs	1	1	1
21BW - VCC - Possess/Use Tobacco	4	4	4
21BX - VCC - Damage/Tamper Prop	3	4	4
21BY - VCC - Repeatedly Vio Lvl 1	2	2	2
21BZ - VCC - Threat to Safe/Oper	5	4	5
21DB - VCC - Disrupt/Abuse Cond	9	16	17
21DC - VCC - Assault/No Bod Inju	10	10	10
21DD - VCC - Knife/Blade 5 1/2	2	2	2
26DW - Terroristic Threat	1	1	1
28DN - Assault Bod Injry Non-Emp	4	4	4
28DO - Repeatedly Eng In Assault	2	1	2
41BG - Fighting/Mutual Combat	21	32	38
49EE - Deadly Conduct	1	1	1
60HA - Harassment against Emp	1	1	1
Offense Totals:	221	163	265

163 (unique) / 750 (total students) = 22%

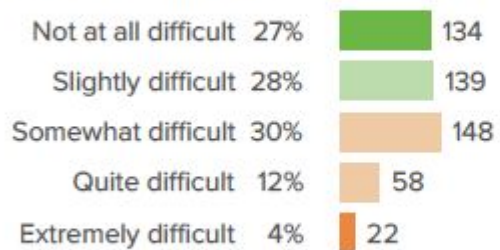
Recorded Offenses	Number of Unique Incidents		Number of Unique Students		Number of Offenses	
Recorded Actions:	Number of Unique Incidents	Number of Unique Students	Number of Actions	Official # Days Assigned	Actual # Days Completed	
05 OOS Suspension (limit 3d)	124	110	154	306		306
06 In-School Suspension	116	95	135	207		207
07 On-campus DAEP: Conference	68	70	81	2,620		2,620
08 Cont of other dist DAEP	2	2	2	64		64
25 Partial day OOS Suspension	4	6	6	6		6
26 Partial day In-School Suspension	27	34	37	37		37
27 Dscsp Action Not Taken - ARD Res	2	2	2	0		0
28 Dscsp Action Not Taken - Dist Res	1	1	1	0		0
Recorded Action Totals:	227	165	418	3,240		3,240



Total Campus Pop: 827		Total SPED Pop: 168		Number of Unique Incidents	Number of Unique Students	Number of Offenses
Recorded Offenses						
04DP - Marijuana/Cntrl Subs/Dang				3	3	3
04EA - Marijuana/Cntrl Subs/Dang				11	8	11
05DQ - Use/Sell Alcohol Bev				1	1	1
21AB - VCC - Class Refusal				1	1	1
21AD - VCC - Left School Grounds				1	1	1
21AF - VCC - Electronic Device				1	1	1
21BB - VCC - Threatening Conduct				12	10	13
21BD - VCC - Stealing-Not Felony				1	1	1
21BE - VCC - Verbal Abuse				1	1	1
21BF - VCC - Disrespect Student				3	3	3
21BL - VCC - Refuses Discipline				5	3	5
21BQ - VCC - NonFirearm Weapons				1	1	1
21BV - VCC - LookAlike Drugs				1	1	1
21BW - VCC - Possess/Use Tobacco				1	1	1
21BX - VCC - Damage/Tamper Prop				2	2	2
21BY - VCC- Repeatedly Vio Lvl 1				2	2	2
21BZ - VCC - Threat to Safe/Oper				2	2	2
21DB - VCC - Disrupt/Abuse Cond				3	4	4
21DC - VCC - Assault/No Bod Inju				4	4	4
26DW - Terroristic Threat				1	1	1
28DN - Assault Bod Injry Non-Emp				1	1	1
41BG - Fighting/Mutual Combat				6	6	7
60HA - Harassment against Emp				1	1	1
Offense Totals:				65	34	68

Recorded Actions:	Number of Unique Incidents	Number of Unique Students	Number of Actions	Official # Days Assigned	Actual # Days Completed
05 OOS Suspension (limit 3d)	36	23	38	69	69
06 In-School Suspension	30	22	31	43	43
07 On-campus DAEP: Conference	13	13	14	420	420
25 Partial day OOS Suspension	1	1	1	1	1
26 Partial day In-School Suspension	6	6	7	7	7
27 Dscp Action Not Taken - ARD Res	2	2	2	0	0
Recorded Action Totals:	65	34	93	540	540

Q.3: If a student is bullied in school, how difficult is it for him/her to get help from an adult?



Favorable: **54%**

Student ESF Survey Data