Campus Improvement Plan
2024 - 2025

SAISD

Rhodes Middle School

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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 _____ in August 2024, to ___ in August 2025.

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

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

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

SAISD 2024-2025 Campus Goals

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

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

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

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1: April 18, 2024	Student learning: math, RLA, SS, Science STAAR review of CBA trends Demographics: Insight survey for Teacher Experience/Retention and student SEAD survey Perceptions - Parental Engagement, event sign-ins, and all engagement opportunities for 2023-2024 Processes and Programs - personnel (TTESS performance, feedback), professional growth, PLCs and PLN learning
Meeting #2: May 2, 2024	Review of CIP performance objectives and progress, use of summative data to revise problem statements and root causes for 2024-2025

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 2023 - 2024 CIP -
-Due to the lack of growth in math, reading, science, and social studies, we will strengthen the monitoring and follow-up with the implementation of strategies.
-We found that in 2023 an average of 10% of all students scored at the "Meets or Masters" levels as indicated by STAAR results.
[8th RLA 32% Master, 13% Meets; 7th RLA 22% Meets, 8% Masters, 6th RLA 20% Meets, 6% Masters; 8th Math 9% Meets, 2% Masters; 7th Math 12% Meets, 3% Masters, 6th Math 8% Meets, 1% Masters, 8th Science
95% of all teachers were rated proficient on T-TESS. Furthermore, 7% of teachers were rated at the Accomplish level on T-TESS. However, only 10% of students were at the Meets and Masters levels on STAAR. We need
-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 continue to focus on the 7 Steps of an Interactive Classroom with the addition of QSSSA, Aggressive Monitoring, Structured Conversation Strategies, and student engagement strategies.

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

Comprehensive Needs Assessment Process

Demographics

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

Student Learning

Source	X	Source	X	Source	X	Source	X
STAAR/EOC Results		Local Benchmark Results	x	State Interim Results		MAP Data	x
CIRCLE Data		CBA and Local Formative Results	x	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	x	Other (Indicate to the Right)			

Processes and Programs

Source	X	Source	X	Source	X	Source	X
Observational Data	x	Sign-Ins / Minutes	x	Calendar of Events	x	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	x	MTSS Data		Branching Minds		Feedback Given To Teachers	x
Coaching Cycle		SEAD Activities & Effectiveness	x	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	X	Source	X	Source	X	Source	X
Teacher/Staff Surveys	x	Parent/Student Surveys	x	Classroom Observations	x	Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement	x	Feedback to Teachers	x	Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Comprehensive Needs Assessment - Demographics

		Demographics (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
Teacher Attendance	PS DE-1	As of 2023, the cumulative data shows that years of experience spent at the campus is 3 years. (ESF 2.1)
	RC DE-1	As a campus, the mentoring system needs to improve to foster the growth of new teachers. (ESF 2.1).
Student Attendance	PS DE-2	According to the student SEAD survey, 38% of students have a favorable sense of belonging on the campus. (ESF 3.2)
	RC DE-2	As a campus, we are inconsistent with the implementation of campus-wide programs 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)
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		As a campus, we have zero educators at the master teacher status and two recognized teachers. 32% of our classroom teachers are new to the campus. 41% of teachers have 5 years or less of experience as a teacher. Student SEAD survey 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%).

Comprehensive Needs Assessment – Student Learning

Student Learning (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Grade Level Readiness	**PS SL-1**	Math 6th grade scores are 32 percentage points below the state average (75%). Math 7th grade scores are 31 percentage points below the state average (63%). Math 8th grade scores are 38 percentage points below the state average (76%). RLA 6th grade scores are 32 percentage points below the state average (77%). RLA 7th grade scores are 32 percentage points below the state average (78%). RLA 8th grade scores are 22 percentage points below the state average (83%). Social Studies 8th grade scores are 37 percentage points below the state average (62%). Science 8th grade scores are 26 percentage points below the state average (74%).
	PS SL-1	Teachers are not consistently using teaching practices that promote critical thinking, student discourse, monitoring, adjusting, and differentiation for student groups [Seidlitz 7 Steps, QSSSA, & Kagan Cooperative] (ESF 5.1
Grade Level Readiness	**PS SL-2**	Math, RLA, Social Studies, and Science STAAR results are below the state and district average.
	RC SL-2	As a campus, we have not provided opportunities for students to receive extra support through tutoring and targeted small groups.
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		We found that in 2023 an average of 10% of all students scored at the "Meets or Masters" levels as indicated by STAAR results. [8th RLA 32% Master, 13% Meets; 7th RLA 22% Meets, 8% Masters, 6th RLA 20% Meets, 6% Masters; 8th Math 9% Meets, 2% Masters; 7th Math 12% Meets, 3% Masters, 6th Math 8% Meets, 1% Masters, 8th Science 21% Meets, 3% Masters, 8th SS 5% Meets, 2% Masters] 95% of all teachers were rated proficient on T-TESS. Furthermore, 7% of teachers were rated at the Accomplish level on T-TESS. However, only 10% of students were at the Meets and Masters levels on STAAR.

Comprehensive Needs Assessment - Processes & Programs

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

Processes & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Teacher Feedback	**PS PP-1**	95% of all teachers were rated proficient on T-TESS. Furthermore, 7% of teachers were rated at the Accomplish level on T-TESS. However, only 10% 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 focused on teacher actions that would have the greatest positive impact on student learning. (ESF 4.1)
Teacher PD	**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 consistently trained teachers to effectively use teaching practices to promote critical thinking skills including differentiation and scaffolding support (ESF 5.1)
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		We found that teachers continue to be overrated on T-TESS and have been provided feedback not focused on teacher actions with the greatest learning impact. Professional learning opportunities need to have follow-up components. 95% of all teachers were rated proficient on T-TESS. Furthermore, 7% of teachers were rated at the Accomplish level on T-TESS. However, only 10% of students were at the Meets and Masters levels on STAAR.

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

Student Learning (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Parent Engagement Attendance	**PS PE-1**	2022-2023 Historical ADA data indicates a daily attendance rate of 80%.(ESF 3.1)
	RC PE-1	The attendance committee needs to closely monitor and implement a school-wide system for celebrating and providing incentives for increased student absences.
Parent Engagement Attendance	**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 needs to continue to implemented communication strategies with families (ESF 3.4) The campus has not consistently offered parent training with topics of interest to families or scheduled at times convenient for families (ESF 3.4)
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		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.

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	PS #	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	
		Quarterly KPIs	By the end of the first quarter, all assigned mentees will have had one goal-setting session and one co-teach opportunity with their mentor.		
			By the end of the second quarter, 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 third quarter, 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 fourth quarter, 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	PS #	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 participate in 7 Steps Training with QSSSA Training (August 7, 2024) with a follow-up session (September 11, 2024 faculty meeting).	Administrative Team and Instructional Coach	
		Quarterly KPIs	By the end of the first quarter, 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 the second quarter, 60% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
			By the end of the third quarter, 100% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
			By the end of the fourth quarter, EOY student conferences will indicate a 70% positive rating of how supported students felt as compared to previous years.		
DE-3	PS #	By the end of the year,			
		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,		
DE-4	PS #	By the end of the year,			
		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 Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Student Learning

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year, there will be a 5% increase in students at the Meets or Masters on 2024 Math, Science, Social Studies, and RLA STAAR. Student Learning 1	Teachers will engage in professional development of teaching practices that promote critical thinking, and student discourse, and implement these practices in their classrooms.	Admin Team and Instructional Coaches	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of teachers will be trained in teaching practices that promote critical thinking, differentiation, and formative/summative assessment.		
			By the end of the second quarter, teaching practices will be implemented by 50% of teachers.		
			By the end of the third quarter, teaching practices will be implemented by 75% of teachers.		
			By the end of the fourth quarter, 100% of teacher implement teaching practices.		
SL-2		By the end of the year, there will be a 5% increase in students at the Meets or Masters on 2024 Math, Science, Social Studies, and RLA STAAR. Student Learning 2	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	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of teachers will be trained on collecting/analyzing formative assessment data.		
			By the end of the second quarter, teaching practices will be implemented by 50% of teachers.		
			By the end of the third quarter, 70% of identified students will receive small group instruction and tutoring.		
			By the end of the fourth quarter, 100% of identified students will receive small groups instruction and tutoring.		
SL-3		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-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 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	PS #	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 the Continuous Improvement department and supervising Assistant Superintendent to conduct monthly calibration walks with the campus administrative team.	Leadership Team and Assistant Superintendent	
		Quarterly KPIs	By the end of the first quarter, he campus will meet with the Office of Continuous Improvement to identify campus initiatives and dates of calibration walks.		
			By the end of the second quarter, 50% of classrooms will have been walked to conduct monthly calibration walks.		
			By the end of the third quarter, 75% of classrooms will have been walked to conduct monthly calibration walks.		
			By the end of the fourth quarter, 100% of classrooms will have been walked to conduct monthly calibration walks.		
PP-2	PS #	BBy the end of the year, 100% of all T-TESS evaluations will be correctly rated with alignment to 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	
		Quarterly KPIs	By the end of the first quarter, 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 the second quarter, T-TESS alignment of evidence statements will increase by 50 %.		
			By the end of the third quarter, T-TESS alignment of evidence statements will increase by 75%.		
			By the end of the fourth quarter, 100% of T-TESS alignment of evidence statements.		
PP-3	PS #	By the end of the year,			
		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,		
PP-4	PS #	By the end of the year,			
		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 year, increase attendance by 5% as indicated by daily ADA. Perceptions 1	Provide opportunities for the administrative assistants, teachers, and campus leadership to establish an attendance committee to focus on increasing student attendance.	Administrative assistant, FACE and CAC Members	
	PS #	**Quarterly KPIs**	By the end of the first quarter, the campus will have identified student attendance needs and establish a system of communication to daily student attendance to incentive student attendance.		
			By the end of the second quarter, attendance at campus will increase by 2%.		
			By the end of the third quarter, attendance at campus will increase to 3%.		
			By the end of the fourth quarter, there will be an increase of 5% in attendance.		
PE-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. The school will continue sending a monthly calendar of events to post on the website and share on social media and phone school messenger. The school will create a community Remind (upgrade Remind Hub) and S'more 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 and CAC Members	
	PS #	**Quarterly KPIs**	By the end of the first quarter, the campus will identify electronic platforms of communication and will have provided opportunities for parents to sign up to receive communication and 30% of teachers will send monthly communication.		
			By the end of the second quarter, 50% of teachers will send monthly communication.		
			By the end of the third quarter, 70% of teachers will send monthly communication.		
			By the end of the fourth quarter, 100% of teachers will send monthly communication.		
PE-3		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-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,		

First Quarterly Review

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, all assigned mentees will have had one goal-setting session and one co-teach opportunity with their mentor	Choose One	
DE-2	By the end of the first quarter, 100% of all staff will have been provided professional development on 7-steps and aggressive monitoring. 30% of all	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% of teachers will be trained in teaching practices that promote critical thinking, differentiation, and formative/summative	Choose One	
SL-2	By the end of the first quarter, 100% of teachers will be trained on collecting/analyzing formative assessment data	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, he campus will meet with the Office of Continuous Improvement to identify campus initiatives and dates of calibration walks	Choose One	
PP-2	By the end of the first quarter, the campus will meet with the Office of Continuous Improvement to train of effective feedback techniques and how to create	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, the campus will have identified student attendance needs and establish a system of communication to daily student attendance to	Choose One	
PE-2	By the end of the second quarter, attendance at campus will increase by 2%.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session	Choose One	
DE-2	By the end of the second quarter, 60% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, teaching practices will be implemented by 50% of teachers	Choose One	
SL-2	By the end of the second quarter, teaching practices will be implemented by 50% of teachers	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 50% of classrooms will have been walked to conduct monthly calibration walks	Choose One	
PP-2	By the end of the second quarter, T-TESS alignment of evidence statements will increase by 50 %	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, attendance at campus will increase by 2%.	Choose One	
PE-2	By the end of the second quarter, 50% of teachers will send monthly communication	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session.	Choose One	
DE-2	By the end of the third quarter, 100% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, teaching practices will be implemented by 75% of teachers.	Choose One	
SL-2	By the end of the third quarter, 70% of identified students will receive small group instruction and tutoring.	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 75% of classrooms will have been walked to conduct monthly calibration walks.	Choose One	
PP-2	By the end of the third quarter, T-TESS alignment of evidence statements will increase by 75%.	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, attendance at campus will increase to 3%.	Choose One	
PE-2	By the end of the third quarter, 70% of teachers will send monthly communication.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the	Choose One	
DE-2	By the end of the fourth quarter, EOY student conferences will indicate a 70% positive rating of how supported students felt as compared to previous years	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 100% of teacher implement teaching practices.	Choose One	
SL-2	By the end of the fourth quarter, 100% of identified students will receive small groups instruction and tutoring	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of classrooms will have been walked to conduct monthly calibration walks	Choose One	
PP-2	By the end of the fourth quarter, 100% of T-TESS alignment of evidence statements	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, there will be an increase of 5% in attendance.	Choose One	
PE-2	By the end of the fourth quarter, 100% of teachers will send monthly communication	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-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	Choose One	
DE-2	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	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, there will be a 5% increase in students at the Meets or Masters on 2024 Math, Science, Social Studies, and RLA STAAR. Student Learning	Choose One	
SL-2	By the end of the year, there will be a 5% increase in students at the Meets or Masters on 2024 Math, Science, Social Studies, and RLA STAAR. Student	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 100% of all T-TESS evaluations will be correctly rated with alignment to student outcomes.	Choose One	
PP-2	BBy the end of the year, 100% of all T-TESS evaluations will be correctly rated with alignment to student outcomes.	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, increase attendance by 5% as indicated by daily ADA. Perceptions 1	Choose One	
PE-2	By the end of the year, increase attendance by 5% as indicated by daily ADA. Perceptions 2	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

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

Name	Role	Name	Role
Sonia Rocha	Teacher		
Sonora Vaughn	Teacher		
Lisa Buentello	Teacher		
Stephanie Velasco	Teacher		
Lisa Owens	Teacher		
Crystal Rocha	Teacher		
Karla Rodriguez	Teacher		
Reyna Vallin	IC		
Ryan Mattis	IC		
Blanca Rojas	Principal		
Ruben Mirelez	Community Member		
Patricia Chavez	Community Member		
Jennifer Larrasquitu	Business Partner		
Danielle Johnson	Business Partner		
Sabrina Gutierrez	Business Partner		
Joseph Nunez	Instructional Assistant		
Aracely Medina	Instructional Assistant		

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
Rhodes Middle School	15907- 055

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Dixon

Principal	SAISD Board Approval Date
Blanca Rojas	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:	Equitable Availability of the Campus Improvement Plan to Parents	
FALSE At-Risk Support	Physical Locations of the Plan	
FALSE CCMR - Secondary	Languages Available	
FALSE Dropout Prevention (Secondary)	URL to Online Version	
FALSE Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
FALSE MTSS – Behavioral Interventions	Physical Locations of the Policy	
FALSE Parent & Family Engagement	Languages Available	
FALSE Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0242/docs/Rhodes24-25ParentFamilyEngagementPolicy.pdf
FALSE Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
FALSE Quality of Learning Environment	Physical Locations of the Compact	
FALSE Recruiting/Retaining Teachers	Languages Available	
FALSE Social and Emotional Support	URL to Online Version	
FALSE Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

Method	Date	Method	Date
FALSE Students Not On Grade Level			
FALSE Support for Special Populations			
FALSE Transition PK to K			
FALSE Violence Prevention/Intervention			

Title I Campus Program Requirements

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 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		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
	Staff Training: Value & Utility of Parents	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
		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		