



Campus Improvement Plan

2023-2024



Jeremiah Rhodes 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** - 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 2023-2024 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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
4. **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 2023-2024 Campus 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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
4. **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 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 March 02, 2023	Student Learning - Math, RLA, SS, Science STAAR: Examined released STAAR results and created problem statements/root cause statements Demographics - Teacher Experience/Retention - Examined teacher rosters from 2023 and created created problem statements/root cause statements
Meeting #2 May 05, 2023	Perceptions - Parental Engagement, PFE event sign-ins, and all engagement opportunities for 2022-2023. Processes and Programs - personnel (TTESS performance, feedback), professional growth, routines (welcoming, lunch, recess), PLCs and PLN learning

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

Based on the summative evaluation of the 2022 - 2023 CIP -

- Due to the lack of growth in math, reading, science, and social studies, we will change the strategies to better support the work.
- 100% of all teachers were rated proficient or higher on T-TESS. In addition, 39% of teachers were rated at the Accomplish level on T-TESS. However, 0% students showed growth in STAAR, 14% Meets and Masters does not reflect the T-TESS rated levels of the teachers. We need to create a stronger observation-feedback system and have the administrative team work with our Talent Partner and Office of Continuous improvement Manager to conduct calibration walks.
- Our campus will continue to examine routines for mentoring teachers, students and substitutes and train all front office staff, a menu of support will be created aligned to the needs of the campus.
- Based on student outcomes in all grade levels, professional development will focus on 7 Steps of an Interactive Classroom, Aggressive Monitoring, Structured Conversation Strategies and student engagement strategies.

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	
Teacher Retention	Teacher Rosters 2022-2023	PS DE-1	As of 2022, the cumulative data shows that years of experience spent at the campus is 3 years. (ESF 2.1)
		RC DE-1	As a campus, we have not established a system for mentoring and fostering the growth of new teachers. (ESF 2.1).
Positive School Culture	Attendance reports	PS DE-2	According to student anecdotal data our students reported unfavorably when asked about their sense of belonging on the campus.(ESF 3.2)
		RC DE-2	As a campus, we are inconsistent with the implementation of campus-wide program incorporating systems, approved methodologies, and processes that promote students' mental health and wellness skills, making students feel unwelcome or not cared about (ESF 3.2)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	As a campus we have zero educators at the master teacher status. 32% of our classroom teachers are new to the campus. 41% of teachers have 5 years or less of experience as a teacher. Overall anecdotal student data indicates a disconnect between students and teachers and being part of the campus community. 2022-2023 Historical ADA data indicates a daily attendance rate of 80%. We saw a 10% percentage decrease in attendance from 2021-2022 to 2022-2023 (90.4% to 80.3%).		

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	
Grade Level Readiness	STAAR Results	PS SL-1	Math 6th grade scores are 34 percentage points below the state average (74%). Math 7th grade scores are 31 percentage points below the state average (61%). Math 8th grade scores are 39 percentage points below the state average (74%). RLA 6th grade scores are 19 percentage points below the state average (75%). RLA 7th grade scores are 34 percentage points below the state average (77%). RLA 8th grade scores are 23 percentage points below the state average (82%). Social Studies 8th grade scores are 39 percentage points below the state average (60%). Science 8th grade scores are 28 percentage points below the state average (72%).
		RC SL-1	Math, Reading, Social Studies, and Science classrooms do not have enough 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, student discourse, monitoring, adjusting, and differentiation for student groups (ESF 5.1).
Grade Level Readiness (All Levels)	Campus Assessments, Teacher-Created Assessments, and student artifacts	PS SL-2	58% of all students are at the bottom 15th percentile of the nation in MAP Math scores. 51% of all students are at the bottom 20th percentile of the nation in MAP Reading scores.
		RC SL-2	As a campus, our assessments do not address the standards with at least the same rigor as top-line assessments (ESF 4.1) and when executing a lesson, teachers do not regularly engage students in a variety of content-rich, complex, and meaningful texts/tasks (ESF 5.1).
		PS SL-3	
		RC SL-3	
		PS SL-4	
		RC SL-4	
Data	We found that in 2023 an average of 14% of all students scored at the “Meets or Masters” levels as indicated by STAAR results. [8th RLA 11% Master, 28% Meets; 11% 7th Math, 9% 6th Math, 5% 8th Math, 19% 8th Science, 2% 8th SS, 22% 7th RLA, 19% 6th RLA] 100% of all teachers were rated proficient or higher on T-TESS. In addition, 39% of teachers were rated at the Accomplish level on T-TESS. However, 0% students showed growth in STAAR, 14% Meets and Masters does not reflect the T-TESS rated levels of the teachers.		

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 and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Teacher Performance	TTESS	PS PP-1	100% of all teachers were rated proficient or higher on T-TESS. Furthermore, 39% of teachers were rated at the Accomplish level on T-TESS. However, 0% students showed growth in STAAR and only 14% of students were at the Meets and Masters levels on STAAR.
		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)
Professional Development	PLC, PLN, student outcomes for all grade levels EOY, teacher surveys, classroom observation data	PS PP-2	Performance Matters professional growth trends indicate that our teachers have self-assessed and are in need of support with data and assessment, content knowledge and expertise, communication, achieving expectations, monitor and adjust.
		RC PP-2	As a campus we have not constantly trained teachers to effectively use instructional materials and teaching practices to promote critical thinking skills to include differentiation and scaffolding support (ESF 5.1)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	We found that teachers have been over rated in T-TESS and have been provided feedback not focused on teacher actions with the greatest learning impact. And that the professional learning opportunities did not align to the Campus Improvement Plan. 100% of all teachers were rated proficient or higher on T-TESS. In addition, 39% of teachers were rated at the Accomplish level on T-TESS. However, 0% students showed growth in STAAR, 14% Meets and Masters does not reflect the T-TESS rated levels of the teachers.		

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	
Student Attendance	SAISD Dashboard, Historical ADA	PS PE-1	2022-2023 Historical ADA data indicates a daily attendance rate of 80%.(ESF 3.1)
		RC PE-1	The campus does not have school wide systems for monitoring and communicating student absences.
Parent Communication	Parent Communication Records	PS PE-2	Approximately 25% of teachers have a system for communication with parents. Parent attendance averages about 10 parents for principal/school information sessions, while campus events, such as academic nights average 80-100 parents.
		RC PE-2	The campus has not consistently implemented communication strategies with families (ESF 3.4) The campus has not consistently offered parent trainings with topics of interest to families or scheduled at times convenient for families (ESF 3.4)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Anecdotal evidence from parents indicates a failing school climate where parents feel that their children are not in a safe and welcoming environment. Parent statements provide insight as to why they sometimes choose to keep their children at home.		

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	By the end of the year, the campus will retain 100% of all high-performing teachers, especially those who have less than 5 years of experience. Demographics 1	Provide direct support to teachers through professional development with the intended outcome of increasing teacher retention and student outcomes. Create on campus teacher mentorships for all teachers with less than 2 years of experience as a teacher, or have less than 5 years of experience and are new to the grade level or subject.	Administrative Team	211 - PD for mentor teachers, PD supplies, and supplemental pay for PD - \$7500 164- materials for 7-Steps PD 282 - 7-Steps PD Implementation for participating teachers - \$3600 211 - instructional coach \$90,000 282 - instructional coach \$90,000
		Quarterly KPIs	By October 16th, all student facing staff will receive 7-Steps training. By the end of Quarter 1, all assigned mentees will have had one goal-setting session and one co-teach opportunity with their mentor. By the end of Quarter 2, all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation. By the end of Quarter 3 all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation. By the end of the year, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the administrative team.		
DE-2	4	By the end of the year, the campus will retain 100% of all high-performing teachers, especially those who have less than 5 years of experience. Demographics 1	Provide a series of internal and job-embedded professional learning sessions for all teachers including Restorative Practices PD (proactive approach to student behaviors, behavior specific praise, community circles, proactive circles). teachers will receive Responsive Classroom Training.	Administrative Team and Instructional Coach	164 - materials for PD Implementation for participating teachers - \$3400
		Quarterly KPIs	By the end of Quarter 1, 100% of all staff will have been provided professional development on 7-steps and aggressive monitoring. 30% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts. By the end of Quarter 2, 60% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts. By the end of Quarter 3 100% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts. By the end of the year EOY student conferences will indicate a 70% positive rating of how supported students felt as compared to previous years.		
DE-3					
		Quarterly KPIs			

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of year there will be an 5% increase in students at the Meets or Masters on 2024 Math STAAR. Student Learning 1	Provide all classrooms with high-quality instructional materials and aligned assessments based on curriculum inventory and identified gaps.	Admin Team and Instructional Coaches	211 -instructional resources \$1300; 164 - Instructional resources and math manipulatives - \$1300 211- MakerBot Sketch 3D Printer Classroom Bundle (2)- \$4,642 211- Califone 3068-12 (pack of 12) \$711.40 211- Arduino (30) \$2,700.00 211- MakeyMakey (30)- \$1950 211- 164-Supplies -\$4,200 164-Supplies Science - \$3,538
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will have been trained on instructional materials and aligned assessments, By the end of Quarter 2 50% of teachers will implement strategies and assessments aligned to identified gaps, By the end of Quarter 3 70% teachers will be intentional when implementing lesson and use assessments aligned to identified gaps. By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math, Science, Social Studies, and RLA STAAR.		
SL-2	1,2	By the end of year there will be an 5% increase in students at the Meets or Masters on 2024 Math, Science, Social Studies, and RLA STAAR. Student Learning 2	Teachers will engage in professional development of teaching practices that promote critical thinking, student discourse, and implement these practices in their classrooms.	Admin Team and Instructional Coaches	
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will be trained in teaching practices that promote critical thinking, differentiation, and formative/summative assessment, By the end of Quarter 2 teaching practices will be implemented by 50% of teachers, By the end of Quarter 3 teaching practices will be implemented by 75% of teachers, By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math, Science, Social Studies, and RLA STAAR.		

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#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3	1,2	By the end of year there will be an 5% increase in students at the Meets or Masters on 2024 Math, Science, Social Studies, and RLA STAAR. Student Learning 1	Teachers will provide small group instruction and tutoring (before/after school or Saturday) and enrichment period based on formative assessment data.	Admin Team and Instructional Coaches	211 - supplemental pay for tutoring (teacher), supplemental pay for assessment and TEK data analysis, formative assessment PD, tutoring snacks - \$5000 211- 2 instructional assistants \$65,000 211 - library assistant \$35,000
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will be trained on collecting/analyzing formative assessment data, By the end of Quarter 2 70% of identified students will receive small group instruction and tutoring, By the end of Quarter 3 By the end of Quarter 3 100\0% of identified students will receive small group instruction and tutoring, By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math, Science, Social Studies, and RLA STAAR.		

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	1-2	By the end of the year, increase attendance by 5% as indicated by daily ADA. Perceptions 1	Provide opportunities for the administrative assistants, teachers, and campus leadership to receive/attend PD focused on increasing student attendance.	Administrative assistant, FACE POC and CAC Members	
		Quarterly KPIs	By the end of Quarter 1 the campus will have identified student attendance needs and establish a system of communication to daily student attendance. By the end of Quarter 2 attendance at campus will increase by 2%. By the end of Quarter 3 attendance at campus will increase to 3%, By the end of the year there will be an increase of 5% in attendance.		
PE-2	1-2	By the end of the year, increase attendance by 5% as indicated by daily ADA. Perceptions 2	Teachers will send a monthly communication to parents through electronic platforms. School will create monthly calendar of events to post of website and share on social media and phone school messenger. School will create a community Remind account. Conduct parent training and community events on a variety of topics for families and create resources for parents that support student learning and achievement. Support families with student learning and encourage engagement in their child's education with the use of technology within the parent room.	FACE POC and CAC Members	211-Supplies-\$1,000 211-Refreshments \$1,000 211-Technology \$4,000 PBIS Incentives-\$5,000
		Quarterly KPIs	By the end of Quarter 1 the campus will identify electronic platforms of communication and will have provided opportunities for parents to sign up to receive communication, 30% of teachers will send monthly communication. By the end of Quarter 2, 50% of teachers will send monthly communication. By the end of Quarter 3, 70% of teachers will send monthly communication. By the end of the year there will be an increase of 5% in attendance.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

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	1/2	By the end of the year, 100% of all T-TESS evaluations will be correctly rated with alignment to student outcomes. Processes & Programs 1	Collaborate with district stakeholders from Continuous Improvement department and supervising Assistant Superintendent to conduct monthly calibration walks with the campus administrative team.	Leadership Team and Assistant Superintendent	None
		Quarterly KPIs	By the end of Quarter 1 the campus will meet with the Office of Continuous Improvement to identify campus initiatives and dates of calibration walks. By the end of Quarter 2 50% of classrooms will have been walked to conduct monthly calibration walks By the end of Quarter 3 75% of classrooms will have been walked to conduct monthly calibration walks By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.		
PP-2	1/2	By the end of the year, 100% of all T-TESS evaluations will be correctly calibrated with student outcomes. Processes & Programs 1	The administrative team and teachers will attend professional learning on effective feedback techniques and how to create instructional look-fors.	Leadership Team	None
		Quarterly KPIs	By the end of Quarter 1 the campus will meet with the Office of Continuous Improvement to train of effective feedback techniques and how to create instructional look-fors. By the end of Quarter 2 T-TESS alignment of evidence statements will increase by 50 % By the end of Quarter 3 T-TESS alignment of evidence statements will increase by 75% By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.		

2.2 – First Quarterly Review Meeting The Campus Advisory Council will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By October 16th, all student facing staff will receive 7-Steps training. By the end of Quarter 1, all assigned mentees will have had one goal-setting session and one co-teach opportunity with their mentor.	GP	7-Step training complete with an additional training during semester 2 and a continuation of training during PLC Continue to ensure mentors have an opportunity to co-teach with mentee
DE-2	By the end of Quarter 1, 100% of all staff will have been provided professional development on 7-steps and aggressive monitoring. 30% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.	GP	100% of staff have received professional development on 7-Step and aggressive monitoring We need to collect student artifacts to show that 30% of classroom have implemented strategies (learning walks, calibration walk, classroom recordings)
SL-1	By the end of Quarter 1 100% of teachers will have been trained on instructional materials and aligned assessments,	GP	100% of teachers have been trained on aligned assessments during PLC We need to ensure we have instructional material alignment when ordering
SL-2	By the end of Quarter 1 100% of teachers will be trained in teaching practices that promote critical thinking, differentiation, and formative/summative assessment,	NP	100% of teachers have been trained on formative/summative assessment during PLC We need to ensure we train teachers on critical thinking and differentiation
PE-1	By the end of Quarter 1 the campus will have identified student attendance needs and establish a system of communication to daily student attendance.	GP	Rewarded students with 100% attendance for 1st nine weeks Phone calls by teachers as well as automatic calls when absent Attendance committee meetings weekly
PE-2	By the end of Quarter 1 the campus will identify electronic platforms of communication and will have provided opportunities for parents to sign up to receive communication, 30% of teachers will send monthly communication.	GP	Weekly Smore to parents from principal Monthly Canva created and will begin in November Continuation of website and social media usage Establishment of Remind Campus tried ClassDojo; however, application did not function in a way we need
PP-1	By the end of Quarter 1 the campus will meet with the Office of Continuous Improvement to identify campus initiatives and dates of calibration walks.	GP	Calibration walk with Lanier, Tafolla, and Crockett have occurred on a weekly basis; we are changing to twice a month to allow teachers time to implement feedback strategies Campus admin and ICs walk will continue to begin to incorporate teacher on campus to join walks
PP-2	By the end of Quarter 1 the campus will meet with the Office of Continuous Improvement to train of effective feedback techniques and how to create instructional look-fors.	GP	Admin will continue to attend T-TESS nuggets to improve effective feedback techniques Collaborate with district ICs to ensure that we have instructional look-f

2.2 – Second Quarterly Review Meeting The Campus Advisory Council 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 Quarter 2, all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation.		
DE-2	By the end of Quarter 2, 60% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
SL-1	By the end of Quarter 2 50% of teachers will implement strategies and assessments aligned to identified gaps,		
SL-2	By the end of Quarter 2 teaching practices will be implemented by 50% of teachers,		
SL-3	By the end of Quarter 2 70% of identified students will receive small group instruction and tutoring		
PE-1	By the end of Quarter 2 attendance at campus will increase by 2%		
PE-2	By the end of Quarter 2, 50% of teachers will send monthly communication.		
PP-1	By the end of Quarter 2, 50% of classrooms will have been walked to conduct monthly calibration walks		
PP-2	By the end of Quarter 2 T-TESS alignment of evidence statements will increase by 50%		

2.2 – Third Quarterly Review Meeting The Campus Advisory Council 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 Quarter 3 all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation.		
DE-2	By the end of Quarter 3 100% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
SL-1	By the end of Quarter 3 70% teachers will be intentional when implementing lesson and use assessments aligned to identified gaps.		
SL-2	By the end of Quarter 3 teaching practices will be implemented by 75% of teachers,		
PE-1	By the end of Quarter 3 attendance at campus will increase to 3%.		
PE-2	By the end of Quarter 3, 70% of teachers will send monthly communication.		
PP-1	By the end of Quarter 3, 75% of classrooms will have been walked to conduct monthly calibration walks.		
PP-2	By the end of Quarter 3 T-TESS alignment of evidence statements will increase by 75%.		

2.2 – Fourth Quarterly Review Meeting The Campus Advisory Council will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the year, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the administrative team.		
DE-2	By the end of the year EOY student conferences will indicate a 70% positive rating of how supported students felt as compared to previous years.		
SL-1	By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math, Science, Social Studies, and RLA STAAR.		
SL-2	By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math, Science, Social Studies, and RLA STAAR.		
SL-3	By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math, Science, Social Studies, and RLA STAAR.		
PE-1	By the end of the year there will be an increase of 5% in attendance.		
PE-2	By the end of the year there will be an increase of 5% in attendance.		
PP-1	By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.		
PP-2	By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.		

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives The Summative Review Team will use artifacts and data to evaluate all Performance Objectives.		
Performance Objective	Q4 Rating	Findings / Next Steps
By the end of the year, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the administrative team.		
By the end of the year EOY student conferences will indicate a 70% positive rating of how supported students felt as compared to previous years.		
By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math, Science, Social Studies, and RLA STAAR.		
By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math, Science, Social Studies, and RLA STAAR.		
By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math, Science, Social Studies, and RLA STAAR.		
By the end of the year there will be an increase of 5% in attendance.		
By the end of the year there will be an increase of 5% in attendance.		
By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.		
By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.		

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			
II-B-1		<p>PS - As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.</p> <p>RC - As a district, there is an inconsistency on how we administer assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>			
GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DP-1	1, 2, and 3	By the end of the year, student grade level readiness will increase by 5%, as evidenced by EOY MAP scores.	To improve Tier I instruction and interventions, campuses will implement the MAP assessment platform and conduct an assessment and full analysis at the beginning, middle, and end of the year.	ARET Special Ed Bilingual / DL CIA Asst Supts	164 - MAP Platform - \$478,880

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				Physical Locations of the Plan					
Languages Available				Languages Available					
URL to Online Version				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		

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
Jeremiah Rhodes Middle School	15907- 055
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Eric Wicker
Principal	SAISD Board Approval Date
Blanca E. Rojas	12/14/23
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
8/21/23	9/19/23

Committee Members

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

Name	Role		Name	Role
Blanca Rojas	Principal			
Ryan Mattis	Instructional Coach			
Reyna Vallin	Instructional Coach			
Alma Alonzo	Social Studies Department Chair			
Sonia Rocha	SPED Department Chair			
Sonora Vaughn	RLA Department Chair			
Lisa Buentello	Math Department Chair			
Crystal Rocha	Science Department Chair			
Patricia Barrios	CTE Teacher			
Marie Epstein	CTE Teacher			
Lisa Owens	Fine Arts/Electives Department Chairs			
Ruben Mirelez	Community Member			
Olga Martinez	Community Member			
Pat Chavez	Community Member			
Alana Moreno	Parent			
Angel Moreno	Parent			
Esmeralda L. Ortiz	Parent			
Taylor Valenti	Business Partner			
Jennifer Larrasquitu	Business Partner			
Rosalva Larrasquitu	Business Partner			
Sabrina Gutierrez	Business Partner			

