

Campus Improvement Plan

2023-2024



Updated 11/16/2023



John Greenleaf Whittier Middle School

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Board of Trustees



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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 April 10, 2023	Prior established subcommittees were assigned one of the four components (Demographics, Student Learning, School Processes, and Perceptions). Committees collaborated using a Google Doc to write summaries after reviewing data for their assigned components.
Meeting #2 May 31, 2023	After reviewing summaries and providing feedback to each of the committees, the CAC developed and added problem statements and root causes to the shared Google Doc.

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

The CAC separated the 2022-2023 CIP by components, and subcommittees reviewed assigned portions of the previous CIP. After reviewing the 2022-2023 CIP and its attendant progress checks, committee members looked at current data to compare and make adjustments.

Ms. Tapia's group reviewed Strategy 1 and 2 of Goal 1, Performance Objective 1 of the 2022-2023 CIP and found that the campus partially met annual goals by increasing content-specific resources available to teachers and students and by offering professional development. However, the group felt that the professional development fell short because it was not targeted to meet the needs of both new and veteran teachers. In response, for the 2023-2024 school year, the group recommended providing professional development focused on increasing the use of educational strategies – specifically in the use of Total Participation Techniques, AVID strategies, and restorative practices – and providing differentiated and targeted professional development to address the differing needs of new teachers and veteran teachers.

Coach Lerma's group observed that Whittier failed to achieve its goal for Strategy 1 of Goal 4, Performance Objective 1 because STAAR scores declined in all grades and subjects except 8th-grade ELAR and 8th-grade Algebra. Regarding the Algebra results, Ms. Valdez noted that the campus achieved its goal for Strategy 1 of Goal 6, Performance Objective 1 because 100% of Whittier's 8th-grade algebra students scored at the accomplished level or better on the STAAR Algebra EOC. The group attributed this success to the teacher's practice of monitoring and adjusting instruction in response to student data. Consequently, it was decided that in 2023-2024, the campus would benefit from a focus on professional development in and implementation of Total Participation Techniques.

Mr. Horne's group observed that the campus met the goal of Strategy 1 for Goal 1, Performance Objective 3 by building protected time into the master schedule for core area PLCs. Due to this success, the campus will continue providing time in the master schedule for content PLCs. However, having become a default scheduling practice, providing designated PLC time in the master schedule will not be included in the 2023-2024 CIP.

Mr. Horne's group found that Whittier mostly met the goal of Strategy 2 for Goal 1, Performance Objective 3 because some teachers did a good job of using a variety of progress monitoring measures. However, while all core subject teachers administered unit exams and had students complete at least one exit ticket each week, all teachers did not check for understanding throughout their lessons or administer common formative assessments. This finding provided additional support for including a focus on professional development in and implementation of AVID strategies and Total Participation Techniques in the 2023-2024 CIP.

Committee members noted that on the 2023 STAAR, 69% of Whittier students performed at the approaches level in reading and 53% performed at the approaches level in math.

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	2022-2023 Teacher Roster	PS DE-1	Since 2022, the campus turnover rate for teachers with less than three years of classroom experience has been 33%.
		RC DE-1	As a campus, Whittier has not fully implemented systems to onboard new teachers.
Attendance	My SAISD Dashboard, TAPR	PS DE-2	The average campus student attendance rate for the 2022-2023 school year has been 88%.
		RC DE-2	As a campus, Whittier has been inconsistent in the implementation of a campus-wide attendance incentive system, approved methodologies, and processes that promote students' mental health and wellness skills.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	In 2023, Whittier Middle School has an enrollment of approximately 750 students (250 in 6 th grade, 242 in grade, and 256 in 8 th grade). 52% of our current population is male, and 48% is female. 97% of Whittier's students are Hispanic, and less than 1% are African American, White, and Native American Indian. Our students' families speak primarily Spanish and English in their homes. Significant Whittier demographic statistics include the following: 92% of Whittier students are identified as Economically Disadvantaged, 74% are At Risk, 41% are LEP, 5% are ESL, 17% are Special Education, and 11% are GT.		

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	TAPR, My SAISD Dashboard, Campus Data Trackers	PS SL-1	Per 2023 STAAR data, 24% of Whittier's students are performing on grade level in math and 42% are performing on grade level in reading.
		RC SL-1	Instructional strategies facilitating checks for understanding are not implemented consistently in all classrooms.
Grade Level Readiness	My SAISD Dashboard, TAPR	PS SL-2	In 2022, Whittier Middle School earned a scale score of 57 in the student achievement domain of the Texas school accountability system.
		RC SL-2	The campus did not maintain consistent monitoring of student engagement or implement strategies facilitating checks for understanding during the instructional period.
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	Campus data obtained from SAISD Data Operations & Services shows that of all STAAR-tested students in the 2022 - 2023 school year, 69% performed at approaches in reading, 53% performed at approaches in math, 57% performed at approaches in science, and 40% performed at approaches in social studies.		

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	T-TESS	PS PP-1	83% of all teachers were rated proficient or higher on T-TESS. Although 72% students showed growth on the 2022 STAAR, the overall Domain I Achievement score was 57.
		RC PP-1	Instructional leaders have been providing misaligned feedback on instructional practices. Feedback should focus on T-TESS-rubric-aligned teacher actions that have the greatest positive impact on student learning.
Professional Development	PLC, PLN-Grade Level, student outcomes for all grade levels EOY, classroom observation data	PS PP-2	Student outcomes for all grade levels indicate a lack of student engagement and inadequate checks for understanding throughout instruction.
		RC PP-2	As a campus, we have not constantly trained teachers in the effective use of instructional materials, teaching practices that promote student engagement, and checks for understanding throughout lessons.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Teacher T-TESS ratings have been inflated, teacher feedback has not focused on instructional actions producing the greatest learning outcomes, and professional learning opportunities have not adequately addressed student engagement and checks for understanding.		

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 Engagement	My SAISD Dashboard	PS PE-1	At YTD, Whittier's student attendance rate is 87%, the same as the rate achieved during the previous academic year.
		RC PE-1	The campus has not consistently offered clubs or created other opportunities for students to build relationships with staff members on campus or participate in engaging, socially-supportive activities.
Parent Engagement	Parent Surveys	PS PE-2	Parental attendance averages about 10 parents during monthly parent meetings but over 100 parents during campus extracurricular events.
		RC PE-2	The campus has not consistently offered parent trainings/presentations on topics that interest families, and the campus has not often scheduled parent trainings/presentations at times convenient for families.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	<p>At YTD, the student attendance rate is 87%, the same as the previous academic year. However, the average attendance rate among 6th-grade students is significantly higher, suggesting that students new to the school might be more motivated to attend and find greater enjoyment. Lower attendance rates among 8th-grade students may be a lingering by-product of the pandemic-enforced blended learning approach implemented during their first year at Whittier.</p> <p>Parents are offered – at a minimum – monthly events to meet with administrators and provide feedback. Coffee with the Principal and Pizza with the Principal are among these regular events. Additional opportunities, such as the campus-sponsored Literacy Night, Book Giveaway, Lotteria Night, World Culture Night, and Transition Night for 8th-grade families, are offered throughout the year to bring families to the campus, build community, and provide resources. Whittier also needs to recruit parents to volunteer as field trip chaperones and provide them with more opportunities to participate in school activities with their children.</p>		

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 90% of all high-performing teachers, especially those who have less than 5 years of experience. Demographics 1	Create on-campus teacher mentorships for all teachers who have less than 2 years of experience or who have less than 5 years of experience and are new to their grade levels or subjects.	Administrative Team	None
		Quarterly KPIs	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 session, an embedded professional learning session, the implementation of a focus strategy, and the receipt of feedback on implementation. By the end of Quarter 3, all mentees will have completed one coaching cycle to include one goal-setting session, an embedded professional learning session, the implementation of a focus strategy, and the receipt of feedback on implementation. By the end of the year, teacher feedback during EOY conferences will indicate a 70% or higher positive rating regarding the degree of support provided by teaching peers and the administrative team.		
DE-2	1	By the end of the year, the campus will increase student attendance by 5 percentage points from 87% to 92%. Demographics 2	Implement an attendance committee that monitors, intervenes, and incentivizes student attendance.	Attendance Committee	211 - Kindness - \$5000
		Quarterly KPIs	By the end of each quarter, the attendance committee will have a tiered student attendance list for monitoring, and students with 90% attendance or higher will receive an incentive.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

<div> <div>2.1 - Campus Improvement Plan (CIP)</div> <div>The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes</div> </div>					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1, 2	By the end of the year, the number of students scoring on grade level in reading and math will increase 12%. Student Learning 1	Provide teachers with high-quality strategies (to be implemented throughout the school year) to facilitate checks for understanding and equity-centered practices. Provide teachers with professional development in the use of data to facilitate the implementation of equitable instructional interventions. Provide teachers with materials and equipment needed to facilitate student engagement and understanding, including science department dissection specimens, Generation Genius School Plan License for the science department, and professional books (including <i>Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation</i> , <i>Total Participation Techniques to Engage Students</i> , and <i>Total Participation Techniques: Making Every Student an Active Learner</i>).	Instructional Leadership Team	211 - Substitute teachers, supplemental pay for TPT PD and implementation - \$12,200 211 - Solution Tree PD w/ embedded coaching - \$3354.16 211 - Generation Genius, Inc. school plan license (science) - \$1295.00 282 - Solution Tree PD w/ embedded coaching - \$29,145.84 164 - Science Supplies - \$4782 164 - Professional Books - \$1820 164 - Instructional Supplies for ODP - \$3250.50
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will be trained in student engagement strategies like Total Participation Techniques (TPT) and other equity-centered practices. By the end of Quarter 2, 50% of teachers will implement TPT and student engagement strategies to address identified gaps, By the end of Quarter 3, 70% teachers will implement TPT and student engagement strategies to address identified gaps. By the end of the year, the number of students scoring in the Meets and Masters ranges on the 2024 Math and Reading STAAR will increase 12%.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-2	1,2	By the end of the year, the number of students scoring on grade level in reading and math will increase 12%. Student Learning 2	Teachers will provide small group instruction and tutoring (before/after school or on Saturdays) based on formative assessment data. Non-faculty AVID tutors will provide tutoring to AVID students during the school day.	Admin Team and Instructional Coaches	211 - Supplemental pay for tutoring (teacher), tutoring snacks - \$4,500 164 - Pay for tutoring conducted by non-faculty AVID tutors - \$3,248
		Quarterly KPIs	By the end of Quarter 1, 50% of identified students will receive small group instruction/tutoring. By the end of Quarter 2, 70% of identified students will receive small group instruction/tutoring. By the end of Quarter 3, 100% of identified students will receive small group instruction/tutoring. By the end of the year, the number of students scoring in the Meets and Masters ranges on the 2024 Math and Reading STAAR will increase 12%.		
SL-3	1,2	By the end of the year, the number of students scoring on grade level in reading and math will increase 12%. Student Learning 2	Campus will provide additional support to students and staff by adding full time employees in the following areas: 1 Instructional Coach, 1 Library Instructional Assistant, and 2 Instructional Assistants.	Campus Advisory Council	211 - Instructional Coach, Library Assistant, Instructional Assistant - \$269,993
		Quarterly KPIs	By the end of Quarter 1, the number of students scoring in the Meets range on the district CBA will increase 3%. By the end of Quarter 2, the number of students scoring in the Meets range on the district CBA will increase 6%. By the end of Quarter 3, the number of students scoring in the Meets range on the district CBA will increase 9%. By the end of the year, the number of students scoring in the Meets range on the 2024 Math and Reading STAAR will increase 12%.		
		Quarterly KPIs			
		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 T-TESS evaluations will be correctly rated with alignment to student outcomes. Processes and Programs 1	Collaborate with district stakeholders from the Office of Continuous Improvement and the campus's supervising Assistant Superintendent to conduct bimonthly 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 campus teachers' classrooms will have been observed during bimonthly calibration walks. By the end of Quarter 3, 75% of campus teachers' classrooms will have been observed during bimonthly calibration walks. By the end of the year, 100% of T-TESS evaluations will be correctly calibrated with student outcomes.		
PP-2	1, 2	By the end of the year, 100% of T-TESS evaluations will be correctly calibrated with student outcomes. Processes and Programs 1	The administrative team and teachers will attend professional learning on effective feedback techniques and how to create instructional look-fors.	Leadership Team	211 - Contract for PD, materials, supplies, and subs - \$5000
		Quarterly KPIs	By the end of Quarter 1, the campus will meet with the Office of Continuous Improvement for training in 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 T-TESS evaluations will be correctly calibrated with student outcomes.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

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	4	By the end of the year, the campus will increase student attendance by 5 percentage points from 87% to 92%. Perceptions 1	100% of teachers will commit to supporting/sponsoring/co-sponsoring/coaching an extra-curricular club, organization, or athletic team. 100% of students will participate in Physical Education classes as required by the State of Texas, and 100% of 7th- and 8th-grade students will be afforded opportunities to join and participate as members of campus athletic teams.	Campus Advisory Council/Grade level lead teachers/Athletics coaches	None
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will have identified the club or extra-curricular activity they will support/sponsor/co-sponsor/coach. By the end of Quarter 2, 100% of teachers will promote their club/organization/athletic team and recruit students. By the end of Quarter 3, 30% of students will be involved in a club/organization/athletic team. By the end of Quarter 4, 50% of students will be involved in a club/organization/athletic team.		
PE-2	4	By the end of the year, increase attendance at parent trainings/presentations by 10%, as indicated by sign-in sheets and parental surveys. Perceptions 2	Conduct parent trainings/presentations on a variety of topics and create resources for parents that support student learning/achievement and the development of an extended educational community. Provide snacks/refreshments for parent/community-event attendees.	Family and Community Engagement Team	211-\$4,900 for supplies and healthy snacks
		Quarterly KPIs	By the end of Quarter 1, the campus will have have provided opportunities for families to identify parent training/presentation topics, and the campus will have determined where to house parent resources that support student learning and achievement. By the end of Quarter 2, attendance at parent trainings/presentations will have increased 5%. By the end of Quarter 3, attendance at parent trainings/presentations will have increased 7%. By the end of the year, attendance at parent trainings/presentations will have increased 10%.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter 1, all assigned mentees will have had one goal-setting session and one co-teach opportunity with their mentor.	MT	There have been multiple collaboration sessions.
DE-2	By the end of each quarter, the attendance committee will have a tiered student attendance list for monitoring, and students with 90% attendance or higher will receive an incentive.	MT	Students with 90% attendance or higher have been receiving incentives.
SL-1	By the end of Quarter 1, 100% of teachers will be trained in student engagement strategies like Total Participation Techniques (TPT) and other equity-centered practices.	MT	It will be essential to continue monitoring lesson planning.
SL-2	By the end of Quarter 1, 50% of identified students will receive small group instruction/tutoring.	GP	Tutoring needs to be offered more consistently after school.
SL-3	By the end of Quarter 1, the number of students scoring in the Meets range on the district CBA will increase 3%.	MT	RLA will use upcoming CFA scores to adjust lessons and student groupings. Students in all contents will be grouped intentionally.
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.	MT	Administrators, department chairs, and ISs will continue with walkthroughs using the calibration tool.
PP-2	By the end of Quarter 1, the campus will meet with the Office of Continuous Improvement for training in effective feedback techniques and how to create instructional look-fors.	MT	Administrators and teachers will continue professional learning on providing effective feedback.
PE-1	By the end of Quarter 1, the campus will meet with the Office of Continuous Improvement for training in effective feedback techniques and how to create instructional look-fors.	GP	The campus is making good progress toward having all teachers involved as sponsors/co-sponsors/coaches, is making significant progress toward having all students enrolled in PE, and – with the largest athletic participation in SAISD – has met the goal of affording opportunities to participate in sports to all students.
PE-2	By the end of Quarter 1, the campus will have provided opportunities for families to identify parent training topics, and the campus will have determined where to house parent resources that support student learning and achievement.	GP	The campus has hosted a.m./p.m. Principal's Coffee, two well-attended (100+ attendees) athletics parent meetings, and a Fall Festival (on a Saturday) attended by approximately 500 people.

2.2 – Second Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

2.2 – Third Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

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

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

Performance Objective	Q4 Rating	Findings / Next Steps

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

Campus Improvement Plan Quality Checklist							
Comprehensive Needs Assessment - Problem Statements and Root Causes							
All are based on the analysis of data and we have listed all sources.			X	All are based on the success criteria of the ESF.			X
All are based on issues that the campus can control and improve on.			X	All address adult systems and behaviors.			X
Improvement Plan – Performance Objectives							
All are in SMART format			X	All are tied to at least one problem statement.			X
All are measured by a data source.			X				
Improvement Plan – Strategies							
All are in BEST format.			X	All strategies are targeted to eliminate at least one root cause.			X
All are measured by quarterly KPI outcomes.			X	Entire plan has been checked for spelling and grammar.			X
Federally Required Strategies – Do we have strategies that address -							
Accelerated Learning	X	Support for Special Populations	X	Parent & Family Engagement	X	Students Not On Grade Level	X
Recruiting/Retaining Teachers	X	Violence Prevention/Intervention	X	Professional Development	X	Dropout Prevention / Enrollment	X
Physical Activity	X	Social and Emotional Support	X	Student Attendance	X	Transition PK to Elementary	
Quality of Learning Environment	X	CCMR - Secondary		MTSS – Behavioral Interventions	X		
Equitable Availability of the Campus Improvement Plan to Parents				Equitable Availability of the School-Parent Compact to Parents			
Physical Locations of the Plan	Whittier Main Office			Physical Locations of the Plan	Whittier Main Office		
Languages Available	English and Spanish (Translation available on campus)			Languages Available	English and Spanish		
URL to Online Version	https://schools.saisd.net/upload/template/0244/docs/59_06_whittier_cip_2023_2024.pdf			URL to Online Version	https://schools.saisd.net/upload/template/0244/docs/Policy-Compact.pdf		
Equitable Availability of Parent-Family Engagement Policy to Parents							
Physical Locations of the Policy	Whittier Main Office			How and When was the PFE Policy Distributed			
Languages Available	English and Spanish			The Parent-Family Engagement Policy was distributed to parents at Whittier's open house event on September 6th. The policy is also posted on the school's webpage.			
URL to Online Version	https://schools.saisd.net/upload/template/0244/docs/Policy-Compact.pdf						

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	5/8/23
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	5/8/23
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		5/8/23
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		5/31/23
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		5/31/23
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	9/1/23
	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 # 1) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	10/23/23
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		10/23/23
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
Whittier Middle School	15907-059
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Mr. Eric Wicker
Principal	SAISD Board Approval Date
Ms. Mandie Holtsford	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
May 31, 2023	September 25, 2023

Committee Members				
Listed below are the members who were part of developing the Campus Improvement Plan				
Name	Role		Name	Role
Mandie Holtsford	Principal			
Karla Duran	Assistant Principal			
Leilani De La Garza	Instructional Coach			
Jacqueline Bujanos	Counselor			
Norma Hughes	Counselor			
Valeria Perez	Librarian			
Teresa Myers	Community Member			
Veronica Gonzalez	Parent			
Brenda Valdez	Teacher			
Ralph Serrano	Teacher			
Heidi Widell	Teacher			
Emily Franco	Teacher			
Leif Lackey	Teacher			
Celena Botello	Teacher			
Christina Tapia	Teacher			
Bradley Hooker	Teacher			
Kim Lerma	Teacher			
Matthew Urrabazo	Teacher			
William Horne	Teacher			
Daniel Franco	Teacher			

