

Houston Independent School District
098 Stevenson Middle School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1. Students at Stevenson Middle School use McGraw Hill for Math, Amplify for ELA, Lowman's for Social Studies, and HISD Master Courses for our Science Classes. Teachers plan weekly in PLC classes and must turn in instructional plans each week. Pacing calendars are set for the year in August. Common assessments are required every three weeks and must be approved by an administrator prior to being given. BOY, MOY, and EOY assessments are given through the NWEA assessment. TEA interim assessments are also given at MOY.



Classroom Expectations



<p>Posted Information and Wall Cover</p> <p>Board Configuration must include:</p> <ul style="list-style-type: none">• Today's Date• Content Objective with TEKS• Language Objective with ELPS• The Agenda components should include all learning activities for that day.• <i>NOTE: Anyone should be able to walk into the and understand what is going on in class by the board configuration.</i> <p>Classroom Rules and Consequences</p> <p>Stevenson Core Values Poster</p> <p>Up-to-date Word Walls and Data Walls</p> <p>Encouraged: Anchor charts, student work exemplars, content-related posters, etc.</p> <p>Classroom Organization and Learning Environment</p> <p>Classrooms must be conductive learning environments for all students. Materials should be easily accessible for all students. Bookshelves, student desks, teacher desks, walkways, etc. should be clear of excess clutter.</p> <p>Technology, student notebooks/folders, textbooks, and other reference materials should be neatly organized.</p> <p>Student should know where to turn in assignments and find make-up work.</p> <p>Encouraged: student desks organized in groups</p>	<p>Systems and Procedures</p> <p>There should be clear systems and procedures for how students are expected to:</p> <ul style="list-style-type: none">• Enter and exit class.• Gather and put away materials.• Turn in assignments.• Leave class during the period – hall passes must be written by an adult and include a date, time and destination.• Participate by asking questions, working in a group.• Get out of seat – sharpen pencil, get a tissue, hand sanitizer, etc.• Transition between activities.• Conduct themselves if they finish an assignment early.
<p>Academic Expectations</p> <ul style="list-style-type: none">• All lesson components should be aligned within the lesson and to the TEKS/objective being taught.• Direct Instruction should be limited to no more than 20-25 minutes of each class. Students are expected to engage with lesson material via a variety of learning activities as described in SMS lesson plan template.• Literacy routines should be present in every lesson (see literacy routines one-pager on next page).• A systematic process to check for understanding throughout the lesson should be in place.• Lessons should be differentiated for the various learners within a class, including ELs, SpEd, GT, Tier III, etc.• Students should engage in a "productive struggle" to master rigorous material. Rigor can be obtained through questioning techniques, open-ended assignments, collaborative activities, real-world applications, etc.• Teachers should allow for time to review lesson content at the end of each class.• All students should be engaged with lesson material for the entirety of the class period – instruction should be bell to bell.• Students should be able to communicate content and their reasoning process to their peers and teacher.• A clear classroom management system should be in place in accordance with the SMS "Classroom Management/Student Discipline Expectations".• Students are expected to proficiently utilize technology in an instructional setting.• Teachers are expected to implement small group instruction at least twice a week.• Every teacher will prepare and distribute a syllabus including classroom rules and expectations, outline of procedures, late work policy, etc. Syllabus must be approved by content administrator prior to distribution.	

2. Stevenson Middle School utilizes a lesson cycle that includes a Warm up or Do Now, direct instruction, independent work time with small groups, and a demonstration of learning at the end of the lesson. Instructional strategies include multiple response strategies, small groups, work stations, aggressive progress monitoring, and student facilitated project work are regularly used at Stevenson. As a STEM Magnet School, inquiry based learning utilizing new Destination 2035 principals are part of our programming through multi media, robotics and AI, STEM Humanities, and Horticulture.

Image Caption



Stevenson Middle School
PLC PROTOCOL


Stevenson Middle School
Science, Technology, Engineering, Mathematics

098 Stevenson Middle School
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2) Stevenson Biology and Algebra are above the district and state averages.

Texas Education Agency
2022 -23 STAAR Performance
STEVENSON MIDDLE (101912098)

	School Year	State	District	Campus
Grade 6 Reading				
Approach	2019	68%	63%	67%
	2022	70%	65%	67%
	2023	75%	66%	62%
Meets	2019	37%	34%	37%
	2022	43%	41%	40%
	2023	51%	42%	35%
Masters	2019	18%	16%	15%
	2022	23%	23%	24%
	2023	22%	18%	9%

	School Year	State	District	Campus
Grade 7 Reading				
Approach	2019	76%	72%	79%
	2022	80%	78%	82%
	2023	77%	68%	70%
Meets	2019	49%	47%	55%
	2022	56%	55%	54%
	2023	52%	45%	45%
Masters	2019	29%	28%	29%
	2022	37%	37%	31%
	2023	26%	22%	17%

	School Year	State	District	Campus
Grade 8 Reading				
Approach	2019	86%	81%	89%
	2022	83%	80%	83%
	2023	82%	74%	73%
Meets	2019	55%	50%	57%
	2022	58%	58%	60%
	2023	56%	47%	38%
Masters	2019	28%	26%	31%
	2022	37%	39%	41%
	2023	27%	22%	14%

Grade 6 Mathematics				
Approach	2019	81%	75%	84%
	2022	73%	66%	72%
	2023	74%	64%	65%
Meets	2019	47%	42%	55%
	2022	39%	34%	40%
	2023	38%	28%	28%
Masters	2019	21%	20%	27%
	2022	16%	15%	15%
	2023	15%	11%	5%

Grade 7 Mathematics				
Approach	2019	75%	72%	77%
	2022	61%	57%	58%
	2023	61%	51%	47%
Meets	2019	43%	42%	41%
	2022	31%	29%	22%
	2023	35%	28%	22%
Masters	2019	17%	18%	10%
	2022	13%	13%	6%
	2023	10%	9%	4%

Grade 8 Mathematics				
Approach	2019	88%	82%	85%
	2022	71%	65%	76%
	2023	74%	60%	64%
Meets	2019	57%	48%	57%
	2022	40%	34%	45%
	2023	44%	29%	28%
Masters	2019	17%	14%	30%
	2022	14%	13%	19%
	2023	16%	9%	11%

Texas Education Agency
2022 -23 STAAR Performance
STEVENSON MIDDLE (101912098)

School Year	State	District	Campus
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School Year	State	District	Campus
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School Year	State	District	Campus
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End of Course Algebra I				
Approach	2019	85%	76%	100%
	2022	76%	65%	97%
	2023	78%	67%	99%
Meets	2019	61%	48%	95%
	2022	43%	32%	71%
	2023	45%	34%	81%
Masters	2019	37%	29%	74%
	2022	27%	20%	49%
	2023	24%	18%	40%

End of Course Biology				
Approach	2019	88%	81%	100%
	2022	83%	74%	100%
	2023	89%	77%	100%
Meets	2019	62%	50%	100%
	2022	55%	42%	92%
	2023	57%	40%	92%
Masters	2019	25%	19%	80%
	2022	21%	15%	50%
	2023	21%	15%	50%

Grade 8 Science				
Approach	2019	81%	74%	83%
	2022	74%	68%	82%
	2023	72%	61%	71%
Meets	2019	51%	42%	53%
	2022	45%	41%	62%
	2023	45%	33%	46%
Masters	2019	25%	20%	22%
	2022	21%	20%	22%
	2023	21%	20%	22%

Grade 8 Social Studies				
Approach	2019	69%	61%	68%
	2022	61%	51%	59%
	2023	60%	48%	52%
Meets	2019	37%	30%	33%
	2022	31%	24%	27%
	2023	31%	23%	27%
Masters	2019	21%	16%	16%
	2022	18%	14%	14%
	2023	18%	14%	14%

Mas	2022	21%	13%	50%
	2023	22%	13%	49%

Mas	2022	24%	22%	35%
	2023	16%	11%	18%

Mas	2022	10%	14%	14%
	2023	15%	11%	10%

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Stevenson Meets and Masters data declined from 2022-2023 **Root Cause:** Stevenson's GT numbers have been gradually declining while the number of LEP students has been rising for the past three years,. Instructional strategies have remained the same and have not included sheltered instruction best practices.

Problem of Practice 2: Stevenson did not meet Domain III goals for the 2022-2023 School Year for Special Education **Root Cause:** Teachers have not been providing effective specialized instruction. Students have not been tracking data toward IEP and STAAR Mastery Goals.

Problem of Practice 3: Stevenson LEP students did not meet their TELPAS goals for the 2022-2023 school year. **Root Cause:** While Stevenson performed at the district and even state level for Reading, writing, and listening, students did not do well on the speaking section of the test. Students are not being given opportunities to speak English in class. Students do not feel comfortable at Stevenson to speak regularly in class .

School Culture and Climate

School Culture and Climate Summary

1. The culture of Stevenson Middle School is generally positive and welcoming. Visitors regularly comment that being at Stevenson is pleasant and that staff are easy to work with. POSSIP survey data from last year shows Stevenson with an overall 80% positivity rating from parents for the majority of months where data was gathered.
2. Stevenson had an attendance rating of 94% last year. This is a 5% improvement from the previous year. Stevenson utilized the At Risk office to monitor and support families who struggle with attendance. Stevenson discipline incidents decreased by 37% last year thanks to a restorative discipline program based in our Office of School Culture. Students and teachers appreciate the consistency and support provided by the OSC. This culture shift is directly related to our drop in discipline incidents.

The Office of School Culture (OSC) functions as the hub for all things pertaining to student and staff climate, culture, and morale. It roots its practices in Social and Emotional Learning, mindfulness, and self-care. The OSC will collect relevant data intermittently to regularly address concerns that may arise throughout the year. The Classroom Culture Specialists (selected via Career Pathways) will work directly with the OSC to implement school goals.

For Students:

Stevenson is shifting its disciplinary practices from punitive to restorative. This requires all staff members to take a more proactive (as opposed to reactive) approach to student misbehavior. Some preventative measures include:

1. Classroom rules, procedures, and expectations that are clearly communicated to students and consistently implemented by adults.
2. Implementing Foundations with fidelity.
3. Creating engaging lessons that keep students involved in learning activities from bell-to-bell.
4. Nurturing positive interactions and relationships with students.
5. Engaging in Community Circles every Wednesday during Dragon Time.

When a student misbehaves, staff members will follow the Restorative Practices Procedures Flow Chart (page 28). In short, all student misbehaviors that qualify as a Level 1 or a Level 2 (minor classroom infractions) should be documented on the SEL form with the appropriate intervention by the classroom teacher. Repeated level 1 or level 2 infractions will be sent to the Office of School Culture with the completed SEL Form to participate in restorative practices; and Level 3 & 4 (more serious infractions and/or safety concerns) will be sent directly to the grade level office with a discipline referral for immediate administrative action.

Taking a restorative, rather than punitive approach towards negatively associated misbehaviors, allows students and staff to focus on relationships, empathy, dialogue, and accountability, as well as teach students how to repair harm caused. Minimizing negative/unwanted student behaviors in the classroom allows teachers to teach and students to learn!

For Staff:

- The OSC will regularly request feedback via Climate Surveys to determine the needs of the staff members on campus.
- The OSC will implement the Staff of the Month Program.
- The OSC will create staff incentive programs throughout the year.
- The OSC will plan holiday and cultural celebrations for faculty and staff.

•The OSC will implement staff appreciation systems – because Stevenson loves its staff!

3. Stevenson discipline incidents decreased by 37% last year thanks to a restorative discipline program based in our Office of School Culture. Students and teachers appreciate the consistency and support provided by the OSC. This culture shift is directly related to our drop in discipline incidents. There is evidence in our survey data that teachers struggle with student effort and resilience. Teachers have shared they feel they are working harder due to students' lack of accountability with work.

4. Survey results indicate students feel safe at Stevenson and feel adults treat them fairly. Students have shared they wish they had more voice in school decisions and rules. Teachers feel students generally follow rules and respect the teachers.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Building a Culture of High Work Ethic: We strive to create a culture of high work ethics by celebrating achievements, motivating through experiences, setting goals, fostering competition, and supporting staff. In classrooms, we prioritize relationships, celebrate outcomes from hard work, and create engaging environments. Through communication, monitoring, support, and recognition, we empower students to reach their potential and succeed academically. Grade Level Academy Meeting Goals: Building a culture of hard work through celebration, motivation, and support. These are held in the morning areas during dragon time or at 4th period during intervention in the classroom for small group meetings. • Students celebrate their success and growth with peers monthly • Motivate students through experiences weekly • Students will set new Honor Roll and district assessment goals monthly • Reminders that failure results in losing electives to catch up to meet the goal • Encourage professional use of technology • Foster friendly competition between grade level, houses, and other schools • Celebrate and appreciate clerks and support staff • Seek input from students regarding their desires and aspirations Classroom Goals: Fostering connections and celebrating student success through interactive and engaging conversations. This will be facilitated by all staff members. • Administrators Teams will visit classes regularly to celebrate good work ethics and have hall talks with students needing support. • Engage in hall chats to build relationships • Celebrate and recognize hard work with active lunch or patio pass • Students will take ownership of the classroom environment by interest surveys, course evaluations and personalized learning paths (Project CLEAR) • Display a hallway Constellation Board showcasing the numbers of “A” stars a student receive every three weeks. Celebrate students that are new to the board. • Continuously seek student input after every common assessment to enhance classroom experiences Outside of the Class Goals: Building strong partnerships with parents and community, supporting at risk students, and fostering meaningful recognition of success. • Make regular calls home to communicate with parents and log it • Conduct conferences with parents, teachers, and administrators to discuss work ethic concern • Create a list of at-risk students for monitoring and motivation while partnering with IAT • Provide support and encouragement to at risk students • Present beginning and mid-year awards with community invited • Organize “Constellation” field trip.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Student data shows they want more of a voice in campus rules and policies. **Root Cause:** Stevenson does not have any student leadership organizations to allow for student impute.

Problem of Practice 2: Students vaping incidents rose by 40% from the previous year. **Root Cause:** Stevenson did not have a strong anti vaping program until Feb of 2023.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

1. Stevenson generally performs at or above the district average for STAAR tested subject. Teacher evaluation data from T-TESS has the majority of our teachers performing at the proficient level. Due to our Meets and Masters levels being low for the 2023-2024 school year, the T-TESS ratings for our teachers appear to be inflated.
2. Staff attendance and retention is strong at Stevenson. Stevenson retained 95% of staff for the 2023-2024 school year. For recruitment, we go to HISD sponsored career fairs. We look for staff that will not only be high quality educators, but will also fit into our culture of excellence.
3. Professional Development at Stevenson is based in district initiatives and campus needs. This year we focused on high quality PLCs, differentiation strategies,

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

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

Key Actions

Revised/Approved: September 25, 2023

Key Action 1: Enhance specialized instruction for students with disabilities receiving services from Special Education.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: SPED Student Growth

Indicator 1: 70% of students receiving Special Education services will show at least 1.8 years' progress in their learning from the Beginning of the year (BOY) to the end of the year (EOY) using the NWEA assessment.

Indicator 2: 6 out of 8 Co-Teachers will receive an average score of Proficient (60-70% of 100%) from four spot observations including district level appraiser observations by December 2023. This will improve to 7 out of 8 teachers receiving an average score of proficient in 8 spot observations by April 2024.

Indicator 3: By the end of the 2023-2024 school year, 15% of students with disabilities will achieve the "meets" level of proficiency or higher on the English Language Arts (ELA) and Math sections of the State of Texas Assessments of Academic Readiness (STAAR) exam.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School Leader and Teacher Specific Actions for Key Action 1</p> <p>School Leaders' Actions</p> <p>* Promote Student Accountability- At each Annual Review and Dismissal (ARD) meeting, students with disabilities will actively participate by sharing their progress and introducing new goals in collaboration with their teachers and support staff. * Organize 2 professional development sessions by December 2023 to enhance understanding and implementation of Student Learning Goals (SLGs) specifically tailored for students with disabilities, ensuring all staff members are equipped with the necessary knowledge and skills to support their academic growth. * * Reorganize the Special Education Department separating compliance and IEP writing from instruction. Two teachers will serve as case managers for the campus by scheduling and writing IEPs. Eight teachers (2 self-contained, 6 inclusion) will focus on instruction only. Co-Teachers will be aligned by grade level and department. * SPED Goal progress monitoring in PLCs will occur twice a month to monitor student progress toward IEP, NWEA and STAAR achievement goals.</p> <p>Staff Actions</p> <p>* General Education Teachers will utilize independent learning planning strategies (ILPS) from each FIE to inform their instruction, ensuring that individual student needs, including those outlined in IEPs, are considered and addressed. * Co-Teachers will conduct weekly individual conferences to review and discuss progress towards both IEP and classroom goals with each student, providing personalized support and guidance. * In addition to progress reports given at each grading cycle, Co-Teachers will contact the parent of each student in their caseload via phone or email once a month to provide an update as to the student's progress and seek feedback from the parent about the students * Stevenson Case Managers (IEP Writers) will write IEP goals which are aligned to the TEKS of the student's current grade level.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 2: Foster and nurture an environment that promotes exceptional academic achievement among students through the cultivation of a high-performance culture. (Student-Owned data).

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Student-owned data

Indicator 1: 1. Improve academic progress and growth: 75% of students will meet their MOY individual progress goals (set from the Beginning of Year to the Middle of the year) using the NWEA assessment. This will increase to 80% of students meeting their individual goals from MOY to End of Year (EOY) using the NWEA assessment.

Indicator 2: 2. Honor Roll achievement: 50% of students make it onto The Honor Roll by the end of the year.

Indicator 3: 3. Tracking growth targets: 90% of students will be able to share their growth target number and use a tracker to show their progress.

Specific Action 1 Details		Reviews			
Specific Action 1: School Leader and Teacher Actions School Leaders' Actions * Implement and monitor the 'Stevenson Difference' culture initiative. * By the beginning of each academic year, set clear academic goals and effectively communicate them to teachers and students. * Track and monitor the progress of Honor Roll students every 3 weeks. * Communicate Honor Roll expectations to both teachers and students and celebrate students' achievements every month. * Provide targeted Professional Development (PD) sessions for teachers focusing on data analysis and utilization. * Conduct a pre and post climate survey to gather feedback on the learning environment and measure student perceptions. * Visit each classroom period, for the first two weeks of the academic year to celebrate positive student work ethics and have individual conferences with students outside of class to adjust their classroom work ethics. Following the initial two weeks, classroom visits will be reduced to once a day per class to continue providing support and reinforcement of positive work ethics. * Teach work ethics lessons to the students once a week during Dragon Time and set expectations for the grade level. * Meet as a grade level academy once a month to celebrate achievements and set goals. Staff Actions * Implement and monitor the 'Stevenson Difference' culture initiative. * By the beginning of each academic year, set clear academic goals and effectively communicate them to teachers and students. * Track and monitor the progress of Honor Roll students every 3 weeks. * Communicate Honor Roll expectations to both teachers and students and celebrate students' achievements every month. * Provide targeted Professional Development (PD) sessions for teachers focusing on data analysis and utilization. * Conduct a pre and post climate survey to gather feedback on the learning environment and measure student perceptions. * Visit each classroom period, for the first two weeks of the academic year to celebrate positive student work ethics and have individual conferences with students outside of class to adjust their classroom work ethics. Following the initial two weeks, classroom visits will be reduced to once a day per class to continue providing support and reinforcement of positive work ethics. * Teach work ethics lessons to the students once a week during Dragon Time and set expectations for the grade level. * Meet as a grade level academy once a month to celebrate achievements and set goals.		Formative			Summative
		Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Key Action 2: Foster and nurture an environment that promotes exceptional academic achievement among students through the cultivation of a high-performance culture. (Student-Owned data).

Indicator of Success 2: Student Owned Data

Indicator 1: 4. By the end of the academic year, achieve an 80% satisfactory rating on the climate survey regarding positive student attitudes and mindset, as well as a collaborative learning community.

Key Action 3: Increase community engagement to the campus through communication and volunteer opportunities.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent





Indicator of Success 1: Community Engagement Indicators of Success

Indicator 1: 1. By the end of the academic year, achieve an 80% satisfactory rating on the climate survey regarding communication to parents, as well as a collaborative learning community.

Indicator 2: 2. Stevenson will acquire three new partnerships with external community organizations, businesses, or nonprofits.

Indicator 3: 3. 90% of teachers and 100% of Administrators will send at least one mass communication per week to their students and parents through a communication app.

4. The Stevenson PTO will have at least 20 active members by the end of the 2023-2024 school year

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Community Engagement</p> <p>School Leaders' Actions</p> <p>* A well-crafted school newsletter will be distributed to parents and prominently displayed on the school website once a month. The newsletter will provide timely and relevant information to keep parents informed about important school updates, events, and opportunities for involvement. E * A comprehensive parent communication log will be diligently maintained, documenting all interactions between staff and parents. The log will serve as a reliable record of communication, ensuring transparency and accountability. The log's link will be shared with the staff to facilitate easy access and enable them to stay updated on parent interactions. * A thoughtfully designed pacing calendar will be established, specifying designated intervals for checking the parent communication log and initiating appropriate follow-up actions with teachers. This proactive approach ensures that inquiries and concerns raised by parents are promptly addressed fostering effective and timely communication between the school and parents.</p> <p>Staff Actions</p> <p>* Teachers will send out a "Monday Message" to their students and parents each week with a brief overview of the week's objectives and reminders. * School Website Update: The school website will be regularly updated with relevant and current information. This includes ensuring that important announcements, events, and resources are readily accessible to parents, students, and the wider community. The website will serve as a central hub for sharing news, showcasing achievements, and providing essential information. * Social Media Engagement: The school will actively manage and enhance engagement on its Twitter, Instagram, and Facebook accounts. This will involve regular posting of engaging content, responding to comments and inquiries in a timely manner, and fostering a positive and interactive online community. By leveraging social media platforms effectively, the school can strengthen its communication with parents, students, and the broader audience. * STEM Magnet Newsletter: A dedicated STEM Magnet Newsletter will be developed and sent to parents. This specialized newsletter will focus on providing valuable information, updates, and opportunities specific to the STEM program. It will keep parents informed about STEM-related events, projects, and initiatives, fostering a sense of community and involvement within the STEM program.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 4: Ensure high quality instruction for every student at Stevenson.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: High Quality Instruction

Indicator 1: 1. In November, 75% of spot observation will be proficient or higher by district personnel. By April, 90% of spot observation will be proficient or higher by district personnel.

Indicator 2: 2. 40% of Stevenson students will Meet or Master the ELA, SCIENCE and MATH STAAR 2024 assessment.

Specific Action 1 Details	Reviews			
Specific Action 1: School Leader and Teacher Actions for High Quality Instruction School Leaders' Actions * Create, monitor and evaluate a campus wide learning cycle - train teachers and provide oversight that the cycle is being effectively implemented during daily classroom observations and coaching. * Create, monitor, and evaluate a campus wide Literacy Plan using the Amplify curriculum. * Create, monitor, and evaluate campus wide engagement expectations - train teachers and provide over sign that the expectations are effectively being implemented with fidelity. * Implement Project CLEAR lesson cycles to four ELA classes and four Math classes in 7th and 8th Grade. See addendum B * Utilize the Opportunity Culture Grant to create five positions for Stevenson's highest performing teachers to become Multi-Classroom Leaders (MCL) to coach their peers and work with struggling students Staff Actions * Effectively implement differentiation during lessons through small group work and workstations * Teachers will effectively follow the Learning Cycle of collecting/interpreting data through DOLs and modifying instruction through small group delivery * Teachers will implement the Stevenson Campus Writing Plan across contents * Teachers will utilize multiple response strategies to ensure students are actively engaged and working 95% of the time	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

State Compensatory

Budget for 098 Stevenson Middle School

Total SCE Funds: \$273,921.00

Total FTEs Funded by SCE: 3.65

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

Personnel for 098 Stevenson Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Beronica Morales	Teacher	1
Charmaine Sanders	Student Support	0.65
Gina Rodriguez	Teacher	1
Patricia Cooksey	Support	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
CARDENAS, KASSANDRA ICELA	Sr Academic Tutor-Hrly		1
CARRANZA, ELIZABETH YAZMIN	Academic Tutor, Hrly - Ttl1		1
COOKSEY, PATRICIA SUE	Tchr, Social Studies		1
GUZMAN, DAISY ADAMARIS	Academic Tutor, Hrly - Ttl1		1
KANKAM, DAVID MATTHEW	Tchr-Co, Sp Ed		1
Morales, Beronica	Tchr, Math		1
MPIANI, AMA S	Tchr, Spclst 11M		1
RODRIGUEZ, GINA ILIANA	Tchr, Math		1
SANDERS, CHARMAINE LOUISE	Tchr, Math		1
SOSTAND, WILLIAM JOSEPH	Parent Engagement Rep, 11M-Ttl1		1
ZAMORA, BRITTANY WOLFE	Media Services Specialist 12M		1