Campus Improvement Plan
2024 - 2025

SAISD

Updated 6/5/2024

John Greenleaf Whittier 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 District and Campus Goals

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

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 **April 24, 2024**	CAC members were divided into four committees, each assigned one of the four components (Demographics, Student Learning, Processes & Programs, and Perceptions). The committees consisted of the following personnel: Demographics - Mr. Urrabazo, Ms. Botello, Mr. Franco, Ms. Rodriguez, V. Gonzalez, Y. Gonzalez (community member); Student Learning - Mr. N. Valdez, Mr. Horne, Ms. E. Franco, Ms. Widell, Ms.Silva; Processes & Programs - Ms. De La Garza, Mr. Phillips, Ms. Esquivel, Ms. B. Valdez, Ms. Duran; Perceptions - Ms. Bujanos, Ms. Avila (parent), Ms. Carrola, Ms. Lerma, Ms. Myers (parent). The committees reviewed data for their assigned components, collaboratively determined problem statements and root causes, and entered their findings/contributions into a provided Google Sheet planning document to prepare for work on the CIP in the subsequent meeting scheduled for May 13, 20204.
Meeting #2 **May 13, 2024**	The CAC convened and the members of the four component committees (listed in Meeting #1 above) reviewed the content they had written in the Google CIP Planning document. Committees that had not finished wording their problem statements and root causes did so. The committees then transferred the relevant information to the corresponding CIP strategy pages and created strategies addressing the problem statements. Since a number of committee members were absent, Ms. Holtsford gave the committees until May 20, 2024, to complete their strategy pages.

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

The CIP summative evaluation was used as much as possible to inform the writing of the strategies addressing the problem statements. However, since STAAR results were not available prior to the end of the school year, CAC members had to rely on information from student data trackers, observations of student performance, and STAAR simulation results to estimate state assessment performance. This was done with the knowledge that strategy KPIs would be adjusted once the state supplied actual STAAR results. Information regarding 2023-2024 student attendance and parent engagement was consulted in the creation of new goals, and it reinforced decisions to continue successful strategies in the 2024-2025 CIP. Information about T-TESS was not available to CAC members, so CAC members relied on information provided by administrators to adjust strategy KPIs for the 2024-2025 CIP.

Comprehensive Needs Assessment Process

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

Comprehensive Needs Assessment Process

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

Demographics

At-Risk Rates (Branching Minds)	X	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	X
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right) TAPR	X		

Student Learning

STAAR/EOC Results (2023)	X	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) TELPAS	X	Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data	X	Sign-Ins / Minutes		Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds	X	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		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

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

Comprehensive Needs Assessment - Demographics

Demographics (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Teacher Turnover	PS DE-1	The campus turnover rate for all staff for the 2024 school year was 30% overall with approximately 20% being teachers.
	RC DE-1	As a campus, Whittier has not fully implemented onboarding processes and systems to support new staff.
Student Attendance	PS DE-2	The average campus student attendance rate for the 2023-2024 school year has been 90.67% compared to 89.63 for the 2022-2023 school year. This was an increase of 1.04%.
	RC DE-2	As a campus, Whittier has been improving in the implementation of a campus-wide attendance incentive system, approved methodologies, and processes that promote students' mental health and wellness skills. Whittier did not have consistent systems in place to support chronically absent students.
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		Student attendance improved from 88% at the end of the 2022-2023 school year to 90.67% at the end of 2023-2024. With continued emphasis and refinements to the implemented incentive plan, a student attendance rate in excess of 92% should be attainable for the 2024-2025 school year. A substantial number of faculty members are set to depart at the end of the 2023-2024 school year, so teacher turnover from the 2023-2024 school year to the 2024-2025 school year will be significant. Support for new faculty members - particularly those with 1 to 5 years of teaching experience - will be an important factor in encouraging greater staffing stability when transitioning from the 2024-2025 school year to the 2025-2026 school year.

Comprehensive Needs Assessment - Student Learning

Area Examined		Problem Statements and Root Causes
Student Learning (Minimum 2 Areas)		
Grade Level Readiness	PS SL-1	Per 2024 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	Scheduling is a significant factor when the available length of instructional time is considered. There is a significant difference in academic performance between students who have blocked math and ELA classes and those who do not have blocked classes.
Grade Level Readiness	PS SL-2	Scheduling is a significant factor when the available length of instructional time is considered. There is a significant difference in academic performance between students who have blocked math and ELA classes and those who do not have blocked classes. Honors classes are too large, and the ability groupings of students are not as precise as they have been in previous years.
	RC SL-2	
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL- 4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		2023 STAAR results for all students reflected math performance of 47% approaches, 15% meets, and 3% masters. The fact that almost half of testers earned a "passing" score was a positive, but the fact that only 15% of testers scored on grade level indicates a significant opportunity for improvment. 2023 STAAR results for all students reflected reading performance of 67% approaches, 39% meets, and 12% masters. Again, the fact that two thirds of testers earned a "passing" score indicates fairly strong performance in reading, the fact that only 39% of testers are reading on grade level indicates a continued need for improvement in reading and writing instruction.

Comprehensive Needs Assessment - Processes & Programs

Processes & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
TTESS Skew	PS PP-1	Although 83% of all teachers were rated proficient or higher on T-TESS, only 52% of students showed growth on the 2024 STAAR, and the overall Domain 1 acheivement scale score was 59.
	RC PP-1	Instructional leaders have been working to provide more aligned feedback on instructional practices. The continuation of T-TESS aligned feedback with the greatest positive impact on student learning will continue under the guidance of the new administration.
Implementation of PD	PS PP-2	Student outcomes at all grade levels indicate stagnation in student achievement at the performance levels of approaches and meets expectations. Much of this stagnation is due to teacher inconsistency in implementing checks for understanding during the lesson cycle.
	RC PP-2	Although Whittier teachers have begun implementing TPT strategies such as "rippling" and "hold-ups," consistent campuswide use of Total Participation Techniques has not yet been achieved.
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		In the Spring of 2023, the campus recognized that teachers needed to improve the frequency and effectiveness of checks for understanding throughout their lessons. This led to the introduction of Total Participation Techniques (TPT) in the Fall of 2023, and a year-long focus on implementation of TPT during the 2023-2024 school year. While the emphasis on TPT sharpened the focus of classroom walkthroughs, classroom observations, and lesson plan reviews, teacher implementation proved to be a year-long process. Consequently, while some outcome improvements are expected in 2024 STAAR results, continued implementation and increased facility with checks for understanding will be needed rto effectuate the desired academic outcomes.

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

Perceptions (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Student Survey Results	PS PE-1	In the Spring 2024 SEAD Student Survey, 45% of Whittier students reported that they worried about violence occurring at school.
	RC PE-1	In order to feel safe interacting with one another, students need opportunities to enhance their skills in building character, working with peers in teams, and resolving conflicts.
Student Survey Results	PS PE-2	In the Spring 2024 SEAD Student Survey, 31% of students reported that they felt they mattered to someone at Whittier, 32% reported that they felt understood as a person at Whittier, and 53% reported they felt adults at Whittier treated them unfairly.
	RC PE-2	The campus needs to make more efforts to recognize student achievements and celebrate student improvement in front of students' peers and family members.
Staff Survey Results	PS PE-3	In the 2024 Insight Teacher Survey, 28% of teachers reported that Whittier communicates easily with famlies and helps families support learning at home, while in the Spring 2024 SEAD Student Survey, 43% of students reported having difficulty getting help from an adult, and 55% of students reported there was a liklihood of behing bullied online.
	RC PE-3	Many faculty members do not feel a connection with or communicate effectively with students and their families. At the same time, students do not feel that Whittier cares about them or their families. The upshot is that connections are tenuous between the campus and the families and students it serves.
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		Based on SEAD and Insight survey results, the relationships between Whittier Middle School and the families it serves are in need of strengthening. In the 2023-2024 school year, enthusiastic parent attendance and participation at some school events indicated that the connections between the school and families can be improved. To enhance these relationships, in the 2024-2025 school year, the campus should schedule parent information sessions that focus on topics important to both parents and the school: responsible social media use, cyber safety, confliction resolution, helpful instructional strategies, and community services access.

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

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	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.	Create on-campus teacher mentorships for all teachers who have less than 5 years of experience.	Administrative Team	None
	PS #	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 session, an embedded professional learning session, the implementation of a focus strategy, and the receipt of feedback on implementation.		
	DE-1		By the end of the third quarter, 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 fourth quarter, eacher 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 1.33 percentage points from 90.67% to 92%.	Continue supporting the Whittier attendance committee that monitors, intervenes, and incentivizes student attendance.	Attendance Committee Teachers Admins	211 - Kindness - $5000
	PS #	Quarterly KPIs	By the end of the first quarter, the attendance committee will have a tiered student attendance list for monitoring, and students with 92% attendance or higher will receive an incentive.		
			By the end of the second quarter, the attendance committee will maintain and adjust a tiered student attendance list for monitoring, and students with 92% attendance or higher will receive an incentive.		
	DE-2		By the end of the third quarter, the attendance committee will maintain and adjust a tiered student attendance list for monitoring, and students with 92% attendance or higher will receive an incentive.		
			By the end of the fourth quarter, the attendance committee will maintain and adjust a tiered student attendance list for monitoring, and students with 92% attendance or higher will receive an incentive.		
DE-3	4	By the end of the year, the campus will increase student attendance by 1.33 percentage points from 90.67% to 92%.	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, and Athletics Coaches	None
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have identified the club or extra-curricular activity they will support/sponsor/co-sponsor/coach.		
			By the end of the second quarter, 100% of teachers will promote their club/organization/athletic team and recruit students.		
	DE-2		By the end of the third quarter, 30% of students will be involved in a club/organization/athletic team.		
			By the end of the fourth quarter, 50% of students will be involved in a club/organization/athletic team.		
DE-4	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,		

GPS	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 on STAAR will increase 10%.	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 *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*, *Total Participation Techniques to Engage Students*, and *Total Participation Techniques: Making Every Student an Active Learner*).	Administrative Team and Instructional Coach	211 - Substitute teachers, supplemental pay for TPT PD and implementation - $12,200 164 - Generation Genius, Inc. school plan license (science) - $755 164 - Science Supplies - $4782 164 - Professional
	PS # SL-1	**Quarterly KPIs**	By the end of the first quarter, 100% of teachers will be trained in student engagement strategies like Total Participation Techniques (TPT) and other equity-centered practices.		
			By the end of the second quarter, 50% of teachers will implement TPT and student engagement strategies to address identified gaps.		
			By the end of the third quarter, 70% teachers will implement TPT and student engagement strategies to address identified gaps.		
			By the end of the fourth quarter, the number of students scoring in the Meets and Masters ranges on the 2024 Math and Reading STAAR will increase 10%		
SL-2	1, 2	By the end of the year, the number of students scoring at the Masters level in reading and math on STAAR will increase by 3%	Teachers will implement intentional grouping and interventions based on formative assessment data and identified MTSS interventions.	Administrative Team and Instructional Coach	211 - Supplemental pay for tutoring (teacher); 211 - Tutoring snacks - $803
	PS # SL-2	**Quarterly KPIs**	By the end of the first quarter, 50% of identified students will receive small group instruction/tutoring.		
			By the end of the second quarter, 70% of identified students will receive small group instruction/tutoring.		
			By the end of the third quarter, 100% of identified students will receive small group instruction/tutoring.		
			By the end of the fourth quarter, the number of students scoring in the Masters range on the 2025 STAAR Math and Reading assessments will increase by 3%.		
SL-3	1,2	By the end of the year, the number of students scoring on grade level in reading and math will increase 10%.	Campus will provide additional support to students and staff by adding employees in the following areas: 1 allocation for a Supplemental Teacher, .5 allocation for a Family & Community Engagement Specialist, and 1.93 allocations for Counselors.	Campus Advisory Council	211 - Supplemental Teacher - $79,568; 211 - FACE Specialist - $27,163; 211 - Counselors - $175,007
	PS # SL-1	**Quarterly KPIs**	By the end of the first quarter, the number of students scoring in the Meets range on the district CBA will increase 3%.		
			By the end of the second quarter, the number of students scoring in the Meets range on the district CBA will increase 5%.		
			By the end of the third quarter, the number of students scoring in the Meets range on the district CBA will increase 8%.		
			By the end of the fourth quarter, the number of students scoring in the Meets range on the 2024 Math and Reading STAAR will increase 10%.		
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,		

Plan for Improvement – Student Learning

		Quarterly KPIs	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

GPS	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.	Continue to collaborate with district stakeholders from the Office of Continuous Improvement to conduct bimonthly calibration walks with the campus administrative team.	Campus Leadership Team and the Assistant Superintendent	None
	PS # **PP-1**	**Quarterly KPIs**	By the end of the first quarter, the campus will meet with the Office of Continuous Improvment to identify campus initiatives and dates of calibration walks.		
			By the end of the second quarter, 50% of campus teachers' classrooms will have been observed during bimonthly calibration walks.		
			By the end of the third quarter, 75% of campus teachers' classrooms will have been observed during bimonthly calibrations walks.		
			By the end of the fourth quarter, 100% of T-TESS evaulations will be correctly calibrated with student outcomes.		
PP-2	**1, 2**	By the end of the year, 100% of teachers will be incorporating multiple Total Participation Techniques into their instruction to increase student engagement.	As a campuswide initiative, continue to incorporate Total Participation Techniques into classroom instruction to further improve checks for understanding and improve students' state academic assessment performance levels from Approaches Grade Level to Meets Grade Level.	Administrative Team and Instructional Coach	211 - Contract for PD, materials, supplies, and subs - $5000
	PS # **PP-2**	**Quarterly KPIs**	By the end of the first quarter, 100% of veteran and new teachers will incorporate the Total Participation Techniques of rippling and hold-ups introduced during the 2023-2024 school year.		
			By the end of the second quarter, 50% of teachers will introduce a new Total Participation Technique into their lessons.		
			By the end of the third quarter, 75% of teachers will consistently and effectively implement three Total Participation Techniques into their lessons.		
			By the end of the fourth quarter, 100% of teachers will consistently and effectively incorporate three Total Participation Techniques into their lessons.		
PP-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,		
PP-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Processes & Programs

GPS	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 have provided at least four assemblies, teambuilding activities, and learning activities addressing character education.	Conduct at least four character-building assemblies and character education lessons in classrooms, and conduct teacher training in restorative justice practices.	Administrative Team and Grade-Level Lead Teachers	None
	PS #	**Quarterly KPIs**	By the end of the first quarter, have conducted at least one assembly, one team building activity, and one learning activity addressing character education.		
			By the end of the second quarter, have conducted at least two assemblies, team building activities, and learning activities addressing character education.		
	PE-1		By the end of the third quarter, have conducted at least three assemblies, team building activities, and learning activities addressing character education.		
			By the end of the fourth quarter, have conducted at least four assemblies, team building activities, and learning activities addressing character education.		
PE-2	4	By the end of the year, the campus will have conducted four events celebrating students' grade and attendance achievements.	Conduct at least four awards ceremonies - one each 9 weeks - to reward students' achievements with gift card prizes. Maintain bulletin boards recognizing students' accomplishments.	Counselors, Grade Level Lead Teachers	None
	PS #	**Quarterly KPIs**	By the end of the first quarter, have conducted at least one assembly recognizing and rewarding students for their academic and attendance achievements.		
			By the end of the second quarter, have conducted at least two assemblies recognizing and rewarding students for their academic and attendance achievements.		
	PE-2		By the end of the third quarter, have conducted at least three assemblies recognizing and rewarding students for their academic and attendance achievements.		
			By the end of the fourth quarter, have conducted at least four assemblies recognizing and rewarding students for their academic and attendance achievements.		
PE-3	4	By the end of the year, the campus will have conducted nine informational/instructional sessions - one per month - for parents addressing topics such as cyber safety and instructional strategies to be used to assist students with homework.	Conduct at least nine - one per month - parent information sessions that focus on topics important to both parents and the school: responsible social media use, cyber safety, confliction resolution, helpful instructional strategies, and community services access.	Administrative Team, Counselors, CIS Rep	211-$4,900 for supplies and healthy snacks
	PS #	**Quarterly KPIs**	By the end of the first quarter, have conducted at least two informational/instructional sessions - one per month - for parents addressing topics such as cyber safety, confliction resolution, helpful instructional strategies, and community services access.		
			By the end of the second quarter, have conducted at least four informational/instructional sessions - one per month - for parents addressing topics such as cyber safety, confliction resolution, helpful instructional strategies, and community services access.		
	PE-3		By the end of the third quarter, have conducted at least six informational/instructional sessions - one per month - for parents addressing topics such as cyber safety, confliction resolution, helpful instructional strategies, and community services access.		
			By the end of the fourth quarter, have conducted at least nine informational/instructional sessions - one per month - for parents addressing topics such as cyber safety, confliction resolution, helpful instructional strategies, and community services access.		
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,		

Plan for Improvement – Perceptions

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

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 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, the attendance committee will have a tiered student attendance list for monitoring, and students with 92% attendance or higher will receive an incentive.	Choose One	
DE-3	By the end of the first quarter, 100% of teachers will have identified the club or extra-curricular activity they will support/sponsor/co-sponsor/coach.	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 student engagement strategies like Total Participation Techniques (TPT) and other equity-centered practices.	Choose One	
SL-2	By the end of the first quarter, 50% of identified students will receive small group instruction/tutoring.	Choose One	
SL-3	By the end of the first quarter, the number of students scoring in the Meets range on the district CBA will increase 3%.	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, the 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, 100% of veteran and new teachers will incorporate the Total Participation Techniques of rippling and hold-ups introduced during the	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, have conducted at least one assembly, one team building activity, and one learning activity addressing character education.	Choose One	
PE-2	By the end of the first quarter, have conducted at least one assembly recognizing and rewarding students for their academic and attendance achievements.	Choose One	
PE-3	By the end of the first quarter, have conducted at least two informational/instructional sessions - one per month - for parents addressing	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 session, an embedded professional learning session, the implementation of a focus strategy, and the receipt of feedback on implementation.	Choose One	
DE-2	By the end of the second quarter, the attendance committee will maintain and adjust a tiered student attendance list for monitoring, and students with 92% attendance or higher will receive an incentive.	Choose One	
DE-3	By the end of the second quarter, 100% of teachers will promote their club/organization/athletic team and recruit students	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, 50% of teachers will implement TPT and student engagement strategies to address identified gaps.	Choose One	
SL-2	By the end of the second quarter, 70% of identified students will receive small group instruction/tutoring.	Choose One	
SL-3	By the end of the second quarter, the number of students scoring in the Meets range on the district CBA will increase 5%	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 campus teachers' classrooms will have been observed during bimonthly calibration walks	Choose One	
PP-2	By the end of the second quarter, 50% of teachers will introduce a new Total Participation Technique into their lessons	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, have conducted at least two assemblies, team building activities, and learning activities addressing character education	Choose One	
PE-2	By the end of the second quarter, have conducted at least two assemblies recognizing and rewarding students for their academic and attendance	Choose One	
PE-3	By the end of the second quarter, have conducted at least four informational/instructional sessions - one per month - for parents addressing	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 session, an embedded professional learning session, the implementation of a focus strategy, and the receipt of feedback on implementation.	Choose One	
DE-2	By the end of the third quarter, the attendance committee will maintain and adjust a tiered student attendance list for monitoring, and students with 92% attendance or higher will receive an incentive.	Choose One	
DE-3	By the end of the third quarter, 30% of students will be involved in a club/organization/athletic team.	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, 70% teachers will implement TPT and student engagement strategies to address identified gaps.	Choose One	
SL-2	By the end of the third quarter, 100% of identified students will receive small group instruction/tutoring.	Choose One	
SL-3	By the end of the third quarter, the number of students scoring in the Meets range on the district CBA will increase 8%.	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 campus teachers' classrooms will have been observed during bimonthly calibrations walks.	Choose One	
PP-2	By the end of the third quarter, 75% of teachers will consistently and effectively implement three Total Participation Techniques into their lessons.	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, have conducted at least three assemblies, team building activities, and learning activities addressing character education.	Choose One	
PE-2	By the end of the third quarter, have conducted at least three assemblies recognizing and rewarding students for their academic and attendance.	Choose One	
PE-3	By the end of the third quarter, have conducted at least six informational/instructional sessions - one per month - for parents addressing.	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, eacher 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.	Choose One	
DE-2	By the end of the fourth quarter, the attendance committee will maintain and adjust a tiered student attendance list for monitoring, and students with 92% attendance or higher will receive an incentive.	Choose One	
DE-3	By the end of the fourth quarter, 50% of students will be involved in a club/organization/athletic team	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, the number of students scoring in the Meets and Masters ranges on the 2024 Math and Reading STAAR will increase 10%	Choose One	
SL-2	By the end of the fourth quarter, the number of students scoring in the Masters range on the 2025 STAAR Math and Reading assessments will increase by 3%.	Choose One	
SL-3	By the end of the fourth quarter, the number of students scoring in the Meets range on the 2024 Math and Reading STAAR will increase 10%	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 T-TESS evaualions will be correctly calibrated with student outcomes	Choose One	
PP-2	By the end of the fourth quarter, 100% of teachers will consistently and effectively incorporate three Total Participation Techniques into their lessons	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, have conducted at least four assemblies, team building activities, and learning activities addressing character education	Choose One	
PE-2	By the end of the fourth quarter, have conducted at least four assemblies recognizing and rewarding students for their academic and attendance	Choose One	
PE-3	By the end of the fourth quarter, have conducted at least nine informational/instructional sessions - one per month - for parents addressing	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 90% of all high-performing teachers, especially those who have less than 5 years of experience.	Choose One	
DE-2	By the end of the year, the campus will increase student attendance by 1.33 percentage points from 90.67% to 92%.	Choose One	
DE-3	By the end of the year, the campus will increase student attendance by 1.33 percentage points from 90.67% to 92%.	Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, the number of students scoring on grade level in reading and math on STAAR will increase 10%.	Choose One	
SL-2	By the end of the year, the number of students scoring at the Masters level in reading and math on STAAR will increase by 3%	Choose One	
SL-3	By the end of the year, the number of students scoring on grade level in reading and math will increase 10%	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 T-TESS evaluations will be correctly rated with alignment to student outcomes	Choose One	
PP-2	By the end of the year, 100% of teachers will be incorporating multiple Total Participation Techniques into their instruction to increase student engagement	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, the campus will have provided at least four assemblies, teambuilding activities, and learning activities addressing character education	Choose One	
PE-2	By the end of the year, the campus will have conducted four events celebrating students' grade and attendance achievements	Choose One	
PE-3	By the end of the year, the campus will have conducted nine informational/instructional sessions - one per month - for parents addressing	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
Mandie Holtsford	Principal	Nathan Valdez	Teacher
Annette Montez	Assistant Principal	Heidi Widell	Teacher
Leilani De La Garza	Instructional Coach		
Fred Schwab	Instructional Coach		
Jacqueline Bujanos	Counselor		
Veronica Gonzalez	Paraprofessional		
Yolanda Gonzalez	Community Member		
Valeria Avila	Parent		
Teresa Myers	Parent		
Monica Esquivel	Special Education Teacher		
Jocelyn Rodriguez	Special Education Teacher		
Celena Botello	Teacher		
Sarah Carrola	Teacher		
D'Hannah Duran	Teacher		
Daniel Franco	Teacher		
Emily Franco	Teacher		
William Horne	Teacher		
Kim Lerma	Teacher		
Winslow Phillips	Teacher		
Matthew Urrabazo	Teacher		
Brenda Valdez	Teacher		

Committee Members

Assurances and Approval Information

Principal Supervisor Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Whittier Middle School	15907- 059

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date
Ms. Mandie Holtsford	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
May 13, 2024	

Data Tables

District Purchases

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

Compliance Checklist

Compliance Checklist							
Federally Required Strategies – Do we have strategies that address -							
At-Risk Support	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 (Secondary)	X
Physical Activity	X	Social and Emotional Support	X	Student Attendance	X	Transition PK to K	
Quality of Learning Environment	X	CCMR - Secondary		MTSS – Behavioral Interventions	X	Federally Funded Staff	

Equitable Availability of the Campus Improvement Plan to Parents		**Equitable Availability of the School-Parent Compact to Parents**	
Physical Locations of the Plan	Whittier Middle School Main Office	Physical Locations of the Compact	
Languages Available	English and Spanish (Translation available on campus)	Languages Available	
URL to Online Version	(enter URL when this CIP is posted)	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			
URL to Online Version			

Title I Campus Program Requirements

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

Title I Compliance Documentation and Submissions

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	4/24/24
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	4/24/24
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		4/24/24
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		5/13/24
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		5/13/24
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website (enter date when posted on 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)

Action	Documentation	CIP Location / Upload Location	Done
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, <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)

Action	Documentation	CIP Location / Upload Location	Done
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))

	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		

Title I 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**	
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings			
Staff Training: Value	Presentation/Slide Deck and agenda			
& Utility of Parents	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures			