Houston Independent School District

077 Thomas Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: C

Mission Statement

To create and maintain an effective learning environment by establishing behavioral supports and the social culture needed for all students in our school to achieve social, emotional, and academic success

Vision

Our goal as a school is to equip our young people with the skills and mindset to thrive and then take on the world.

Core Values

High Academic Achievement for All,

Safe, Community- Oriented Environment,

Supportive and Encouraging Culture,

Respect and Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Thomas Middle School is located in the Southeastern corridor of Houston. The campus is situated in a poverty-stricken neighborhood known as the 'dead-end' and serves 538 students from predominately low to moderate-income families. Approximately 30% of our students are Hispanic, 68% are African American, 1% are White and the remaining 1% is split between Asian and two or more races. 95% of our students qualify for free and reduced lunch. Our special population groups are 5% Gifted and Talented and 19% Special Education. The Hispanic and the Special Education populations are increasing. This will ultimately create a shift in the experience and skill set of teachers as we must acquire and retain highly qualified staff members who can intentionally meet the needs of the students.

The professional staff at Thomas consists of 24 core content classroom teachers, 4 core enrichment teachers, 1 reading interventionist, 6 teacher assistants, 5 clerks, 1 secretary, 2 counselors, 1 school nurse, and 7 administrators. Approximately 31% of the staff are male and 79 % are female. 35 % of the teaching staff has less than 10 years of experience.

Areas of Need: Based on STAAR and TELPAS results the areas of need on our campus are:

* To strengthen first instruction in literacy lessons by modeling and coaching teachers to align teaching of objectives, lesson activities, and assessments.
* To provide additional coaching and targeted professional development in Sheltered Instruction and small group instruction in all grade levels and content areas.
* To ensure teachers utilize the backward design model of lesson planning to improve alignment and level of rigor
* To utilize data from varied sources to plan and implement targeted interventions to Tier II and Tier III
* Leverage Wrap-Around Services to address barriers impeding student success

Demographics Strengths

* The community has provided positive feedback regarding school systems and behavior.
* Special education department is 100% in compliance with all required services and documentation.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: EL students are not consistently performing on TELPAS. Data shows EL students performing below 50 % the last two years. **Root Cause:** EL students are not provided effective tier 1 instruction or intervention due to teacher capacity.

Student Learning

Student Learning Summary

Thomas Middle School is rated Met Standard after receiving a 'C' in for the 2021- 2022 school year. Comparing the Spring 21 and Spring 2022 STAAR results, student achievement increased across all grade levels and content areas. Instructional leaders have put systems in place to increase the instructional capacity of teachers. Teachers will utilize small groups to emphasize TEKS after Tier 1 instruction daily. All teachers will have an intervention class. The intervention class will consist of students that were 5-10 questions away from passing STAAR. Homeroom will also be an intervention class consisting of students that were 1-4 questions away from passing STAAR. Instructional leaders will create an intervention plan/schedule for their content. Instructional leaders will use Professional Learning Communities (PLC) to model lesson expectations and provide feedback to teachers during AT BATS. PLC's will also be used to vett lesson plans to ensure the activities are aligned to the TEKS.

	20 - 21	21-22
6th Math (Approaches, Meets, Masters)	(30%, 4%, 0%)	(40%, 8%, 3%)
7th Math (Approaches, Meets, Masters)	(16%, 2%, 1%)	(32%, 12%, 4%)
8th Math (Approaches, Meets, Masters)	(12%, 1%, 0%)	(47%, 17%, 1%)
6th Reading (Approaches, Meets, Masters)	(32%, 11%, 2%)	(35%, 17%, 5%)
7th Reading (Approaches, Meets, Masters)	(29%, 11%, 7%)	(55%, 32%, 15%)
8th Reading (Approaches, Meets, Masters)	(48%, 15%, 5%)	(63%, 28%,11%)
8th Science (Approaches, Meets, Masters)	(27%, 6%, 1%)	(41%, 16%, 7%)
8th Social Studies (Approaches, Meets, Masters)	(22%, 3%, 0%)	(44%, 16%, 7%)
Algebra	(38%, 0%, 0%)	(100%, 90%, 70%)

Student Learning Strengths

- 100% passing at approaches in Algebra.
- Double digit gains in all subject areas except 6th grade reading.
- Double digit gains in the meets category in all subject areas except 6th grade math.
- 13% increase in TELPAS scores

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 PLCs & lesson planning. **Root Cause:** More

than half of the teachers do not practice their lesson before going live with students, so additional support is needed around effective instructional practices. Also, teachers are unaware of how to implement small group instruction and stations.

School Processes & Programs

School Processes & Programs Summary

- The leadership teams meets weekly to discuss teacher performance, student data, campus concerns/needs.
- PLC meetings twice a week to plan instruction, practice instructional delivery, and anlayze data.
- Counselors send out weekly SEL topics for teachers discuss with students.
- Incentives for student behavior, attendance, and academics.
- Increase in elective courses
- Implmentation of after school enrichment programs
- School Wide Do Now and Exit Ticket template
- Calibrated observation walks with administration and timely feedback
- Small group instruction in all core contents
- Tier II and Tier III students scheduled in reading and math intervention

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: There is a need to implement a school wide data protocol that engages teachers in the process of analyzing assessment data and developing intervention plans. **Root Cause:** Teachers inability to analyze and use data for small group interventions prevents us for capturing our bubble students and maximizing student achievement.

Perceptions

Perceptions Summary

High Academic Achievement

Safe, Community-Oriented Environment

Supportive and Encouraging Culture

Respect and Excellence

We have an open door policy with teachers, parents and community stakeholders. We welcome feedback and solutions that will help move Thomas towards being an A-rated school on the TEA accountability system.

- We have painted the hallways to make the building more welcoming.
- Ordered clever touches for all classrooms.
- Required students to wear uniforms.
- Created incentives for behavior, attendance, and academics.
- Implemented systems for discipline.
- Banned the use of cell phones during the instructional day.

Perceptions Strengths

- Stakeholders have provided positive feedback on the changes implemented by the leadership team this school year.
- Students no longer view the school as a " fight club" and are taking responsbilty for their own learning.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Due to frequent student altercations outside and inside the classroom, the community perceives our campus as a failing campus with ineffective instruction and an unsafe environment. **Root Cause:** The campus has a high turnover rate , resulting in inexperienced or underqualified teachers in the classroom. The campus also experienced challenges with attendance, student discipline, and lack of magnet options for students. Due to this perception, parents have chosen to send their students other schools.

Priority Problems of Practice

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: ELAR: By 2022 - 2023 STAAR, Reading scores will improve in sixth grade 35% to 50% in Approaches, 17% to 25% in Meets, and 5% to 15% Masters; seventh grade will improve 55%-65% in Approaches, 32% - 40% in Meets, and 15%-25 % in Masters; eighth grade will improve 63% to 75% in Approaches, 28% to 35 % in Meets, and 11% to 20% in Masters.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Each grade level will meet their targeted goal (6th grade 50%, 7th grade 65%, 8th grade 75%) on exit tickets, common assessments, and TEA assessments.

Evaluation Data Sources: Exit tickets, common assessments, and TEA assessments.

| Strategy 1 Details		Reviews			
Strategy 1: Plan master schedule to build in time for intervention.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase instructional time with the same teacher to increase student achievement.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teacher specialist, assistant principal, RTI personnel. **Action Steps:** Revise master schedule **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math		75%			
0% No Progress	100% Accomplished	Continue/Modify		✗ Discontinue	

Measurable Objective 2: 100% of students will participate in small group pull outs and complete targeted STAAR aligned formative assessments.

Evaluation Data Sources: Small group trackers

Strategy 1 Details	Reviews			
Strategy 1: Create an intervention plan, based on data, to drive targeted classroom instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased time on task for students needing intervention, increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher specialist, Assistant Principal, RTI specialist, DDI specialist	75%			
Action Steps: 1. Identify students in need of interventions according to HB 4545. 2. Create intervention schedule for students with teachers. 3. Communicate with parents intervention schedule 4. Monitor interventions				
Title I: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3: 100% of students will utilize technology in the classroom, at least 4 times per week, during tier 1 instruction and intervention.

  Evaluation Data Sources: Renaissance (Freckle), Imagine language & literacy, Canvas, & Peardeck reports.

Strategy 1 Details	Reviews			
Strategy 1: Implement 1:1 technology for all students and increase teacher integration of technology.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student engagement and participation resulting in academic achievement. Also preparing students for the transition to online state assessments.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus instructional technologist, Teacher specialist, Assistant principal	95%			
Action Steps: 1. Distribution of devices to students 2. Ongoing teacher technology professional development and training 3. Consistent monitoring and use of devices for common assessment, exit tickets, and district assessments.				
Title I: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				
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: Math: By 2022 - 2023 STAAR, Math scores will improve in sixth grade 40%-50% in Approaches, 8%-15% in Meets, and 3%-10% Masters; seventh grade will improve 32%-50% in Approaches, 12% - 20% in Meets, and 4%-10% in Masters; eighth grade will improve 47% - 60% in Approaches, 17%-25% in Meets, and 1%-10% in Masters.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Each grade level will meet their targeted goal (6th grade 50%, 7th grade 45%, 8th grade 60%) on exit tickets, common assessments, and TEA assessments.

Evaluation Data Sources: Exit tickets, common assessments, and TEA assessments.

Strategy 1 Details	Reviews			
Strategy 1: Develop a schoolwide intervention plan/schedule for during school, after school, and Saturday tutorials, divided into targeted phases based on student assessment data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased time on task for intervention and closing academic gaps to meet academic goals. **Staff Responsible for Monitoring:** Teacher Specialists, RTI Personnel, Principal and Assistant Principals **Action Steps:** Revise Master Schedule **Title I:** 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	75%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2: 100% of students will participate in small group pull outs and complete targeted STAAR aligned formative assessments.

Evaluation Data Sources: Small group trackers

Strategy 1 Details	Reviews			
Strategy 1: Increased time on tasks for students needing intervention and create a small group plan and schedule to increase targeted instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will show academic growth and improvement from their previous STAAR data in math. **Staff Responsible for Monitoring:** Teacher specialists, Content Teachers, Math lead teacher **Action Steps:** 1. Identify students in need of interventions according to HB 4545. 2. Create intervention schedule for students with teachers. 3. Communicate with parents intervention schedule 4. Monitor interventions **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3: 100% of students will use technology in the classroom, at least 4 times per week, during Tier 1 Instruction and Intervention.

   Evaluation Data Sources: Renaissance (Freckle), Imagine Math, and Carnegie Online, HISD Canvas, Peardeck.

Strategy 1 Details	Reviews			
Strategy 1: Implement one-to-one technology for all students and increase teacher integration of technology.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student engagement and participation during instruction resulting in academic achievement. In addition, preparing students for the transition to online state assessments.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Instructional Technologist, Teacher Specialists, Principal, Assistant Principals **Action Steps:** 1. Distribution of devices to students 2. Ongoing teacher, technology professional development and training 3. Consistent monitoring and use of devices for common assessments, exit tickets, and district assessments. **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	60%			
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: Increase CCR (College & Career Readiness) curriculum completion rate in grade 7 by the end of the 2022-2023 school year. Increase CCR (College & Career Readiness) curriculum including (PGP) in grade 8 by the end of the 2022-2023 school year.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 1. 7th Grade Curriculum will have a 10% increase in completion from previous Year. (Previous year 79%)
8th grade curriculum including PGP will have a 10% increase in completion from the previous year.(Previous year 77%)

Evaluation Data Sources: Monthly reports obtained from Naviance indicating completion rates and percentages. Project Explore counselor classroom logs of scholars completing CCR and surveys.

Strategy 1 Details	Reviews			
Strategy 1: Project Explore Specialist with support from the counselors, Ms. Crawford and Ms. Turner. Project explore specialist will present/facilitate CCR curriculum lessons and encourage 7th & 8th grade students to complete surveys and engage in College & Career Readiness activities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Higher participation & completion rates from 7th & 8th grade students. Student awareness of the college process. **Staff Responsible for Monitoring:** Project Explore Specialist . Ms. Turner & Ms. Crawford **Action Steps:** 1.Schedule dates for CCR curriculum. 2 Share dates with classroom teachers. 3 Deliver presentations in class or pull out students. 4 Complete Surveys. 5 Review report from Naviance **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college	100%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Measurable Objective 2: 100% of 8th grade students will be aware of the different careers they can pursue after college by listening to a variety of professionals speak about the career path they chose.

Evaluation Data Sources: High school applications and student participation.

Strategy 1 Details	Reviews			
Strategy 1: Career Fair	**Formative**			**Summative**
Strategy's Expected Result/Impact: Expose students to a variety of careers	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Hill-Butler, Project Explore, Crawford, and Jackson **Action Steps:** 1. Choose a day for the event. 2 Reach out to professionals. 3 Have students choose their top 3 careers. 4. Submit the forms to counselors so they can support students with choosing the best high school. **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college	80%			
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Measurable Objective 3: 100% of teachers will have a college wall that will provide students with insight to the possibilities they have if they chose to pursue high education.

Evaluation Data Sources: College boards in all classrooms

Strategy 1 Details	Reviews			
Strategy 1: Create high expectations around teachers having a college wall and exposing students to different types of colleges.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be exposed to a variety of colleges.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers and administration team **Action Steps:** 1. Teachers will develop a college wall in their classrooms. **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college	100%			
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.
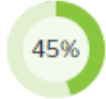
Goal 1: Closing the Gaps

> **Strategic Priorities:**
> Expanding Educational Opportunities

Measurable Objective 1: Ensure professional learning communities are data driven and include progress of all students, including our special education sub-population.

> **Evaluation Data Sources:** Monitoring of PLC's, ongoing assessment data, data collection and analyzing, support from Instructional Specialist, and District Data Specialist.

> **HB3 Board Goal**

Strategy 1 Details	Reviews			
Strategy 1: By the spring of 2023, 15% of students with disabilities in grades 6-8 will score at or above the 40th* percentile as measured by Renaissance scores and / or STAAR reading scores.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase scores for students with disabilities by 15% **Staff Responsible for Monitoring:** SPED Teachers, General Education Teachers, Team Leads, District Leads for SPED **Action Steps:** 1. Teachers will analyze data from ongoing assessments to determine student levels of deficiency and proficiency on annually assessed benchmarks. 2. Ensure professional learning communities are data driven and include progress of all students, including our special education sub-population. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Students will receive additional instruction in after school extended learning program (i.e. Afterschool tutorials, Push-In, Pull-Out, Saturday School, etc.)	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase instruction to using extended learning programs for students with disabilities. **Staff Responsible for Monitoring:** SPED Teachers, General Education Teachers, Team Leads, District Leads for SPED, Title I Coordinator **Action Steps:** 1. Student participation log for extended learning; BOY / MOY / EOY assessment data. 2. Teachers employ a variety of learning strategies that engage students in active participation, address multiple learning styles, and stimulate students' intellectual interest. 3. Implement an after school and Saturday extended learning opportunities which will offer remediation based on student needs in tested areas (to include current failing students). **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** Teachers - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $10,000	55%			

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

Measurable Objective 2: 100% of Thomas' Special Education staff will collaborate with general education teachers to deliver high quality instruction that is targeted to increase literacy.

Evaluation Data Sources: Easy IEP Data tracking and progress monitoring, ongoing academic assessments, tutorials, small group instruction.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all inclusion teachers understand and implement student IEP accommodations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure impactful measures are taking place that target and increase learning.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Special Education Co-Teachers, Special Education Chairperson, Special Education Program Specialist, Ongoing academic assessments by Case Managers and Dyslexia Specialist , common, district, and summative assessments. **Action Steps:** 1. Monitoring of instruction and practices. 2. Professional development aimed at understanding and implementing IEP's. 3. Co-Teacher and Special Education chairperson check-in, academic monitoring, and ARD participation. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	100%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers engage students into differentiated instruction to meet their needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide high quality instruction and differentiation in the regular education classroom for children with disabilities (IEPs and 504s)	Nov	Jan	Mar	June
Staff Responsible for Monitoring: SPED Teachers, General Education Teachers, Team Leads, District Leads for SPED **Action Steps:** 1. Increase engagement evidenced in walk-throughs / documentation 2. Use of a variety of learning strategies will be evident in lesson plans and by classroom observations. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	65%			

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

Measurable Objective 3: 100% of all inclusion teachers receive, understand and implement student IEP accommodations.

Evaluation Data Sources: Monitoring of instructional practices. Professional Development and PLC's aimed at understanding and implementing IEP's. Co-Teacher and Special Education chairperson check-in, academic monitoring, and ARD participation.

Strategy 1 Details	Reviews			
Strategy 1: Provide learning and planning opportunities to use targeted accommodations consistently and effectively to support student with diverse needs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Educators should collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports). **Staff Responsible for Monitoring:** Special Education Teachers, Collaboration with General Education Teachers, District Leads **Action Steps:** 1. Plan time for teacher collaboration across content areas to share successes. 2. Educators should collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports). **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	45%			

Strategy 2 Details	Reviews			
Strategy 2: Increase the use and monitoring of data to guide instruction and remediation for varied students .	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Use data to increase student instruction **Staff Responsible for Monitoring:** Special Education Teachers, Collaboration with General Education Teachers, District Leads **Action Steps:** 1. Collaborative planning sessions, Grade level meetings, data room participation will be discussed with administration during bi-weekly leadership team meetings. 2. Benchmark, Renaissance data, classroom performance data retrieved from A4E **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	55%			

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

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE:We will increase our attendance rate by 10% for the 2022 - 2023 school year.

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

Measurable Objective 1: The campus EOY average will increase from 82% to 92% at the conclusion of the 2022-2023 school year.

Evaluation Data Sources: monthly attendance data

Strategy 1 Details		Reviews			
Strategy 1: 6 week perfect attendance celebrations. EOY perfect attendance celebration		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in daily attendance.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Jackson, Doyle, Pierson, Crawford, and Turner.		45%			
Action Steps: 1. Analyze monthly attendance report. 2 Implement incentive. 3 Parent calls/conferences for students wit more than 5 absences in a month. 4. Home visits					
Title I: 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Candy, Cupcakes, Pizza, Certificates, - 1991010001 - General Fund - Regular Program - 6600 - Capital Outlay - $3,000					
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: We will decrease the suspension rates for all subpopulations by 10% by providing timely interventions to address discipline concerns.

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

Measurable Objective 1: Decrease the number of out of school and in school suspensions by 10%.

Evaluation Data Sources: Powerschool discipline data

Strategy 1 Details		Reviews		
Strategy 1: Create in school intervention system before assigning in school or out of school suspension.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A decrease in the number of students sent to ISS or suspended.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration team **Action Steps:** 1. Conference with student. 2. Parent contact/conference 3. Referral to Counselor or WrapAround. 4.Lunch detention. 5. After school detention. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools	75%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: Thomas will promote the health, safety and well-being of all stakeholders by creating a culture of excellence and being proactive with interventions that will reduce the number of emergency incidents by 10% as compared to the incidents reported during the 2020-2021.

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

Measurable Objective 1: Decrease the number of physical altercations and bulling incidents by 15%.

Evaluation Data Sources: Discipline reports in PowerSchool (OSS, ISS, & Detention)

Strategy 1 Details	Reviews			
Strategy 1: No cellular devices	**Formative**			**Summative**
Strategy's Expected Result/Impact: A decrease in cyber bulling and harrassment among studnets.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Team and Teachers **Action Steps:** 1. Implement a no cell phone policy. 2 Implement $15 cell fee. 3. Continue to actively monitor the use of electronic devices. **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools	45%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: By the end of the 2022-2023 school year, the percentage of 6th -8th grade SPED students performing at the approaches level will increase by 5%

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

Measurable Objective 1: To ensure that teachers have access to meaningful, timely and relevant professional development that translates to classroom and student needs, the administrative team will survey teachers and school staff on their needs for professional
development, then develop and prioritize a comprehensive professional development plan to ensure systematic training and updates for all stakeholders,

This may include, but not be limited to:
a. Special education delivery models (pull-outs, co-teaching, push-in, etc.) and the use of evidence-based practices in the area of inclusive practices;
b. Managing special education programs on school sites for administrators and leaders;
c. Information on developing and implementing a systematic data collection and analysis method for progress on goals

Evaluation Data Sources: Benchmarks, Ren 360 data, Teacher Assessment Data; Observation Data w/ the Co-Teach Classrooms, Documented Data for Pull Outs, Progress Monitoring.

Strategy 1 Details	Reviews			
Strategy 1: Improve the supports to all staff working with students with special needs in order to make the environment for learning priority #1 by developing and allocating resources toward a comprehensive professional development plan for all staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the percentage of 6th -8th grade SPED students performing at the approaches level will increase by 5% **Staff Responsible for Monitoring:** Administrators, Department Chairpersons, Program Supervisors, District Leads, Case Managers **Action Steps:** 1. Site leadership will work with Special Education teachers to best utilize their Professional Learning Community (PLC) time 2. Identify resources to collaborate with one another on expected student learning outcomes, student assessments, support and intervention strategies, curriculum and instruction, and best practices across the district. 3. Ensure appropriate inclusion opportunities for students in special programs, or for students who spend the majority of their day in the special education environment, IEP teams' annual discussions will include the opportunity to discuss access, participation, and support of each individual student with disabilities according to their specific needs. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	45%			

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.
Provide a campus program that supports and encourages students at all levels to show at least a 5% growth in reading, math, and science by the end of the school year.

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

Measurable Objective 1: Monitoring special populations progress and language acquisition throughout the school year. ELPs will be embedded into daily lessons to ensure ELs are receiving supports.
Monitor performance, progress and academic growth on district formative assessments and campus common assessments for our special populations.

Evaluation Data Sources: Evidence of professional opportunities offered, Student Grades, survey of student progress, student - teacher class expectations, student portfolios, IEPs, progress monitoring, mastery checks.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will integrate the ELPs in their lesson plans. Teachers will schedule time during class to practice listening and speaking. Students will gain accuracy and fluency in reading while receiving support through accommodations, modification, and Reading by Design Mastery checks (Dyslexic).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To show at least a 5% growth in reading, math, and science by the end of the school year for special populations. **Staff Responsible for Monitoring:** Dyslexic Teacher, EL Teachers, SPED Co-Teachers, Collaboration with General Education Teachers, Department Chairpersons. **Action Steps:** 1. Teachers will integrate the ELPs and accommodations in their lesson plans. 2. Teachers will schedule time to meet with students. 3. To provide short term reading interventions for students with Dyslexia 4. Collaborate with teachers for Tier III students and provide interventions. 5. To identify and provide intense support through pull outs and in class conversion through intensified instruction within the regular classroom setting. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	45%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: In 2022-2023 school year, Thomas Middle will reduce the percentage of parent dissatisfaction surveys by 10% and increase parental and community engagement by 15% from the last school year.

Measurable Objective 1: Parent participation in on campus academic and social engagement opportunities increase by 10%.

Evaluation Data Sources: Title 1 parent sign in sheets (meet the teacher, open house, academic nights, PTA)

Strategy 1 Details	Reviews			
Strategy 1: Campus wide monthly parent communication. Letter, Twitter and Instagram	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental engagement **Staff Responsible for Monitoring:** Administration Team **Action Steps:** 1. Identify primary campus communication method. 2 Acquire parent /guardian information. 3. Create communication artifact. 4 Distribute artifact to parents/guardians. **Title I:** 4.1 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June
	50%			
Strategy 2 Details	Reviews			
Strategy 2: Identify Parent Engagement Activities	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent engagement **Staff Responsible for Monitoring:** Administration Team **Action Steps:** 1. Create a calendar of all activities. 2 Assign activity overseer. 3 Host parent engagement activity. 4. Collect parent signatures for Title 1 **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June
	60%			
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Measurable Objective 2: Hearing Screening at grades 6,7, and 8 will be completed by a certified nurse or screener on or before December 15, 2021

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

Strategy 1 Details		Reviews			
Strategy 1: Implement district and state hearing mandates.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided hearing aids.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Perkins and Jones		75%			
Action Steps: 1. Identify students. 2 Create campus hearing screening timeline and protocols. 3 Complete hearing screening process. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

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

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

Evaluation Data Sources: Immunization data entry reports.

Strategy 1 Details		Reviews		
Strategy 1: Comply with district and state polices regarding reporting student.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students immunization records updated and students that need immunizations will be notified. **Staff Responsible for Monitoring:** Perkins and Jones **Action Steps:** 1. Complete mandated immunization data entry . 2 Complete mandated immunization reporting. **Title I:** 2.6 - TEA Priorities: Improve low-performing schools	**Nov**	**Jan**	**Mar**	**June**
	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2: Vision Screening at Grades 6,7,and 8 will completed by a certified school nurse or screener on or before December 15th, 2022

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

Strategy 1 Details	Reviews			
Strategy 1: Implement district and state vision screening mandates.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students that need glasses to improve their vision will be identified.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Perkins and Jones **Action Steps:** 1. Identify students. 2. Create campus vision screening timeline and protocols. 3 Complete vision screening process. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools	75%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3: Medication administration, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023

    Evaluation Data Sources: Person Responsible: School Nurse/Health Wellness Team

Strategy 1 Details	Reviews			
Strategy 1: Implement campus based medication administration process.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Systemic on campus medication administration process.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Perkins and Jones **Action Steps:** 1. Establish campus wellness team. 2 Distribute medication administration paperwork to impacted families. 4. Establish medication routine for identified students. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools	100%			
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

Measurable Objective 1: 100% of students will be ware of how their diet effects their health.

   Evaluation Data Sources: Student work samples from Physical Education

Strategy 1 Details	Reviews			
Strategy 1: Educated students on the effects of a poor diet and how poor food choices can lead to obesity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn the role calories play in weight loss and gain.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wilson and Bradley Taylor				
Action Steps: 1. Create lesson plan on health. 2 Teach students about obesity. 3 Have students track their diet and exercise. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools	65%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: Science and Social studies will increase in all performance levels by pulling small groups after tier 1 instruction.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Science 2021-2022 results 49% approaches, 24% meets, and 7% masters. Goals 2022-2023 60% approaches 30% meets and 12% masters
Social Studies 2021-2022 results 50% approaches , 24 % meets and 7% masters. Goals 2022-2023 60% approaches, 30% meets, and 12 % masters

Evaluation Data Sources: Common Assessments, TEA interim assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Students will be pulled to small group on a consistent basis and teachers will consistently model how to use the supplemental aid in Science.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase in student achievement. **Staff Responsible for Monitoring:** Content administrators and content teachers **Action Steps:** 1. Consistently check for understanding during tier 1 instruction. 2. Pull small groups during independent practice. 3 Analyze exit tickets. 4. Analyze assessments. 5 Spiral low performing TEKS into the DO Now. 6. Create reteach plan for TEKS lower than 50%. **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	50%			
	0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

State Compensatory

Budget for 077 Thomas Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

N/A

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Thomas Middle School is located in the Southeastern corridor of Houston. The campus is situated in a poverty-stricken neighborhood known as the 'dead-end' and serves 544 students from predominately low to moderate-income families. Approximately 30% of our students are Hispanic, 68% are African American, 1% are White and the remaining 1% is split between Asian and two or more races. A 95% of our students qualify for free and reduced lunch. Our special population groups are 5% Gifted and Talented and 19% Special Education. The Hispanic and Special Education populations are increasing. This will ultimately create a shift in the experience and skill set of teachers as we must acquire and retain highly qualified staff members who can intentionally meet the needs of the students.

The professional staff at Thomas consists of 24 core content classroom teachers, 4 core enrichment teachers, 1 reading interventionist, 6 teacher assistants, 5 clerks, 1 secretary, 2 counselors, 1 school nurse, and 7 administrators. Approximately 31% of the staff are male and 79 % are female. 35 % of the teaching staff has less than 10 years of experience.

Thomas Middle School is currently rated "Met Standard" with a "C" rating. This year our academic goals will continue to focus on strengthening the capacity of our teachers and improving student exposure to rigorous work products that will increase student outcomes at all performance levels. An analysis of the student data and teacher walkthrough data revealed that some teachers didn't have the capacity nor the pedagogy awareness to effectively differentiate instruction and implement rigorous lessons during Tier I that are aligned to the state standards. There is also a need to properly prepare our EL students for the TELPAS exam. We are seeing inconsistencies between STAAR performance data and TELPAS growth. After analyzing all data, it is apparent that teacher capacity must continue to increase to ensure effective teachers are in every classroom. Secondly, we have identified another root cause is the lack of consistent rigorous instruction in all classrooms. Previous data revealed that strong systems around instructional planning, observation and feedback, behavioral support, and data analysis were evident, however, no consistent focus on intervention and student work products that align to STAAR level meets and masters was identified. Leaders will need to have a laser-like focus on what supports, and resources will be used to support teacher capacity around planning and executing rigorous lessons. Leaders will need to be knowledgeable on collecting, tracking, and analyzing student data and work products to provide support for teachers. It is the role of the leadership team to create and monitor the effectiveness of campus intervention and ensure that all intervention systems are intentional, targeted, and strictly aligned to student data.

Measurable Goals

ELAR: By 2022 - 2023 STAAR, Reading scores will improve in sixth grade 35% to 50% in Approaches, 17% to 25% in Meets, and 5% to 15% Masters; seventh grade will improve 55%-65% in Approaches, 32% - 40% in Meets, and 15%-25 % in Masters; eighth grade will improve 63% to 75% in Approaches, 28% to 35 % in Meets, and 11% to 20% in Masters.

 Math: By 2022 - 2023 STAAR, Math scores will improve in sixth grade 40%-50% in Approaches, 8%-15% in Meets, and 3%-10% Masters; seventh grade

will improve 32%-50% in Approaches, 12% - 20% in Meets, and 4%-10% in Masters; eighth grade will improve 47% - 60% in Approaches, 17%-25% in Meets, and 1%-10% in Masters.

Science 2021-2022 results 49% approaches, 24% meets, and 7% masters. Goals 2022-2023 60% approaches 30% meets and 12% masters

Social Studies 2021-2022 results 50% approaches , 24 % meets and 7% masters. Goals 2022-2023 60% approaches, 30% meets, and 12 % masters

7th Grade Curriculum will have a 10% increase in completion from previous Year. (Previous year 79%) 8th grade curriculum including PGP will have a 10% increase in completion from the previous year.(Previous year 77%)

ATTENDANCE:We will increase our attendance rate by 10% for the 2022 - 2023 school year.

Decrease the number of out of school and in school suspensions by 10%

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents, teachers and communiity members of the Cresmont Civic Center.

Meeting Dates

September 30th

2.2: Regular monitoring and revision

Students on our campus that are at risk are frequently absent, have minimum to no parent involvement, struggle academically, and may lack clothing and basic hygiene products.

We are implementing the following strategies:

Attendance Incentives such as breakfast, free dress pass, and lunch with the principal.

Assessment /Tutorial Incentives- Pizza parties, Movie & Popcorn, Dance, and Gift Cards

Parent Involment- Breakfast with the principal. PTO meetings

Services- Provide shirts & backpacks. Referral to wraparound services & Community in schools

The leadership teams meets bi weekly to discuss systems and strategies. Appriasers provide inisght to ineffective practices based off their observations. The

leadership team conducts calibrations to determine areas of improvement. The leadership team also reviews assessment and attendance data to determine the effectiveness of incentives. Phone calls and home visits are also conducted by the attendance clerk and wraparound specialist.

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

The CIP will be available in Spanish.

2.4: Opportunities for all children to meet State standards

All students will recieve a chromebook creating a 1:1 campus.

Academic writing will be incoprated in all core content classes.

ACE strategy used in ELA classes to create constructive responses.

Monday-Wednesday is tier 1 instruction and Thursday-Friday are intervention days in Math & ELA classes.

2.5: Increased learning time and well-rounded education

The master schedule was built to include intervention classes. Students that failed math or reading STAAR were double blocked for the subject they failed or had the most missed questions. Math and ELA have tight instructional schedules. School wide attendance incentives that reward individual students as well as the grade level are in place. Administration has implemented a no cell phone policy to decrease the number of phyiscal altercations that occur on and around the campus.

We have established after school clubs such as robtics, cheer, Stem ,dance, choir and band. Students have been exposed to colleges and different career fields through the project explore.

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

The master schedule was built to include intervention classes. Students that failed math or reading STAAR were double blocked for the subject they failed or had the most missed questions. Math and ELA have tight instructional schedules.Academic writing will be incoprated in all core content classes. Monday-Wednesday is tier 1 instruction and Thursday-Friday are intervention days in Math & ELA classes. Intervention consist of stations covering previous taught TEKS and small group is based on the TEKS not mastered by the student(s) that are pulled.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Sources reviewed to evaluate the effectiveness of school wide programs:

Common Assessments

Renaissance

Imagine Learning

TEA Assessments

STAAR

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The campus develops and disseminated in multiple ways. Parents and guardians are invited to participate and provide suggestions and ideas by attending Title I meetings (hosted by Parent and Family Engagement, PTO, Wraparound, Local-Level Meetings), send informational resources and materials home by students, copies of said meetings are place in the main office, digital resources (including the school's marque) post online, ensure that copies / call-outs are available in and disseminated in parents' native languages. Additionally, school staff contact parents via telephone calls.

4.2: Offer flexible number of parent involvement meetings

Parent meeting dates:

September 27th

October 20th

October 27th

November 30th

January 11th

February 22nd

March 15th

April 12th

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Title I, Part A funds must be expended for programs, activities, and strategies that are scientifically based on research and meet needs identified through the comprehensive needs assessment of the entire school process including the needs of migrant students, based on information that includes how students are meeting the state's challenging academic content and achievement standards.

Title I Personnel

Name	Position	Program	FTE
Dequanna Davis	Teacher	Extra Pay	65,000
T. Washington	Teacher Specialist	Extra Pay	73,612

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Tashaineyea Merrell	Teacher
Classroom Teacher	Kelley Martinez	Teacher
Non-classroom Professional	Dina Pierson	WrapAround Specialist
Administrator	Edwandolyn St.Aime	Special Education Department Chair
Administrator	Brittney Jackson	Chair
Parent	Kitra Bell	Community Member
Business Representative	Arlene Shelby	Business Rep
Classroom Teacher	Jessica Lasker	Parent
Community Representative	Whyeshia Gabriel	Community member

Campus Funding Summary

				1991010001 - General Fund - Regular Program		
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	2	Teachers	6100 - Payroll	$10,000.00
5	1	1	1	Candy, Cupcakes, Pizza, Certificates,	6600 - Capital Outlay	$3,000.00
					Sub-Total	$13,000.00