Houston Independent School District

082 Williams Middle School

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Currently, the student enrollment is 398. As of the latest data, the ethnic distribution includes 57% Hispanic, 40% African American, and 3% White. Students identified as Emergent Bilingual comprise of 38% of the student population, 15% identified as Special Ed, and 2% Gifted and Talented. Of the 398 students enrolled for the 2022-2023 school year, 98% are identified as economically disadvantaged. We have a slightly higher percentage of male students than female students.

We are a STEM campus and we enroll students from the surrounding Acres Homes area. Williams Middle School is a whole school magnet program preparing students to become creative problem solvers, effective communicators, and leaders through a rigorous, engineering themed curriculum and collaborative partnerships. Engineering concepts are used to build core knowledge and to develop 21st century skills in our highly interactive, student centered learning environments. A wide range of extracurricular activities and clubs provide an opportunity to further engage and develop each student based on their interests.The number of students in our STEM program continues to increase as we rebrand the program and increase program offerings. Our 2022-2023 magnet mission statement is Level Up.

It is the desire of our community and of HISD that we restore the STEM program and build it to fulfill the intended purpose. Due to that, our goal is to redefine our Magnet program and offer courses with high school credits to increase enrollment as we are losing students to surrounding charter schools and Public STEM schools. To accomplish this, we will continue to offer an agriculture course open to students in grades 6-8, a high school Art course, Algebra 1, and an Integrated Physics and Chemistry course both restricted to 8th grade students only. Last year 100% of our Algebra students passed the STAAR exam, so this year we are offering Geometry to the 8th grade students who passed Algebra last year. Therefore, students can potentially leave 8th grade with 4 high school credits.

Demographics Strengths

Our diverse student body allows us to strengthen instructional practices around providing differentiation to meet the needs of all students, as well as implement additional opportunities for teachers to assess student understanding and make adjustments when necessary. Our community's rich history and our campus's connection to the community also leads to forming local partnerships that allow us to meet socioeconomic needs of families without having to seek other resources.

This year we also increased the number of ESL Certified teachers to better met the needs of EB students. This allows instructors to use proven strategies with beginner and intermediate students that enhance their capacity of reading, writing and speaking fluency in English.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The Special Education students who are enrolled in general education courses continue to underperform on assessments due to ineffective guidance and supports on differentiated instruction and inclusive practices. This has caused inconsistent student academic performance and student growth. **Root Cause:** Teachers need more training on designated supports and differentiated instructional practices. There has also not be a systemic plan for interventions and accelerated learning. Furthermore, we need additional trainings on co-teaching practices/programs that boost academic achievement and data disaggregation.

Student Learning

Student Learning Summary

Our campus was rated a C overall. We are proud to see our STAAR Growth ratiings increased on 2022 STAAR.Unfortunately we were not rated in Achievement, as our data was as follow:

Reading	
Approaches	52%
Meets	27%
Masters	14%
Math	
Approaches	47%
Meets	18%
Masters	7%
Science	
Approaches	54%
Meets	31%
Masters	12%
Social Studies	
Approaches	22%
Meets	9%
Masters	5%

- Student Achievement - Scaled Score 54 (Not Rated)
- School Progress - 72 (C)
- Academic Growth - Scaled Score 72 (C)
- Relative Performance - Scaled Score 59 (Not Rated)
- Closing the Gaps - Scaled Score 70 (C)

The only Achievement targets met were Special Ed math and reading. Data reveals students in the following subgroups met targets in the following ELA/ Reading Growth targets: African Americans, Hispanic, Economically Disadvantaged, EB, Special Education, and Non/ Continuously Enrolled. However, we did not meet growth targets in Math. We also did not meet our TELPAS goal.

Through the expansion of our STEM Magnet program and the incorporation of high school credit courses, we are demonstrating a focus on high expectations and college/career readiness at Williams Middle School. LCDC is also offered to expose students to miliatary opportunities and the Project Explore program exposes students to postsecondary opportunities as well.

School leaders will continu to provide ongoing coaching and feedback to support teachers in tier I instruction and planning. Weekly Professional Learning Community sessions will occur in each content area to allow for collaborative planning and data analysis. We are also in the first phase of implementing structured interventions and accelerated learning for tier II and
tier III students who need additional academic support. We also have a Career Pathways teacher leader and Teacher Specialists who support teachers in building instructional and behaviorial systems. Students can also participate in athletics and clubs after school, and we will began afterschool tutorials in September 2022. Content and pedagogy Professional
Development opportunities will be offered on campus and teachers are afforded opportunities to seek external professional development sessions as well. We have also identified sessions on increasing student disourse and student engagement as effective strateiges to meet our Instructional Priority goals.

Student Learning Strengths

We have seen an increase in student growth in Reading and math when analyzing 2022 STAAR data in our rising 7th and 8th grade students. When school begins we will administer Beginning-of-the-Year (BOY) assessments and the Renaissnce 360 assessments to determine baselines for student data. With the implementation of best practices and use of high quality instructional materials we plan to see progress in student data that will combat the learning loss from COVID

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: There is a need to build teacher capacity and improve first line instruction in all content areas through effective PLC's, lesson planning and progress monitoring. **Root Cause:** A majority of the teachers have less than three years of experience teaching the content, so additional training is needed to expand content knowledge. Also, teachers are unaware of how content is assessed so the level of first line (tier 1) instruction is not aligned with the depth and complexity of how the standards are assessed.

School Processes & Programs

School Processes & Programs Summary

Our school will master the following programs this year:
Increase course offerings through our STEM Magnet Program
Backwards protocol for planning lessons and aligning assessments
Schoolwide academic discourse strategies to incorporate HOT questioning, use of talking stems and structured talk opportunities
Change in Content Leadershp Personnel
Universal Cornell note-taking strategies and Interactive notebooks in all core contents.
Weekly grade level and horizontal Professional Learning Communities
T-TESS Calibrated observation walks with Administrators and timely feedback
Tier II and Tier III students scheduled in Reading and Math intervention courses
Small group instruction in all core contents
Get Better Faster Coaching PD for Tier II leaders
Schoolwide literacy strategies

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: We currently have a STEM program, a LCDC program and arts programs at our campus. We need to improve the fidelity in which all of our programs are executed and monitored and increase student participation. **Root Cause:** The community does have a need for these programs. However, through changes in leadership the programs were not developed and there was no consistency in building programs for success. Stakeholder's voices need to be a part of the decision making process when planning and implementing programs.

Perceptions

Perceptions Summary

With the high teacher turnover that has occured, we are embracing the opportunity to create a culture that is student-centered and focused on academic growth and student excellence. We are also addressing the faculty members with low expectations for students and/or practices that do not support high academic achievement and growth. We will need to have a shared belief of academic excellence through high quality teaching and high expectations. we also need to be sure we are supporting the holistic needs of our students and families through SEL and Wraparound community outreach efforts. Our mission is to prepare students for high school and beyond and our 2022 theme is "Level Up". We implemented a campus wide student expectation system along with porotocols for handling misconduct. Staff members are also participating in de-escalation trainings to decrease the possiblity of severe incidents. The overall way that we will approach instruction is to "plan with the end in mind". At the beginning of the year we will revisit the Williams Playbook to revview and update the protocols and expectations for instructional and campus operations. We also centered this year's professional development on backwards planning and enhancing first line instruction and data analysis. It is our belief that all students deserve a high quality education that is rich in literacy and structured to increase critical thinking. Our campus has rich history and was once seen as a pillar in the community, and we plan to restore the community's confidence.

To change community perception of our school we are hosting community events and inviting parents/ guardians to participate. Our plan for increasing parent participation is to provide monthy calendars of events, call outs and messages, and invited parents to participate in surveys and questionnaires regarding our campus climate.

Perceptions Strengths

Our parents have complimented the campus on changes that have been implemented in regards to safety. The heightened student supervision and revised arrival/dismissal procedures have proven to decrease the number of fights and students leaving campus during the day. Staff also acknowledge that hallway transitions are more structured and students are expeditiously moving to class before bells.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Due to a lack of quality instruction and declining scores, the community perceives our campus as a failing campus with ineffective instruction and an unsafe environment. This has negatively impacted our student enrollment. **Root Cause:** The campus has had a high turnover rate, resulting in inexperienced or under qualified teachers in classrooms with major learning curves. The school has also experienced challenges in student attendance, student discipline, lack of magnet options for students, and a consistent F rating. Due to this perception, parents have opted out to have students attend other local middle schools.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: During the 2022-2023 school year, students will score 66% approaches, 32% meets and 18% masters on the 2023 Reading STAAR Assessment.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Williams Middle School 7th grade students meeting the Approaches standard on the Reading STAAR will increase from 53% in 2022 to 66% in 2023. The percentage of students performing at the Meets level will increase from 15% to 20%

Evaluation Data Sources: District Snapshot Assessments, Universal screener data, formative assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers and content leaders will utilize weekly PLC's to plan first level instruction that is high impact and appropriately aligned with standards	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expected results are improved first level instruction in all contents and incorporation of high yield strategies on a daily basis. This will directly be reflected in student growth and achievement. **Staff Responsible for Monitoring:** ELAR teachers, Specialists, Dean of Instruction, Principal, **Action Steps:** 1. Create agendas for PLC's send to teachers 2 days before the PLC 2. During PLC's teachers will participate in data analysis, planning for interventions, developing assessments and practicing instruction through at-bats. Deliverables will include lesson plans, anchor charts, data trackers, intervention and reteaching plans, and other artifacts to utilize in enhancing instruction. 3. Plan for at--bats and vertical strategies during vertical content meetings 4. Teachers are required to have annotated texts, sample questions, anchor charts and a specific strategy for each upcoming lesson for each PLC meeting **Title I:** 2.4 **Funding Sources:** STAAR Released questions, Imagine Learning, Supplies and materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $4,000				

Strategy 2 Details	Reviews			
Strategy 2: The Sheltered Instruction Coach and New Teacher Coach will provide professional development sessions on literacy routines and teachers will participate in At Bats sessions during PLC's	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will know who EL students are, their levels, and how to improve instruction for EL students. As Sheltered Instruction is effective for all students, differentiated instruction will be implemented in all classrooms across the school				
Staff Responsible for Monitoring: Charlotte Sias, Sheltered Instruction Coach, Admin, Teachers				
Action Steps: 1. PLC to identify El students in each classroom. 2. Plan and implement structured intervention opportunities during the regular instructional period to address the specific needs of all students.				
TEA Priorities: Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: 100% of Williams Reading Teachers will be continuously participate in Unpacking the TEKS and backwards planning protocols to analyze student data, provide structed interventions and align instruction to assessed TEKS. Students will be assessed bi-weekly using OnTrack. Data will be utilized to guide instruction and interventions. An emphasis will be placed on High Priority TEKS. Teachers will utilize Canvas and Lead4ward Resources to plan effective lessons and assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Assessments will be more accurately aligned with the depth and complexity of the TEKS. Also, as teachers unpack TEKS they will be able to effectively plan activities that promote master of the content.				
Staff Responsible for Monitoring: ELAR teachers, ELAR Content Dean, TDS, DDI				
Action Steps: Pre plan assessments in OnTrack, Develop assessment calendar Utilize assessments to plan lessons through backwards design. Ensure that warmups and exit tickets accurately align with TEKS and objective Weekly PLC's will consist of unpacking the TEKS activities				
Title I: 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2: Williams Middle School's incoming 8th grade students meeting the Approaches standard on the Reading STAAR will increase from 53% in 2022 to 66% in 2023. The percentage of students performing at the Meets level will increase from 15% to 20%

    Evaluation Data Sources: District Snapshot Assessments, Universal screener data, formative assessments

Strategy 1 Details	Reviews			
Strategy 1: Use previous TEKS specific data to tier students. Plan for interventions for students who previously performed at the "Approaches" level to move them to the Meets level.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: We expect an increase in the number of 8th grade students who score at the Approaches level that previously scored at "Did Not Meet" in the 7th grade. **Staff Responsible for Monitoring:** Reading teachers, Reading Department Chair, Reading Coach and Reading Administrator **Action Steps:** At the beginning of each unit, teachers will plan for success in closing gaps by Backwards planning (i.e. Create Unit Assessment first based on TEKS with the most misconceptions). * Teachers will establish effective and consistent CFU's before, during, and after the lesson cycle. *Teachers will organize and facilitate student data documentation and discussion in small groups. *Teachers will maintain data trackers that track standards progress by student as progress monitoring. They will participate in data analysis PLC's to develop action plans. The ELAR team will use student data to create intervention and enrichment groups and continue targeted intervention and enrichment groups for specified times each day. Teachers and co-teachers will participate in ongoing professional development around effective small group planning and lesson implementation. Teachers will maintain data for intervention groups and participate in individual data conferences with the campus ELAR administrator. **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** ELAR novels, curriculum materials, Freckle, Imagine Reading, STAAR Release and Lead4ward materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By the end of the 2022-2023 school year, the overall STAAR percentages for math in grades 6, 7 and 8 will increase to 66% approaches, 37% meets, and 20% masters on the 2023 Math STAAR assessment.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Improve instruction through engaging instructional strategies that lead to at least 10% growth for all students from previous STAAR performance and/or moving to the next performance band.

Evaluation Data Sources: District Snapshot benchmarks, Universal Screener data, Common assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers and content leaders will utilize weekly PLC's to plan first level instruction that is high impact and appropriately aligned with standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expected results are improved first level instruction in all contents and incorporation of high yield strategies on a daily basis. This will directly be reflected in student growth and achievement. **Staff Responsible for Monitoring:** Content Chair, Content Specialist, Dean of Instruction, Principal **Action Steps:** 1. Create agendas for PLC's send to teachers 2 days before the PLC 2. During PLC's teachers will participate in data analysis, planning for interventions, developing assessments and practicing instruction through at-bats. Deliverables will include lesson plans, anchor charts, data trackers, intervention and reteaching plans, and other artifacts to utilize in enhancing instruction. 3. Plan for at--bats and vertical strategies during vertical content meetings 4. Teachers are required to have annotated texts, sample questions, anchor charts and a specific strategy for each upcoming lesson for each PLC meeting. **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Staff will participate in ongoing Carnegie trainings to better learn the curriculum and instructional strategies, and utilize reports to monitor progress.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Student data will continue to increase as teachers and students become more familiar with the new curriculum. Student data will demonstrate mastery of standards.

Staff Responsible for Monitoring: Math teachers, Carnegie partners, Math Curriculum Coach, Dean of Instruction

Action Steps: 1. Teachers and leaders attend Carnegie trainings. 2. Teachers and staff unbox Carnegie materials and begin to review 3. Plan scope and sequence and calendar for units 4. Enroll everyone in Mathia and begin previewing lessons 5. PLC's for planning and At-Bats

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Funding Sources: STAAR Released questions - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $0 , Imagine Learning - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $0 , Interactive Journals - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $400 - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $4,000

Strategy 3 Details	Reviews			
Strategy 3: 100% of Williams Math teachers will be continuously participate in Unpacking the TEKS and backwards planning protocols to analyze student data, provide structed interventions and align instruction to assessed TEKS. Students will be assessed bi-weekly using OnTrack and Mathia. Data will be utilized to guide instruction and interventions. An	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

emphasis will be placed on High Priority TEKS. Teachers will utilize Canvas and Lead4ward Resources to plan effective lessons and assessments.

Strategy's Expected Result/Impact: Assessments will be more accurately aligned with the depth and complexity of the TEK. Also, as teachers unpack TEKS they will be able to effectively plan activities that promote mastery of the content.

Staff Responsible for Monitoring: Math Administrator, DDI, Math TDS

Action Steps: Pre-plan assessments in OnTrack,
Develop assessment calendar
Utilize assessments to plan lessons through backwards design. Ensure that warmups and exit tickets accurately align with TEK and objective
Weekly PLC's will consist of unpacking the TEKS activities

Title I:
2.5
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
Funding Sources: Freckle, Lead4Ward - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials
 - $5,000

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Measurable Objective 2: Overall increase in 7th grade math students scoring at the Approaches level from 21% in 2022 to 66% on the 2023 STAAR assessment, and from 5% in the Meets level to 12%.

Evaluation Data Sources: Universal Screener data, Common assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide timely intervention in response to data to address misconceptions and gaps in learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Interventions and reteaching plans will clear up misconceptions students may have and provide the additional instructional support needed to master TEKS. During data tracking and progress monitoring, teachers will be able to see individualized progress on particular standards and concepts due to targeted interventions.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math teachers, Admin, Math Content Chair				
Action Steps: Teachers will plan structured intervention sessions for tier II and tier III students. However, they will also dig deeper to plan quick reteaching opportunities to address TEKS that were missed by multiple students on formative assessments and in exit tickets. Students would be tiered using color bands for Approaches, Meets and Masters. These ands will be adjusted and students will move as ne data is accumulated. Specific lessons will be created for small group instruction along with space to annotate student progress and next steps. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Sirius Math Zingers, Carnegie curriculum resources - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $10,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: On the 2023 STAAR we will 40% of students in grades 6-8 will score at the Meets level (compared to 22% in 2022) and at least 18% of students will score at the Masters Level (compared to 10% in 2022).

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: At least 40% of students will score Meets on the 2023 Reading STAAR, and 20% will score Masters.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Freckle and novel assignments to increase Rigor and provide more advanced tasks for students to excel at the higher levels	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More students will move between bands from Approaches to Meets, and Meets to Masters. **Staff Responsible for Monitoring:** ELAR Teachers, Reading Specialists, Principal **Action Steps:** Teachers continuously tier students based on data from exit tickets and assessments. Teachers assign tracks/ pathways in Freckle for advanced learning. Teachers continue to track students' data and regroup as needed, completing data analysis and regrouping charts. Teachers will also use embedded assessments to track data and monitor progress. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will engage in Lead4Ward trainings to increase rigor and push STAAR 2.0 strategies to expose students throughout the year in preparation for the STAAR assessment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will be prepared for the new STAAR format and will have been exposed to STAAR-level questions during instruction. As a result, they will score higher than they did on the 2022 STAAR.
 	
   Staff Responsible for Monitoring: Teachers, DDI, Specialists, Curriculum Instruction Coaches
 	
   Action Steps: Teachers and Admin continue to seek out trainings for teachers.
Teachers attend trainings and bring information back in Train-the-Trainer format.
Teachers and leaders engage in backwards planning during PLC's using STAAR format.
Teachers break down problems/ questions in weekly PLC's to determine misconceptions, levels of complexity, and appropriate tasks to lead students to mastery.
 	
   Title I:
2.4, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
Strategy 3: Teachers plan weekly lessons with Higher Order Thinking questions, acceleration tasks, and opportunities for student collaboration. Incorporation of these strategies will increase teachers' capacity to improve rigor and push higher level activities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will routinely engage in higher level tasks that will lead to mastery of content and concepts. Students will also utilize critical thinking skills throughout classes and make connects across discipline areas.
 	
   Staff Responsible for Monitoring: Teachers, leaders, Curriculum Instruction Coaches, SSO
 	
   Action Steps: Teachers engage in Unpacking TEKS for proper alignment and At-Bats during PLC's.
Teachers preplan 5 Higher Order Thinking questions and list them in lesson plans.
Teachers identify times in the lesson to ask HOT questions and to encourage student collaboration.
Teachers keep a running record of student responses, misconceptions, and other data that can be used to adjust lessons and address gaps.
Leaders review lessons weekly and data to support teachers on implementation and interventions.
Students will engage in tasks with products that exhibit higher levels of Blooms
Teachers will continue to analyze data.
 	
   Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Improve low-performing schools				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level standard on the STAAR 3-8 Reading will increase from 15% in 2020 to 43% on the 2023 STAAR assessment.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of Williams' Special Education students will receive high quality literacy instruction from Reading teachers and Special Education personnel in alignment with individualized educational plans.

Evaluation Data Sources: Data tracking for SLL, BSC and Special Education inclusion students. Also, training documents from staff members, as well as observation documents to observe instruction.

Strategy 1 Details	Reviews			
Strategy 1: Special Education Co-Teachers and General Education teachers will be fully trained in effective implementation co-teaching strategies that lead to student success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: At least 75% of Williams' Special Education students enrolled in General Education courses will receive high quality literacy instruction from reading teachers and Special Education Co-teachers in alignment with individualized educational plans. Students will receive benefits of having instructional materials and strategies that address specific needs and increases literacy levels. Also, co-teachers and General Education teachers will master effective strategies that allow them to simultaneously deliver high quality instruction that leads to student growth. **Staff Responsible for Monitoring:** SPED Department Chair, Administrator, DDI, HISD Special Education Department, Teachers **Action Steps:** Arrange opportunities for teachers to receive trainings. Work with General Education students to identify students who receive special services. Organize ongoing professional development opportunities for teachers to better learn assigned contents and best practices for differentiating instruction. **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Special Education Life Skills students will utilize the Unique Learning curriculum daily to increase phonics and literacy. LifeSkills teachers receive Refresher training in Unique curriculum to better differentiate instruction to meet students' needs and Special Education Department will continue to monitor implementation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will effectively implement literacy strategies through the Unique curriculum that show evidence of improvement in students' literacy skills. **Staff Responsible for Monitoring:** Special Education Administrator, Principal, HISD Special Education Department, Special Education Department Chair. **Action Steps:** Train SLL teachers and Assistants on Unique system. Pull students' Individualized Education Plans (IEP's) to determine disabilities and needed accommodations. Allow collaborative planning time for teachers to develop lesson plans and student activities. Develop opportunities for students to demonstrate learning and participate in practice simulations to prepare for assessments. Continue to monitor students' progress and adjust as necessary. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Students will be enrolled in the Reading Intervention Course and receive small group instruction at least 2 days each week. Special Education Co-Teachers and General Education teachers will be fully trained in effective implementation co-teaching strategies that lead to student success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in reading skills (phonics, fluency and comprehension) for all Special Education students as evidence on Renaissance assessments, common assessments and district assessments. **Staff Responsible for Monitoring:** Reading Intervention teachers, interventionists, Reading Content Administrator **Action Steps:** Enroll all students in intervention courses, develop tracking tool to monitor number of participation minutes and data progress, develop tasks that are aligned with students' levels and needs, adhere to IEP documents. Also, classroom teachers and Special education Co-Teachers will align planning, instructional strategies and instructional delivery for the students that they serve. **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: The leadership team members, Counselor, Attendance Clerk and Wraparound Specialist will utilize personal attendance intervention plans for identified students in their clusters to increase individual student attendance by at least 4% each month from the previous school year.

Evaluation Data Sources: Monthly attendance reports. Teacher attendance rosters and trackers.

Strategy 1 Details	Reviews			
Strategy 1: Attendance committee will meet weekly to review student attendance data, accuracy of teacher's input, and truancy lists. Action plans will be developed for grade levels, student groups and individual students who have high absences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student attendance by continuous monitoring and early intervention. Decrease of students with chronic absences.				
Staff Responsible for Monitoring: Principal, Wraparound Specialist, Counselor, Attendance Clerk				
Action Steps: Identify students with chronic absences and meet with parents and students. Develop action plans and check-in systems for students. Obtain evidence for those with COVID or other medical absences to be excused. Begin truancy process when needed. Hold parent conferences.				
TEA Priorities: Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Continue to make community aware of attendance policies and current data. Create more outreach opportunities so parents are informed of how to wok with the campus to improve students' attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in parent awareness and communication with school regarding issues that are barriers to student attendance.				
Staff Responsible for Monitoring: Principal, Wraparound Specialist, Admin, Teachers				
Action Steps: Discuss attendance in parent Title 1 meetings, do call-outs, send home academic bulletins, progress reports and report cards to emphasis student absences.				
TEA Priorities: Improve low-performing schools				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: The campus will implement a comprehensive conflict resolution plan for students to reduce out of school suspensions due to conflicts and physical altercations by 50%.

    Evaluation Data Sources: Data discipline

Strategy 1 Details	Reviews			
Strategy 1: We will implement weekly SEL lessons schoolwide to address conflict issues.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students receive social emotional support across the school and are able to better handle conflicts and trauma as a result.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Staff, SEL Liasion **Action Steps:** Counselor develops weekly SEL lessons to be implemented in classrooms along with follow up activities. **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: 100% of Williams Staff will be trained in de-escalation strategies.

    Evaluation Data Sources: Classroom discipline reports, student surveys

Strategy 1 Details	Reviews			
Strategy 1: Train staff in de-escalation strategies, have schoolwide protocols for handling issues, and develop a classroom management system.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will result in fewer classroom referrals and less severe behaviors among students. **Staff Responsible for Monitoring:** All Williams staff, Admin, SEL Department **Action Steps:** Ongoing training to begin August 2021 on ways to de-escalate behavior and effective classroom procedures to use across the school. Teachers implement a consequence and merit system in classrooms. Principal and Admin team manage teacher discipline referrals. Counselor and Wraparound Specialist will conduct small group sessions on anger management and conflict resolution. **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: To increase the public's confidence and support in our campus, we will continue to keep the acts of violence to less than 3 incidents.

    Evaluation Data Sources: discipline data

Strategy 1 Details			Reviews			
Strategy 1: Establish an incident reporting tool for community to anonymously report incidents.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Williams' staff will be able to circumvent incidents and prevent major incidents from occurring. **Staff Responsible for Monitoring:** Create system for community to communicate with the campus and distribute information. Continue to hold assemblies and student forums to encourage them to report suspicions and potential acts of violence before they occur. **TEA Priorities:** Improve low-performing schools			**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details			Reviews			
Strategy 2: All staff complete online training and submit certificates to the main office. Topics will be revisited throughout the school year.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff awareness on signs of violence and substance abuse. This will lead to detection and early intervention. **Staff Responsible for Monitoring:** All Williams' staff, HISD Police Department **Action Steps:** Staff members complete trainings in August and September, 2021. Staff meeting will also revisit topics and caution signs for detection. **TEA Priorities:** Improve low-performing schools			**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: At least 70% of students receiving Special Education services will show an increase in Reading and Math Renaissance data.

    Evaluation Data Sources: Progress monitoring trackers, assessment data

Strategy 1 Details	Reviews			
Strategy 1: Teachers plan for interventions in regular classroom instruction, as well as in intervention courses during weekly PLC's.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in foundation skills and achievement growth for Special Education students.
    Staff Responsible for Monitoring: SPED Department, teachers, Administration
    Action Steps: Identify Special Education students and assure they are scheduled in intervention classes. Be sure all teachers receive Special Education IEP documents with accommodations and that they are consistently implemented. PLC's focus on targeted interventions, student intervention groups and lesson plans.
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: Service 100% of our students with dyslexia to improve academic outcomes.

Evaluation Data Sources: Enroll students with dyslexia in Reading Intervention course to receive the Reading by Design curriculum and include them in small group instruction sessions.

Strategy 1 Details	Reviews			
Strategy 1: Enroll students with dyslexia in Reading Intervention course to receive the Reading by Design curriculum and include them in small group instruction sessions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in achievement among students identified with dyslexia.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dyslexia Specialist, teachers, School Leadership, 504 and SPED Specialists **Action Steps:** Identify students with dyslexia and prepare schedules for them to be with a trained teacher. Meet the parents and other district specialist to discuss academic accommodations for students. Monitor students' progress and adjust as necessary. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2: The TELPAS Progress Rate will increase from 30% in 2022 to 42% in 2023 to meet standard.

Evaluation Data Sources: TELPAS data and other formative assessment data

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted intervention plan for all EL students based on tiers, while targeting those that have not made previous progress.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improvement on TELPAS and other assessments with data tracking to move students to next tiered level on TELPAS.				
Staff Responsible for Monitoring: All Williams' teachers, LPAC Administrator and LPAC Coach. District Multilingual support staff and interventionists.				
Action Steps: Provide teachers with lists of EL students and current data. Form plans to move students to next level including all Sheltered instruction strategies and daily incorporation of ELPs in lessons. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Increase the parent and community participation by 20%, as evidenced by the number of volunteers in VIPS system and through event / parent meeting signup sheets.

> **Evaluation Data Sources:** Sign in sheets and participation in other activities,

Strategy 1 Details	Reviews			
Strategy 1: Maintain community partnerships with community organizations and coordinate student programs for these companies, hold regular planning community meetings, invite representatives to school functions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Strengthen partnerships, collaborative events and experiences for our students. **Staff Responsible for Monitoring:** J. Green (Principal), J. Deleon (Administrative Clerk), Wraparound Specialist **Action Steps:** Invite organizations to Open House and Title 1 meetings. Include representatives on SDMC. Continue to hold outreach opportunities to see community support and resources. **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2: Hold four Title 1 meetings during the 2022-2023 school year.

> **Evaluation Data Sources:** Parent sign in sheets and agendas.

Strategy 1 Details		Reviews			

Strategy 1: Schedule Title 1 meetings for evenings and mornings to meet with parents and community about academics and important topics.
  Strategy's Expected Result/Impact: Increased knowledge among community and support
  Staff Responsible for Monitoring: Principal, SDMC team
  Action Steps: Schedule meetings, send parents invitations, plan agendas
 	
  Title I:
4.1, 4.2
 - **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 30, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by school nurse.

Strategy 1 Details		Reviews			
Strategy 1: Assure that all students are current on immunizations and be aware of medication requirements.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Partner with Troubleshooters for immunizations to have mobile site at school for students needing immunizations. Send notifications to parents with testing updates.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse, campus leadership **Action Steps:** Nurse is involved in enrollment process for all students. Nurse provides a list of students who still need immunizations and continues to work with families to get them. Nurse connects with mobile unit for immunizations and other community resources **TEA Priorities:** Improve low-performing schools					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 20, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by school nurse

Measurable Objective 3: Identify students in need of vision screenings. Inform parents and connect with community organizations to assist with resources.

Evaluation Data Sources: Student records compiled by school nurse.

Strategy 1 Details	Reviews			
Strategy 1: Identify students in need of vision screenings. Inform parents and connect with community organizations to assist with resources.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of students will have all health screens completed by the deadline. **Staff Responsible for Monitoring:** Nurse, Principal, District Health and Medical Services Office **Action Steps:** Identify screeners for students/ grade levels. Schedule screeners and connect with community organizations when needed. Inform parents and get any necessary documents signed. Maintain records in the Nurse's office. **TEA Priorities:** Improve low-performing schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 4: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 20, 2022.

    Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by school nurse

Strategy 1 Details	Reviews			
Strategy 1: Identify students in need of hearing screenings. Inform parents and connect with community organizations to assist with resources.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of students will have all health screens completed by the deadline. **Staff Responsible for Monitoring:** Nurse, Principal, District Health and Medical Services Office **Action Steps:** Identify screeners for students/ grade levels. Schedule screeners and connect with community organizations when needed. Inform parents and get any necessary documents signed. Maintain records in the Nurse's office. **TEA Priorities:** Improve low-performing schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 5: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 20, 2022.

    Evaluation Data Sources: 100% of students will have all health screens completed by the deadline.

Strategy 1 Details	Reviews			
Strategy 1: Identify students in need of screenings. Inform parents and connect with community organizations to assist with resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of students will have all health screens completed by the deadline. **Staff Responsible for Monitoring:** Nurse, Principal, District Health and Medical Services Office **Action Steps:** Identify screeners for students/ grade levels. Schedule screeners and connect with community organizations when needed. Inform parents and get any necessary documents signed. Maintain records in the Nurse's office. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of Williams' students will participate in a health program to prevent obesity, cardiovascular disease and Type 2 diabetes.

Evaluation Data Sources: Rosters, student performance data

Strategy 1 Details	Reviews			
Strategy 1: All students will take at least 2 years of Physical education courses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Heathier student body, students active on a daily basis, students track weight, breathing, and other vitals as they continue to monitor health progress.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PE Teachers, campus leadership				
Action Steps: Enroll students in Physical education at least 2 years while in middle school. Offer additional courses to increase physical activity such as dance and ROTC. **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Measurable Objective 1: 8th grade students will score at least 60% Approaches on the 2023 Science and Social Studies STAAR assessments.

    Evaluation Data Sources: STAAR assessment data, local formative assessment data.

State Compensatory

Budget for 082 Williams Middle School

Total SCE Funds: $82,114.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Weekly meetings will allow our Students in the Center team to focus on attendance data and provide timely interventions where needed. We also continue to monitor achievement data through class work, exit tickets and campus-based assessments. This allows us to revise intervention groups, add students to accelerated groups, and address special population groups through supports and services provided by our district. Monitoring wil occur on a daily basis and revisions will occur once we determine a need through consistent data trends and/or regression. As a campus we are committed to changing academic plans that do not progress us to meet the campus achievement goals.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

We have an At-Risk committee that addresses the needs of students who are at-risk. This committee comprises of Administration, WrapAround specialist, Communities in Schools, Attendance Clerk, Counselor, and School Nurse.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

We will continue to evaluate school plan at multiple points in the year with staff, parents, and the SDMC team. This will be accomplished through campus assessments, district assessments, and the STAAR. Our campus will commit to analyzing data and making adjustments on a continual basis. Campus leadership will work with staff and SDMC members to recommend and implement swift changes that are targeted and specific to address needs expressed through data. We will also evaluate the effectiveness of in-school and after school tutorials through HB4545 trackers and assessment results.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Alyssa Giesemann	Teacher Specialist		1
Awofe Abioye	Tchr, Intervention (Math)-Ttl1		1
Victoria Lawrence	Tchr, Intervention(Scien)-Ttl1	Title 1	1