Campus Improvement Plan
2024 - 2025

SAISD

Joel C. Harris Middle School

Vision, Mission, Core Values, and Core Beliefs

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

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

CORE VALUES
Student Centered
High Expectations
Commitment
Passion
Integrity
Respect
Teamwork

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

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 36% in August 2024, to 44% in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 22% in August 2024, to 36% in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 14% in August 2024, to 19% in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 30% in August 2024, to 36% in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2024, to ____ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in 2024, to ____ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 **Friday, May 9, 2024**	The Campus Advisory Council (CAC) convened to review the Continuous Improvement Plan (CIP) and successfully closed out the 23-24 CIP cycle. Stakeholders were divided into four groups focusing on demographics, student learning, programs and processes, and perceptions. Each group spent 10 minutes reviewing data presented on our SMORE platform. Upon reconvening, the groups collectively identified 3 key issues stemming from the data analysis. These issues were then refined into concise problem statements, leading to a deeper exploration of root causes using the 10, 5, 5 protocol. This structured approach allowed the CAC to pinpoint critical areas for improvement and lay the groundwork for targeted interventions and strategies moving forward.
Meeting #2 **Friday, May 16, 2024**	The entire team reconvened to consolidate findings from their respective smaller groups following the previous week's discussions. Together, we examined the refined problem statements along with their identified root causes, and reviewed insights from the previous year's Continuous Improvement Plan (CIP). From this comprehensive review, we identified strategic initiatives to address these issues effectively. Subsequently, we developed performance objectives and Key Performance Indicators (KPIs) to guide our efforts throughout the upcoming school year. This collaborative process ensured alignment and clarity in our approach to enhancing campus outcomes and student success.

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

The CIP summative evaluation from the previous year played a crucial role in assessing the effectiveness of our initiatives and informing decisions for the current year. We systematically reviewed the goals and objectives outlined in the CIP against the actual outcomes achieved. By analyzing quantitative data, such as student achievement metrics and qualitative feedback from stakeholders, we identified areas of success and areas needing improvement. This evaluation process allowed us to recognize which strategies were effective and should be continued or expanded, and which strategies required adjustments or alternative approaches. Insights gained from the evaluation informed the development of our new CIP goals and action plans for the current year, ensuring they are targeted towards addressing identified needs and building upon successes. Additionally, the evaluation findings were instrumental in allocating resources effectively and prioritizing initiatives that would have the greatest impact on our school community.

Comprehensive Needs Assessment Process

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

Comprehensive Needs Assessment Process

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

Demographics

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

Student Learning

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

Processes and Programs

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

Perceptions

Source		Source		Source		Source	
Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers		Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Comprehensive Needs Assessment - Demographics

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

Demographics (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Student Discipline	PS DE-1	Last year we had a 20% increase in student discipline.
	RC DE-1	The 20% increase in student discipline last year is due to inconsistencies in behavior management across the school. This includes varied classroom management practices, inconsistent On-Campus Intervention (OCI) procedures, and a lack of alignment among administrators in enforcing discipline (ESF 3.1). 5.1 emphasizes that consistent classroom management is essential for effective instruction, as disruptions reduce instructional time and hinder student learning.
Programs Enrollment	PS DE-2	We had a 8% decrease in enrollment from the last school year.
	RC DE-2	The 8% decrease in enrollment suggests that there is room for improvement in addressing student behavior, which is a concern for some parents. According to ESF 3.3, fostering a positive school culture and a safe environment is essential for retaining students. By enhancing our behavior management strategies and creating a more supportive and positive atmosphere, we can rebuild parents' confidence in our school's ability to provide a safe and nurturing environment for their children, ultimately encouraging them to keep their kids enrolled
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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

		Student Learning (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
Grade Level Readiness	**PS SL-1**	11% of students scored at the "Meets" level in math and 20% in reading.
	RC SL-1	Math and Reading classrooms do not use available high quality instructional materials and aligned assessments (ESF 4.1) and the majority of teachers are not consistently using teaching practices that promote critical thinking and differentiation for student groups (ESF 5.1).
EOY Assessment Outcomes	**PS SL-2**	There is a _____% gap between student performance on classroom activities and grade level aligned formative assessments.
	RC SL-2	There is not a systematic approach used consistently by 100% of teachers to adjust classroom instruction based on real-time student data. Additionally, teachers are not receiving regular monitored actionable follow-up feedback by administration. (ESF 5.2)
Choose One	**PS SL-3**	
	RC SL-3	
Choose One	**PS SL- 4**	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		

Comprehensive Needs Assessment - Student Learning

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

Processes & Programs (Minimum 2 Areas)

Comprehensive Needs Assessment - Processes & Programs	Area Examined		Problem Statements and Root Causes
	TTESS Skew	PS PP-1	79% of our teachers are rated proficient or higher on T-TESS. Although 46% students showed growth in STAAR, the overall Domain I score was (26 - 22% meeting grade level).
		RC PP-1	Instructional leaders have been providing misaligned feedback on instructional practices. Feedback should include feedback focuses on teacher actions that would have the greatest positive impact on student learning. (ESF 4.1)
	Behavioral / SEAD Needs	PS PP-2	The last student survey suggests that 63% of our students reported unfavorably when asked about their sense of school safety.
		RC PP-2	As a campus, we are inconsistent with the implementation of campus-wide program incorporating systems, approved methodologies, and processes that promote students' physical and mental health skills, making students feel unwelcome or not cared about (ESF 3.3)
	Choose One	PS PP-3	
		RC PP-3	
	Choose One	PS PP-4	
		RC PP-4	
	Strengths & Areas for Improvement Based on your Data Analysis		

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.

Comprehensive Needs Assessment - Perceptions

Area Examined		Problem Statements and Root Causes
Parent Survey Results	PS PE-1	The last parent survey suggests that 89% of our parents reported unfavorably in Parent efficacy with how confident families are with regard to key parenting skills.
	RC PE-1	The campus has not consistently offered parent trainings with topics of interest to families or scheduled at times convenient for families (ESF 3.4).
Staff Survey Results	PS PE-2	The last insight survey shows an overall 3.9 rating for Diversity, Equity and inclusion.
	RC PE-2	We need to implement specific programs and strategies that ensure every student feels respected and supported within our school community. (3.1)
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
Plan for Improvement – Demographics	**DE-1**	By the end of the academic year, our campus will reduce student behavior incidents by 15% through the implementation of consistent systems and procedures aligned with the Student Code of Conduct.	We will train all staff on effective behavior management strategies and the Student Code of Conduct to ensure classroom consistency. Clear guidelines and protocols for disciplinary actions will be established, along with a standardized process for recording incidents. Bi-weekly meetings with administrators and key staff will review behavior data to ensure fair and consistent application of disciplinary actions. We will engage students and parents through workshops to promote understanding of the Student Code of Conduct and gather feedback to improve our strategies. A real-time tracking system for behavior incidents will be implemented for prompt intervention, and quarterly evaluations will assess the impact of our strategies, allowing for necessary adjustments to ensure continuous improvement.	Petra Reyes	
	PS # / DE-1	**Quarterly KPIs**	By the end of the first quarter, 100% of staff will have completed training on effective behavior management strategies and the Student Code of Conduct.		
			By the end of the second quarter, 90% of behavior incidents will be accurately documented according to the new standardized process.		
			By the end of the third quarter, there will be a 10% reduction in behavior incidents compared to the same period last year.		
			By the end of the fourth quarter, 75% of feedback from students, parents, and staff will be positive regarding the new behavior management strategies, with identified areas for further improvement.		
	DE-2	By the end of the academic year, we aim to increase student enrollment by 10% through targeted community outreach, enhancing school programs, and improving communication with prospective families.	We will focus on community outreach, enhancing school programs, and improving communication with prospective families. This includes organizing open houses and school tours, partnering with local organizations, and showcasing our unique programs and extracurricular activities. We will ensure a welcoming and inclusive environment and use social media, newsletters, and the school website to provide clear information about enrollment. Feedback from current families will help us continuously improve. Our goal is to increase enrollment by 10%, as evidenced by new registrations and positive feedback from prospective families.		
	PS # / DE-2	**Quarterly KPIs**	By the end of the first quarter, organize at least two open houses or school tours and establish partnerships with three local community organizations.		
			By the end of the second quarter, introduce at least one new program or extracurricular activity and promote it through various communication channels.		
			By the end of the third quarter, increase engagement on social media and other communication platforms by 20%, and ensure all enrollment information is easily accessible online.		
			By the end of the fourth quarter, achieve a 10% increase in student enrollment, as evidenced by the number of new students registered and positive feedback from prospective families.		
	DE-3				
	PS #	**Quarterly KPIs**			
	DE-4				
	PS #	**Quarterly KPIs**			

	GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
Plan for Improvement – Student Learning	SL-1		By the end of the academic year, we aim to increase the percentage of students meeting grade-level standards in Math, Reading, Science, and Social Studies by 10% through the alignment of curriculum, instruction, and assessments with state standards and the implementation of regular student data tracking and reflection practices.	Teachers will collaborate to align curriculum, instruction, and assessments with state standards, ensuring consistency and coherence across grade levels and subjects. Professional development will be provided to enhance teachers' skills in data analysis and instructional planning. Regular data tracking will be implemented to monitor student progress, identify learning gaps, and adjust instruction accordingly. Teachers will use formative assessments and data-driven instruction to tailor lessons to student needs, ensuring targeted support and improved learning outcomes. Additionally, students will be encouraged to track and reflect on their own assessment data to take ownership of their learning and set personal goals.		
		PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of teachers will have participated in professional development on curriculum alignment and data analysis, and collaborative planning sessions will be established.		
				By the end of the second quarter, all teachers will implement regular formative assessments, with data tracked and analyzed to adjust instruction and address learning gaps. Students will begin tracking and reflecting on their own assessment data.		
		SL-2		By the end of the third quarter, 80% of students will show measurable progress on interim assessments, reflecting the effectiveness of data-driven instructional adjustments and their own engagement with their learning progress.		
				By the end of the fourth quarter, there will be a 10% increase in the number of students meeting grade-level standards in Math, Reading, Science, and Social Studies, as evidenced by improved performance on standardized tests and interim assessments, with students actively engaged in tracking and reflecting on their own		
	SL-2		By the end of the year, we will increase the number of SPED students meeting grade level in Math, Reading, Science and Social Studies by 10%.	We will focus on rigorous data tracking and enhanced classroom support. Teachers will regularly collect and analyze data on SPED student progress through formative assessments and standardized tests. This data will inform instructional adjustments and targeted interventions. Administrators and	Amanda McKay	
		PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of SPED students will have baseline data collected and personalized learning plans developed, and administrators will have conducted initial classroom observations for all SPED teachers.		
				By the end of the second quarter, 80% of SPED students will demonstrate measurable progress on interim assessments in Math, Reading, Science, and Social Studies, with documented instructional adjustments based on data analysis.		
				By the end of the third quarter, administrators and instructional coaches will have conducted follow-up classroom observations and provided feedback to all SPED teachers, resulting in documented improvements in instructional practices.		
				By the end of the fourth quarter, there will be a 10% increase in the number of SPED students meeting grade-level standards in Math, Reading, Science, and Social Studies, as evidenced by standardized test scores and comprehensive data tracking.		
	SL-3		By the end of the year, we will increase the number of Emerging Bilingual students meeting grade level in Math, Reading, Science and Social Studies by 10%.	we will use the 7-Steps instructional framework, support from ESL teachers, and advanced translation tools. Teachers will implement the 7-Steps method, including Total Physical Response (TPR) and color-coded word walls for vocabulary development. ESL teachers will provide targeted support and collaborate with general education teachers. DeepL Translation and Actively Learn will be used for better access to learning materials in native languages, and Total Participation Techniques (TPT) will engage all students. This comprehensive approach aims to improve comprehension and retention, ensuring EB students achieve grade-level standards.	Petra Reyes	
		PS #	**Quarterly KPIs**	100% of teachers will have been trained on and begun implementing the 7-Steps strategy, and classrooms will be equipped with DeepL Translation and Actively Learn resources.		
				80% of EB students will demonstrate measurable progress on interim assessments in core subjects, with documented use of translation resources, word walls, and TPT in the classroom.		
				By the end of the third quarter, ESL teachers will have conducted collaborative planning sessions with general education teachers, and administrators will have observed the consistent use of 7-Steps and TPT techniques in classrooms, providing feedback and support as needed.		
				By the end of the fourth quarter, there will be a 10% increase in the number of EB students meeting grade-level standards, as evidenced by standardized test scores and comprehensive data tracking.		
	SL-4		By the end of the academic year, we will increase the number of students meeting grade-level standards in Science by 10% by providing all students in grades 6 through 8 with regular, hands-on lab experiences that utilize the scientific method.	We will implement a strategy that emphasizes observable hands-on lab activities and inquiry-based learning within classroom instruction. Teachers will incorporate at least one lab-based activity per unit, clearly outlined in their lesson plans. These activities will focus on applying the scientific method and promoting critical thinking. Classroom observations will be conducted to ensure that lab activities are effectively integrated into the curriculum and that students are actively engaged in the learning process. Additionally, student reflections and lab reports will be used to assess understanding and guide instructional adjustments	Science DC	164/supplies and materials/$2,867.19 + $1,920.00 = $4,787.19
		PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of science lesson plans will include at least one hands-on lab activity per unit, and initial classroom observations will confirm the implementation of these labs.		
				By the end of the second quarter, all students will have completed at least three hands-on lab activities, with teachers collecting and reviewing student reflections and lab reports to monitor understanding and engagement.		
				By the end of the third quarter, 75% of students will show measurable improvement in their understanding of scientific concepts, as indicated by their lab reports and interim assessment scores.		
				By the end of the fourth quarter, there will be a 10% increase in the number of students meeting grade-level standards in Science, as evidenced by improved performance on standardized tests and final assessments, with ongoing classroom observations confirming the consistent integration of lab-		

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

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, we aim to increase the number of students meeting grade level in Math and Reading by 10% through the targeted use of IXL interventions.	IXL with be utilized with targeted intervention for 6-8 Math and Algebra, 6-8 Reading, 6-8. 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.	Math DC and Reading DC	IXL 210 - 6300 Supplies and materials $13,175
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of students will have been assigned personalized IXL intervention plans in Math and Reading based on their BOY MAP assessment results.		
			By the end of the second quarter, 75% of students will show measurable progress in their IXL practice scores, with at least 50% achieving growth in identified areas of need.		
			By the end of the third quarter, 80% of students will be actively engaged in their personalized IXL intervention plans, with regular monitoring and adjustments based on progress data.		
			By the end of the fourth quarter, there will be a 10% increase in the number of students meeting grade-level standards in Math and Reading, as evidenced by improved IXL scores and standardized test results.		
PP-2		By the end of the academic year, we will enhance our International Baccalaureate (IB) program by integrating service-learning projects into the curriculum, aiming for 100% student participation. These projects will connect classroom learning with community service, fostering global citizenship and personal growth, and ensuring students apply their knowledge and skills to real-world issues.	To enhance our International Baccalaureate (IB) program through service-learning, we will integrate service projects into the curriculum across all grade levels. Teachers will design projects that align with IB themes and subject areas, encouraging students to apply their classroom knowledge to community service. We will establish partnerships with local organizations to provide meaningful service opportunities and track student participation and reflections on their experiences. This strategy will promote global citizenship and personal growth, helping students connect their learning to real-world issues.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of teachers will have incorporated at least one service-learning project into their lesson plans, and initial partnerships with local organizations will be established to support these projects.		
			By the end of the second quarter, all students will have participated in at least one service-learning project, with teachers collecting and reviewing student reflections to assess the impact of the projects on their learning and personal growth.		
			By the end of the third quarter, 75% of students will demonstrate increased understanding of IB themes and global citizenship through their service-learning projects, as evidenced by student reflections and project assessments.		
			By the end of the fourth quarter, 100% of students will have completed multiple service-learning projects, and there will be a documented increase in student engagement and community impact, as measured by feedback from students, teachers, and community partners.		
PP-3		By the end of the academic year, we will enhance our IB program by ensuring that 100% of our staff have attended an IB training and that a representative team of educators participates in the IB Global Conference. This will improve our teachers' understanding of IB principles and practices, fostering a more effective and cohesive implementation of the IB curriculum across all grade levels.	Scheduled training sessions throughout the year, providing access to online resources, and allocating funds for registration fees and travel expenses. We will support staff by arranging substitute teachers as needed and offering planning time. Regular collaborative meetings will be established for staff to share insights and strategies from their training and conference experiences. Participation will be monitored, and feedback will be collected to continuously improve our professional development initiatives. By the end of the year, all staff will have completed IB training, and the impact will be assessed through improved IB implementation in classrooms.	Veronika Mendoza	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 50% of staff will have attended at least one IB training.		
			By the end of the second quarter, 75% of staff will have attended IB training.		
			By the end of the third quarter, 90% of staff will have attended IB training sessions, and regular collaborative meetings will be held to discuss and implement strategies learned from the training.		
			By the end of the fourth quarter, 100% of staff will have completed IB training, and preparations will be finalized for the selected team to attend the IB Global Conference in July. The impact of the training and conference participation will be assessed through feedback and improved IB implementation in classrooms.		
PP-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

Plan for Improvement – Perceptions

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the academic year, we aim to increase family engagement by 10% and provide training for parents on effective ways to support their students' academic success.	We will organize regular family engagement events, providing workshops and resources for parents, and establishing strong communication channels between the school and families. These initiatives will be designed to empower parents with the knowledge and skills they need to effectively support their students' learning at home.	Irmalinda Gonzales & Acosta	
	PS #	Quarterly KPIs	By the end of the first quarter, organize and conduct at least two family engagement events, and launch a series of monthly workshops focused on training parents to support their students' academic success.		
			By the end of the second quarter, ensure that 50% of families have participated in at least one engagement event or workshop, and distribute a comprehensive resource guide for parents on supporting student learning.		
	PE-2		By the end of the third quarter, achieve a 15% increase in family attendance at engagement events and workshops compared to the first quarter, and gather feedback from parents to refine and improve the workshops.		
			By the end of the fourth quarter, achieve a 20% increase in overall family engagement, as evidenced by attendance records and positive feedback, and provide a final report on the impact of the training sessions and family engagement initiatives on student academic success.		
PE-2		By the end of the academic year, we will improve school culture by fully implementing the Positive Behavioral Interventions and Supports (PBIS) program, resulting in a 20% reduction in disciplinary incidents and an increase in overall student and staff satisfaction.	We will establish a PBIS leadership team to guide the implementation process, provide comprehensive training for all staff on PBIS practices, and regularly monitor and evaluate the program's effectiveness. This will involve setting clear behavior expectations, recognizing positive behavior, and consistently applying interventions and supports. Additionally, we will actively involve students and families in the PBIS initiatives to foster a positive and inclusive school environment.	Irmalinda Gonzales & PBIS Team	
	PS #	Quarterly KPIs	By the end of the first quarter, establish a PBIS leadership team, complete initial staff training on PBIS practices, and communicate clear behavior expectations to students and families.		
			By the end of the second quarter, implement a system for recognizing and rewarding positive student behavior, and conduct the first evaluation of disciplinary data to assess the program's impact.		
	DE-1		By the end of the third quarter, achieve a 10% reduction in disciplinary incidents compared to the first quarter, and gather feedback from students, staff, and families on the effectiveness of PBIS initiatives.		
			By the end of the fourth quarter, achieve a 20% reduction in disciplinary incidents and demonstrate increased student and staff satisfaction with school culture, as measured by surveys and focus groups. Provide a final report on the PBIS program's impact and areas for further improvement.		
PE-3		By the end of the year, we will increase student self-reporting of emotional well-being by 20%, as measured by end-of-year surveys, and to achieve 100% staff participation in SEAD training sessions.	We will focus on both student and staff development. We will conduct SEAD training sessions throughout the year to ensure all staff are equipped with the necessary skills to support students' emotional well-being, providing additional resources and ongoing professional development opportunities. We will integrate SEAD principles into the curriculum and daily school activities, establish student well-being check-ins, provide access to counseling services, and implement peer support programs. Open communication between students, staff, and families about the importance of emotional well-being will be fostered through workshops and informational sessions.	Counselors and CIS	
	PS #	Quarterly KPIs	By the end of the first quarter, 50% of staff will have participated in at least one SEAD training session, and initial student well-being check-ins will be established.		
			By the end of the second quarter, 75% of staff will have completed SEAD training, and preliminary data from student surveys will indicate progress in emotional well-being initiatives.		
			By the end of the third quarter, 90% of staff will have participated in all required SEAD training sessions, and additional student support programs will be fully implemented, with mid-year survey data showing an upward trend in student well-being.		
			By the end of the fourth quarter, 100% of staff will have completed SEAD training, and end-of-year surveys will show a 20% increase in student self-reporting of emotional well-being, validating the effectiveness of the implemented strategies.		
PE-4		By the end of the academic year, we will implement programs and strategies to ensure every student and staff member feels respected and supported within our school community, achieving a 20% increase in student and staff satisfaction with the school's climate, as measured by end-of-year surveys.	We will establish a team of teachers to lead and facilitate a campus-wide initiative throughout the academic year. This team will spearhead regular professional development sessions focused on cultural competence, inclusive practices, and social-emotional learning (SEL) for all staff. They will provide ongoing support and resources to help integrate these practices into daily interactions and classroom management across the school. Additionally, the team will coordinate the establishment of peer mentoring and support groups, oversee the implementation of SEL programs aimed at promoting empathy and respect among students, and create safe spaces where students can seek guidance and support. They will also organize workshops and informational sessions for parents to enhance understanding and involvement in fostering an inclusive environment at home and school. Continuous monitoring through surveys and feedback will guide adjustments and ensure the success of our initiatives by the end of the year, aiming for significant improvements in student and staff satisfaction with the school climate.	Veronika Mendoza	
	PS #	Quarterly KPIs	By the end of the first quarter, the teacher team will hold two professional development sessions for all staff and start peer mentoring groups for students.		
			By the end of the second quarter, ensure 75% of staff attend these sessions and begin SEL programs, collecting feedback from staff and students.		
	PE-2		By the end of the third quarter, fully integrate SEL into the curriculum and host one parent workshop with 50% attendance.		
			By the end of the fourth quarter, achieve 100% staff participation in sessions, conduct surveys showing a 20% increase in satisfaction, and gather feedback to evaluate the initiative's impact.		

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

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% of staff will have completed training on effective behavior management strategies and the Student Code of Conduct.	Choose One	
DE-2	By the end of the first quarter, organize at least two open houses or school tours and establish partnerships with three local community organizations.	Choose One	
DE-3		Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% of teachers will have participated in professional development on curriculum alignment and data analysis, and collaborative planning sessions will be established.	Choose One	
SL-2	By the end of the first quarter, 100% of SPED students will have baseline data collected and personalized learning plans developed, and administrators will have conducted initial classroom observations for all SPED teachers.	Choose One	
SL-3	100% of teachers will have been trained on and begun implementing the 7-Steps strategy, and classrooms will be equipped with DeepL Translation and Actively Learn resources.	Choose One	
SL-4	By the end of the first quarter, 100% of science lesson plans will include at least one hands-on lab activity per unit, and initial classroom observations will confirm the implementation of these labs.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 100% of students will have been assigned personalized IXL intervention plans in Math and Reading based on their BOY MAP assessment results.	Choose One	
PP-2	By the end of the first quarter, 100% of teachers will have incorporated at least one service-learning project into their lesson plans, and initial partnerships with local organizations will be established to support these projects.	Choose One	
PP-3	By the end of the first quarter, 50% of staff will have attended at least one IB training.	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, organize and conduct at least two family engagement events, and launch a series of monthly workshops focused on training parents to support their students' academic success.	Choose One	
PE-2	By the end of the first quarter, establish a PBIS leadership team, complete initial staff training on PBIS practices, and communicate clear behavior expectations to students and families.	Choose One	
PE-3	By the end of the first quarter, 50% of staff will have participated in at least one SEAD training session, and initial student well-being check-ins will be established.	Choose One	
PE-4	By the end of the first quarter, the teacher team will hold two professional development sessions for all staff and start peer mentoring groups for students.	Choose One	

Second Quarterly Review

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, 90% of behavior incidents will be accurately documented according to the new standardized process.	Choose One	
DE-2	By the end of the second quarter, introduce at least one new program or extracurricular activity and promote it through various communication channels.	Choose One	
DE-3		Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, all teachers will implement regular formative assessments, with data tracked and analyzed to adjust instruction and address learning gaps. Students will begin tracking and reflecting on their own assessment data.	Choose One	
SL-2	By the end of the second quarter, 80% of SPED students will demonstrate measurable progress on interim assessments in Math, Reading, Science, and Social Studies, with documented instructional adjustments based on data analysis.	Choose One	
SL-3	80% of EB students will demonstrate measurable progress on interim assessments in core subjects, with documented use of translation resources, word walls, and TPT in the classroom.	Choose One	
SL-4	By the end of the second quarter, all students will have completed at least three hands-on lab activities, with teachers collecting and reviewing student reflections and lab reports to monitor understanding and engagement.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 75% of students will show measurable progress in their IXL practice scores, with at least 50% achieving growth in identified areas of need.	Choose One	
PP-2	By the end of the second quarter, all students will have participated in at least one service-learning project, with teachers collecting and reviewing student reflections to assess the impact of the projects on their learning and personal growth.	Choose One	
PP-3	By the end of the second quarter, 75% of staff will have attended IB training.	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, ensure that 50% of families have participated in at least one engagement event or workshop, and distribute a comprehensive resource guide for parents on supporting student learning.	Choose One	
PE-2	By the end of the second quarter, implement a system for recognizing and rewarding positive student behavior, and conduct the first evaluation of disciplinary data to assess the program's impact.	Choose One	
PE-3	By the end of the second quarter, 75% of staff will have completed SEAD training, and preliminary data from student surveys will indicate progress in emotional well-being initiatives.	Choose One	
PE-4	By the end of the second quarter, ensure 75% of staff attend these sessions and begin SEL programs, collecting feedback from staff and students.	Choose One	

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

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, there will be a 10% reduction in behavior incidents compared to the same period last year.	Choose One	
DE-2	By the end of the third quarter, increase engagement on social media and other communication platforms by 20%, and ensure all enrollment information is easily accessible online.	Choose One	
DE-3		Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 80% of students will show measurable progress on interim assessments, reflecting the effectiveness of data-driven instructional adjustments and their own engagement with their learning progress.	Choose One	
SL-2	By the end of the third quarter, administrators and instructional coaches will have conducted follow-up classroom observations and provided feedback to all SPED teachers, resulting in documented improvements in instructional practices.	Choose One	
SL-3	By the end of the third quarter, ESL teachers will have conducted collaborative planning sessions with general education teachers, and administrators will have observed the consistent use of 7-Steps and TPT techniques in classrooms, providing feedback and support as needed.	Choose One	
SL-4	By the end of the third quarter, 75% of students will show measurable improvement in their understanding of scientific concepts, as indicated by their lab reports and interim assessment scores.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 80% of students will be actively engaged in their personalized IXL intervention plans, with regular monitoring and adjustments based on progress data.	Choose One	
PP-2	By the end of the third quarter, 75% of students will demonstrate increased understanding of IB themes and global citizenship through their service-learning projects, as evidenced by student reflections and project assessments.	Choose One	
PP-3	By the end of the third quarter, 90% of staff will have attended IB training sessions, and regular collaborative meetings will be held to discuss and implement strategies learned from the training.	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, achieve a 15% increase in family attendance at engagement events and workshops compared to the first quarter, and gather feedback from parents to refine and improve the workshops.	Choose One	
PE-2	By the end of the third quarter, achieve a 10% reduction in disciplinary incidents compared to the first quarter, and gather feedback from students, staff, and families on the effectiveness of PBIS initiatives.	Choose One	
PE-3	By the end of the third quarter, 90% of staff will have participated in all required SEAD training sessions, and additional student support programs will be fully implemented, with mid-year survey data showing an upward trend in student well-being.	Choose One	
PE-4	By the end of the third quarter, fully integrate SEL into the curriculum and host one parent workshop with 50% attendance.	Choose One	

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

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 75% of feedback from students, parents, and staff will be positive regarding the new behavior management strategies, with identified areas for further improvement.	Choose One	
DE-2	By the end of the fourth quarter, achieve a 10% increase in student enrollment, as evidenced by the number of new students registered and positive feedback from prospective families.	Choose One	
DE-3		Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, there will be a 10% increase in the number of students meeting grade-level standards in Math, Reading, Science, and Social Studies, as evidenced by improved performance on standardized tests and interim assessments, with students actively engaged in tracking and reflecting on their progress.	Choose One	
SL-2	By the end of the fourth quarter, there will be a 10% increase in the number of SPED students meeting grade-level standards in Math, Reading, Science, and Social Studies, as evidenced by standardized test scores and comprehensive data tracking.	Choose One	
SL-3	By the end of the fourth quarter, there will be a 10% increase in the number of EB students meeting grade-level standards, as evidenced by standardized test scores and comprehensive data tracking.	Choose One	
SL-4	By the end of the fourth quarter, there will be a 10% increase in the number of students meeting grade-level standards in Science, as evidenced by improved performance on standardized tests and final assessments, with ongoing classroom observations confirming the consistent integration of lab-based learning.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, there will be a 10% increase in the number of students meeting grade-level standards in Math and Reading, as evidenced by improved IXL scores and standardized test results.	Choose One	
PP-2	By the end of the fourth quarter, 100% of students will have completed multiple service-learning projects, and there will be a documented increase in student engagement and community impact, as measured by feedback from students, teachers, and community partners.	Choose One	
PP-3	By the end of the fourth quarter, 100% of staff will have completed IB training, and preparations will be finalized for the selected team to attend the IB Global Conference in July. The impact of the training and conference participation will be assessed through feedback and improved IB implementation in classrooms.	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, achieve a 20% increase in overall family engagement, as evidenced by attendance records and positive feedback, and provide a final report on the impact of the training sessions and family engagement initiatives on student academic success.	Choose One	
PE-2	By the end of the fourth quarter, achieve a 20% reduction in disciplinary incidents and demonstrate increased student and staff satisfaction with school culture, as measured by surveys and focus groups. Provide a final report on the PBIS program's impact and areas for further improvement.	Choose One	
PE-3	By the end of the fourth quarter, 100% of staff will have completed SEAD training, and end-of-year surveys will show a 20% increase in student self-reporting of emotional well-being, validating the effectiveness of the implemented strategies.	Choose One	
PE-4	By the end of the fourth quarter, achieve 100% staff participation in sessions, conduct surveys showing a 20% increase in satisfaction, and gather feedback to evaluate the initiative's impact.	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the academic year, our campus will reduce student behavior incidents by 15% through the implementation of consistent systems and procedures aligned with the Student Code of Conduct.	Choose One	
DE-2	By the end of the academic year, we aim to increase student enrollment by 10% through targeted community outreach, enhancing school programs, and improving communication with prospective families.	Choose One	
DE-3		Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the academic year, we aim to increase the percentage of students meeting grade-level standards in Math, Reading, Science, and Social Studies by 10% through the alignment of curriculum, instruction, and assessments with state standards and the implementation of regular student data tracking and reflection practices.	Choose One	
SL-2	By the end of the year, we will increase the number of SPED students meeting grade level in Math, Reading, Science and Social Studies by 10%.	Choose One	
SL-3	By the end of the year, we will increase the number of Emerging Bilingual students meeting grade level in Math, Reading, Science and Social Studies by 10%.	Choose One	
SL-4	By the end of the academic year, we will increase the number of students meeting grade-level standards in Science by 10% by providing all students in grades 6 through 8 with regular, hands-on lab experiences that utilize the scientific method.	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, we aim to increase the number of students meeting grade level in Math and Reading by 10% through the targeted use of IXL interventions.	Choose One	
PP-2	By the end of the academic year, we will enhance our International Baccalaureate (IB) program by integrating service-learning projects into the curriculum, aiming for 100% student participation. These projects will connect classroom learning with community service, fostering global citizenship and personal growth, and ensuring students apply their knowledge and skills to real-world issues.	Choose One	
PP-3	By the end of the academic year, we will enhance our IB program by ensuring that 100% of our staff have attended an IB training and that a representative team of educators participates in the IB Global Conference. This will improve our teachers' understanding of IB principles and practices, fostering a more effective and cohesive implementation of the IB curriculum across all grade levels.	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the academic year, we aim to increase family engagement by 10% and provide training for parents on effective ways to support their students' academic success.	Choose One	
PE-2	By the end of the academic year, we will improve school culture by fully implementing the Positive Behavioral Interventions and Supports (PBIS) program, resulting in a 20% reduction in disciplinary incidents and an increase in overall student and staff satisfaction.	Choose One	
PE-3	By the end of the year, we will increase student self-reporting of emotional well-being by 20%, as measured by end-of-year surveys, and to achieve 100% staff participation in SEAD training sessions.	Choose One	
PE-4	By the end of the academic year, we will implement programs and strategies to ensure every student and staff member feels respected and supported within our school community, achieving a 20% increase in student and staff satisfaction with the school's climate, as measured by end-of-year surveys.	Choose One	

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

Name	Role	Name	Role
Hilliard, John Kevin	Head of School (Principal)	Tschirhart, Penny	District IB Coordinator
McKay, Amanda	Assistant Principal	Mendoza, Veronica	IB Coordinator
	Teacher	Acosta, Sarah	Instructional Coach
Escobar, Raul	Teacher		
Kniker, Dorothy	Teacher		
Loredo, Aimee	Teacher		
Malik-Barnes, Sharon	Teacher		
Mitchell, Brittany	Teacher		
Rossi, Miguel	Teacher		
Rummans, Orlando	Teacher		
Taylor, Allen	Teacher		

Committee Members

Assurances and Approval Information

Principal Supervisor Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
	15907- ###

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Melissa Alcala

Principal	SAISD Board Approval Date
John Kevin Hilliard	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
Welcome to Harris Orientation	Meet The Teacher

enrollment

		October Historical Data											Current Year Data	Next Year Data			
		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025 Projection	Conversion Rate %	Registration Needed	2025 Registration
047-Harris Middle School	06	308	234	262	272	248	234	259	288	249	232	269	221	202	87.0%	233	208
	07	286	306	236	264	257	239	235	263	292	259	235	253	221	94.7%	234	228
	08	314	290	295	247	266	264	252	250	257	296	258	231	268	90.0%	298	271
	Total	908	830	793	783	771	737	746	801	798	787	762	705	691	90.3%	765	707
	Grand Total	908	830	793	783	771	737	746	801	798	787	762	705	691	90.3%	765	707

Discipline

SAISD District Discipline Analysis 2023 - Discipline Report - Harris Middle School

Recorded Offenses:

		Count of Offenses	Unique Count of Students	Unique Count of Incidents
02	Conduct Punishable as a Felony	2	2	2
04	Possessed, Sold or Used Marijuana	71	54	63
05	Possessed, Sold or Used or Under Influence of Alcohol Beverage	4	4	3
21	Violation of Student Code of Conduct	146	95	127
26	Terroristic Threat	1	1	1
28	Assault Against Someone Other than School Emp or Volunteer	5	5	5
41	Fighting/Mutual Combat	38	32	21
49	Engages in Deadly Conduct	1	1	1
60	Harassment against Employee	1	1	1
61	Bullying	3	3	2
	Total Offenses for Campus:	**272**	**164**	**226**

Note: Offenses which require Mandatory Expulsion appear in Red while those requiring Mandatory DAEP Placement appear in Blue.

Recorded Actions:

		Count of Actions	Unique Count of Students	Unique Count of Incidents	Official # Days Assigned	Actual # Days Completed
05	Out-of-School Suspension	154	110	124	314	314
06	In-School Suspension	134	95	115	172	172
07	Placement in DAEP	89	72	74	2,870	2,829
08	Continuation of Other District's DAEP Placement	1	1	1	19	19
25	Partial Day Out-of-School Suspension	6	6	4	6	6
26	Partial Day In-School Suspension	37	34	27	37	37
27	Manifestation ARD Established Link to Disability	2	2	2	0	0
28	Mandatory Action Not Taken - Other Reason	6	5	6	0	0
	Total Actions for Campus:	**429**	**164**	**226**	**3,418**	**3,377**

San Antonio Independent School District
YTD PEIMS Reportable Only Discipline Report by Campus
047 Harris Middle School

Recorded Offenses	Number of Unique Incidents	Number of Unique Students	Number of Offenses
02DT - Conduct Punish As Felony	2	2	2
04DP - Marijuan/Cntrl Subs/Dang	2	2	2
04EA - Marijuana/Cntrl Subs/Dang	3	3	3
05DQ - Use/Sell Alcohol Bev	1	1	1
21AB - VCC - Class Refusal	42	30	45
21AD - VCC - Left School Grounds	9	11	12
21AF - VCC - Electronic Device	4	4	4
21BB - VCC - Threatening Conduct	17	20	25
21BD - VCC - Stealing-Not Felony	2	3	3
21BE - VCC - Verbal Abuse	5	4	5
21BF - VCC - Disrespect Student	35	33	38
21BFE - VCC - Disrespect Employe	13	9	13
21BI - VCC - Sex/Gen Harrassment	1	1	1
21BL - VCC - Refuses Discipline	11	10	11
21BN - VCC - Pellet/Toy/Cap Guns	1	1	1
21BO - VCC - Internet/Comp Vio	1	1	1
21BU - VCC - Violate Class Stnds	17	16	18
21BX - VCC - Damage/Tamper Prop	2	2	2
21BY - VCC - Repeatedly Vio Lvl 1	3	3	3
21BZ - VCC - Threat to Safe/Oper	3	4	4
21CE - VCC - Bullying Other	2	2	2
21DB - VCC - Disrupt/Abuse Cond	7	8	8
21DC - VCC - Assault/No Bod Inju	8	8	8
21DG - VCC - Misdem Crim Mischf	2	2	2
28ON - Assault Bod Injry Non-Emp	10	16	16
28DO - Repeatedly Eng in Assault	1	1	1
41BG - Fighting/Mutual Combat	19	25	28
62DF - Marijuana/THC	24	28	32
62EA - Marijuana/THC/Vape	23	21	24
63DPE - E-Cig/Vape (non-Marij)	7	14	14
Offense Totals:	**277**	**156**	**329**

Recorded Actions:	Number of Unique Incidents	Number of Unique Students	Number of Actions	Official # Days Assigned	Actual # Days Completed
05 OOS Suspension (limit 3d)	148	109	179	499	499
06 In-School Suspension	125	87	144	225	225
07 On-campus DAEP:Conference	66	56	79	2,870	2,870
26 Partial day In-School Suspension	16	15	16	17	17
27 Dscp Action Not Taken - ARD Res	1	1	1	0	0
28 Dscp Action Not Taken - Dist Res	7	14	14	0	0
Recorded Action Totals:	**277**	**156**	**433**	**3,611**	**3,611**

Note: The number of incidents and students are unique by action. Columns do not total because the same student may commit more than one offense, or receive more than one action for the same offense. The figure in RED illustrates the number of days lost to out-of-school suspension.

All discipline data is cumulative through one day prior to print so official results will vary. Any discipline data not yet entered by a campus will not be reflected.

BLUE offenses require Mandatory Placement. RED offenses require Mandatory Expulsion.

Stephanie Aguilar, PEIMS & Data Services #42999   6/12/2024   Page 1 of 1

Data Tables

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:	Equitable Availability of the Campus Improvement Plan to Parents		
☐ At-Risk Support	Physical Locations of the Plan		
☐ CCMR - Secondary	Languages Available		
☐ Dropout Prevention (Secondary)	URL to Online Version		
☐ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**		
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy		
☐ Parent & Family Engagement	Languages Available		
☐ Physical Activity	URL to Online Version		
☐ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**		
☐ Quality of Learning Environment	Physical Locations of the Compact		
☐ Recruiting/Retaining Teachers	Languages Available		
☐ Social and Emotional Support	URL to Online Version		
☐ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**		
☐ Students Not On Grade Level	Method	Date	Method	Date
☐ Support for Special Populations				
☐ Transition PK to K				
☐ Violence Prevention/Intervention				

Title I Campus Program Requirements

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, _and_ posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	**Description**	**CIP Location / Upload Location**	**Done**
PFE Distribution	Answered how and when was your PFE Policy distributed	**CIP - Quality Checklist**	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, _and_ posted on your website		
PFE Meetings	Upload at _least 4 invitations/notices_ representing family engagement meetings and trainings on different days and times	**Google Shared Folder**	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	**Google Shared Folder**	
	PFE Policy is in an accessible location on your campus, list of available languages, _and_ posted on your website	**CIP - Quality Checklist**	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	**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 _both_ 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		