Houston Independent School District

071 Project Chrysalis Middle School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Data is used to drive instruction by addressing student misconceptions in day-to-day lesson instruction. High-Quality instruction materials align to instructional planning by focusing on the end goal in mind (STAAR, EOY, etc.).

Student Achievement Strengths

The area of strength from last year's data is student are preforming and growing on average rate compared to the nation. Students excel in reading and the data has been steady for the past few years.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: At Project Chrysalis Middle School standards-aligned instruction has been steady which resulted in a steady rigor in instruction and academics for students. **Root Cause:** PLCs and professional development are not structured in a way to allow understanding of the curriculum. Professional development and PLC protocols were not in place and resulted in teachers planning on their own.

Problem of Practice 2: At Project Chrysalis there has been a lack of student engagement during instruction. There was a lack of preparedness and no practice on backwards planning to provide high-quality instruction. This lack caused students to poorly engage in the lesson. **Root Cause:** Teachers were not well versed in the implementations of student engagement practices. Teachers also lack the development of backwards planning and have not internalized a lesson to deliver a lesson with best practices.

Problem of Practice 3: At Project Chrysalis y, we have not been effectively creating a team of support for students. There was no cohesive plan to support the student learning environment, address academic areas and behavior areas. **Root Cause:** We have not done a rest on our school campus to invite all key stakeholders to support students. In addition, we have not been clear in the expectations and the non-negotiables in the classroom.

School Culture and Climate

School Culture and Climate Summary

The data is reflective to student behaviors. There is minimal disruptive behaviors in the classroom. The data is also reflective to student attendance, the students who have been performing below average have a low attendance rate. Students feel safe in our school campus and love their teachers.

The 2022-2023 attendance rate was, high and above average in HISD. There is a correlation between our school attendance and student data.

School Culture and Climate Strengths

Teachers enjoy teaching at Chrysalis and are comfortable working at the campus. Many teachers are novice teachers.

Area of strength is Reading and Mathematics.

The campus maintained the data from previous years.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Project Chrysalis , although our performance rate is high for all students, students identified as English Language Learners have a lower performance rate than other subpopulations. **Root Cause:** Though we have dedicated resources to engage students and parents, we have a gap sheltered instruction practices across all content.

Problem of Practice 2: At Project Chrysalis, there is not a consistent system in place to ensure special education compliance resulting in deadlines not being meant on time. **Root Cause:** Campus leaders are not well versed in special education law.

Problem of Practice 3: At Project Chrysalis, there is not a Special Education Resource Teacher to provide accommodations to students in a push in or pull out method. **Root**

Cause: There is no Special Education Resource Teacher.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents participated in Open House and Coffee with the Principal this school year. There are more Project Chrysalis parents that attend than Cage.

Parent and Community Engagement Strengths

Parents in SDMC are involved in engaging meaningful conversations about improving our school needs.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: At Project Chrysalis, there was a slight decrease in the number of magnet (out of zone) student enrollment for the 2022-2023 school year.   **Root Cause:** Lack of fully developed multi-media presence such as Twitter, Facebook, Class Dojo, TikTok, etc.

Problem of Practice 2: At Project Chrysalis, there was no PTO established for parents.   **Root Cause:** Campus leadership were not in agreement to have a PTO.

Problem of Practice 3: At Project Chrysalis, there was a decrease of parental involvement from the school years of 2020-2023.   **Root Cause:** COVID made it difficult for parental involvement and campus leadership did not have many events for parents to be engaged in.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Key Actions

Key Action 1: Instructional alignment across all content (Strong Tier-I Alignment)
    Strategic Priorities:
    Transforming Academic Outreach

Indicator of Success 1: 80% out of 60 spot observations conducted during the first week of October will demonstrate alignment with the curriculum and the demonstration of learning (DOL). That percentage will increase to 100% or higher by May.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide feedback in effective instruction and teachers will apply it in the classroom.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Administrators will conduct 5 spot observations daily to check for instructional alignment.				
Administrators will conduct in the moment coaching sessions when necessary, and/or on select days.				
Staff Actions				
Use district curriculum resources to support alignment during planning, use Lead4Ward field guides, analyze student work.				

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

Key Action 1: Instructional alignment across all content (Strong Tier-I Alignment)

Indicator of Success 2: Achievement/Growth on common assessments, NWEA MAP increase of 5% by Dec. and total of 10% increase by March.

Specific Action 1 Details	Reviews			
Specific Action 1: School and teacher will keep track data to observe growth.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Lead data PLCs to analyze student growth. Establish teacher led PLCs to analyze student work (1 every 2 weeks) **Staff Actions** Use district curriculum resources to support alignment during planning, use Lead4Ward field guides, analyze student work.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 1: Instructional alignment across all content (Strong Tier-I Alignment)

Indicator of Success 3: 80% of lesson plan activities will demonstrate alignment with the stated objectives as measured by weekly lesson plan feedback.

Specific Action 1 Details		Reviews		
Specific Action 1: Teachers will aligned curriculum with effective instruction and leaders will check this during PLCs.		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Implement strong PLCs with discussions centered around TEK, daily objective (DO) and demonstration of learning (DOL) alignment. **Staff Actions** Use district curriculum resources to support alignment during planning, use Lead4Ward field guides, analyze student work.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Key Action 2: Strengthen Instruction in Reading and Writing across all grade levels.
    Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: Achievement/Growth on Common Assessments- Reading NWEA MAP increase of 5% by Dec. and total of 10% increase by March

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide Professional Development and they will give feedback on effective instruction and best practices and teachers will do the implementation.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Facilitate PLCs that will provide space to train and model on data driven instruction, and analyzing student work samples School leaders will conduct spot observations focused on Reading with feedback consisting of best practices. Ensure all teachers attend district curriculum trainings and follow up with spot observations or walk-throughs to check on the implementation of what was presented the during the trainings. **Staff Actions** Review their data to assign students the appropriate interventions as well as assignment to the appropriate LSAE group. Attend district curriculum trainings.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 2: Strengthen Instruction in Reading and Writing across all grade levels.

Indicator of Success 2: Data tracking of DOLs.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders and teachers will keep track of data.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
School leaders will conduct spot observations focused on Reading with feedback consisting of best practices. Ensure all teachers attend district curriculum trainings and follow up with spot observations or walk-throughs to check on the implementation of what was presented the during the trainings. **Staff Actions** The teachers will input the DOLs into OnTrack to track their data throughout the week. Review their data to assign students the appropriate interventions as well as assignment to the appropriate LSAE group.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 2: Strengthen Instruction in Reading and Writing across all grade levels.

Indicator of Success 3: 80% of spot observations will demonstrate high quality reading instruction.

Specific Action 1 Details		Reviews		
Specific Action 1: Leaders will provide support on best practices in the classroom and teachers will keep updating their best practices in the classroom.		**Formative**		**Summative**
		Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Facilitate PLCs that will provide space to train and model on data driven instruction, and analyzing student work samples School leaders will conduct spot observations focused on Reading with feedback consisting of best practices. Ensure all teachers attend district curriculum trainings and follow up with spot observations or walk-throughs to check on the implementation of what was presented the during the trainings. **Staff Actions** Attend district curriculum trainings.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 3: Strengthen Instruction in Math across all grade levels.
  Strategic Priorities:
  Transforming Academic Outreach

Indicator of Success 1: Facilitate PLCs that will provide space to train and model on data driven instruction, and analyzing student work samples.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide trainings and teachers will implement in classroom.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Facilitate PLCs that will provide space to train and model on data driven instruction, and analyzing student work samples. **Staff Actions** The teachers will input the DOLs into OnTrack to track their data throughout the week.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Key Action 3: Strengthen Instruction in Math across all grade levels.

Indicator of Success 2: School leaders will conduct spot observations focused on Math with feedback consisting of best practices.

Specific Action 1 Details	Reviews			
Specific Action 1: Administrators will provide feedback to Math teachers and teacher will implement in the classroom.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
School leaders will conduct spot observations focused on Math with feedback consisting of best practices. **Staff Actions** They will review their data to assign students the appropriate interventions as well as assignment to the appropriate LSAE model.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 3: Strengthen Instruction in Math across all grade levels.

Indicator of Success 3: Ensure all teachers attend district curriculum trainings, follow up during PLCs.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will keep track of teachers taking Professional Development in the district.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Ensure all teachers attend district curriculum trainings and follow up with spot observations or walk-throughs to check on the implementation of what was presented the during the trainings. **Staff Actions** Attend district curriculum trainings.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 4: Increase English Proficiency of Emergent Bilingual Students with a particular focus on Speaking and Writing.

    Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: At least 70% of EB students will increase their English proficiency by one proficiency level as indicated by the TELPAS Proficiency Level Descriptors on the district's 3rd ELD assessment conducted on Summit K-12 and on the TELPAS in February.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will train teachers on effective TELPAS strategies and teachers will implement in the classroom.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Train teachers during pre-service on the habits of discussion. Facilitate PLCs that will provide space to train and model on incorporating speaking opportunities for students. **Staff Actions** Create multiple opportunities for students to speak and write about the content by planning on what activities will be used to provide those speaking and writing opportunities.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 4: Increase English Proficiency of Emergent Bilingual Students with a particular focus on Speaking and Writing.

Indicator of Success 2: 100% of teachers will incorporate activities in their daily lesson to increase students' proficiency level with a particular focus on Speaking and Writing by including opportunities for students to speak and write using academic vocabulary.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide feedback to teachers on best practices on speaking and writing and teachers will implement them in the classroom.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions School leaders will conduct spot observations focused on opportunities for students to practice speaking and writing. Ensure all teachers attend EB district trainings and follow up with spot observations or walk-throughs to check on the implementation of what was presented the during the trainings. **Staff Actions** Provide students with supports such as sentence stems, word banks, vocabulary review, visuals which allow them to access and manipulate the language.				

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

Key Action 5: Strengthen Progress Monitoring for Special Education
Strategic Priorities:
Increasing Organizational Efficiency

Indicator of Success 1: 100% of students Progress Monitoring in Special Education to accurately reflect the students' progress in the general education class.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide training to teachers in how effective progress monitoring , specifically in Special Education and teacher will track the data.	**Formative**			**Summative**
	Feb	**Mar**	**Apr**	**June**
School Leaders' Actions Provide professional development on progress monitoring to teachers during pre-service. Review the documentation prior to an IEP meeting to ensure the level of progress monitoring is accurate and in compliance with Special Ed law. **Staff Actions** The teacher will facilitate the implementation of 100% of their special education students' use of the students' self-tracking data systems. Teachers will base students' progress monitoring on data sources specifically centered on TEKS specified on their IEP goals which may mean when using an assessment as a data source, the will base their monitoring on only certain questions that assess the specific TEK stated on the student's IEP goals.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Key Action 5: Strengthen Progress Monitoring for Special Education

Indicator of Success 2: 100% alignment between goal, activities and data sources used for progress monitoring.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide feedback in alignments and progress monitoring in Special Populations.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Will ensure each Special Education students have a portfolio including documentation such as student work samples or copies of the assessments/questions used to assess the students' progress as an indication of the appropriate progress monitoring procedures being followed. Review the documentation prior to an IEP meeting to ensure the level of progress monitoring is accurate and in compliance with Special Ed law. **Staff Actions** The teacher will facilitate the implementation of 100% of their special education students' use of the students' self-tracking data systems. Teachers will base students' progress monitoring on data sources specifically centered on TEKS specified on their IEP goals which may mean when using an assessment as a data source, the will base their monitoring on only certain questions that assess the specific TEK stated on the student's IEP goals.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 5: Strengthen Progress Monitoring for Special Education

Indicator of Success 3: A campus wide student self-tracking data system aligned to the students' IEP goals will be implemented.

Specific Action 1 Details	Reviews			
Specific Action 1: Leaders and teachers will use data to monitor progress.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Ensure special education teachers use TEKS based assessments from Goal Book when needed.				
Review the documentation prior to an IEP meeting to ensure the level of progress monitoring is accurate and in compliance with Special Ed law.				
Staff Actions				
The teacher will facilitate the implementation of 100% of their special education students' use of the students' self-tracking data systems.				
Teachers will base students' progress monitoring on data sources specifically centered on TEKS specified on their IEP goals which may mean when using an assessment as a data source, the will base their monitoring on only certain questions that assess the specific TEK stated on the student's IEP goals.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

State Compensatory

Budget for 071 Project Chrysalis Middle School

Total SCE Funds: $471,000.00
Total FTEs Funded by SCE: 8
Brief Description of SCE Services and/or Programs

Personnel for 071 Project Chrysalis Middle School

Name	Position	FTE
Ashley Lara	NES-A Teacher Apprentice MS	1
Carl Ewert	NES-A Teacher Apprentice MS	1
Chasity Nicks	NES-A Learning Coach MS	1
Dominique Scott	NES-A Learning Coach MS	1
Dysha Collins	NES-A Teacher Apprentice MS	1
Jovi Bacani	NES-A 7th Grade Math Teacher	1
Lakita Henry	NES-A Learning Coach MS	1
Meredith Foster	NES-A Learning Coach MS	1

Addendums

School Information

District Name:	HOUSTON ISD
Campus Type:	Middle School
Total Students:	269
Grade Span:	06 - 08

For more information about this campus, see:

https:/TXschools.gov

or the Texas Academic Performance Report at:

https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating	**Student Achievement**	**School Progress**	**Closing the Gaps**
A	A	A	A
97 of 100	93 of 100	95 of 100	100 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

Academic Achievement in English/Language Arts/Reading ✓

Academic Achievement in Mathematics ✓

Academic Achievement in Science ✓

Academic Achievement in Social Studies ✓

Top 25% : Comparative Academic Growth ✓

Top 25% : Comparative Closing the Gaps ✓

Postsecondary Readiness ✓

Student Information

This section provides demographic information about PROJECT CHRYSALIS MIDDLE, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	98.8%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	1.1%	22.1%	12.8%
Hispanic	94.4%	61.9%	52.8%
White	1.5%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	2.6%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.4%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	75.1%	79.2%	60.7%
Special Education	1.1%	8.4%	11.6%
Emergent Bilingual/EL	30.1%	35.1%	21.7%
Mobility Rate (2020-21)			
	0.7%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	-	18.2	18.7
Grade 1	-	15.7	18.7
Grade 2	-	15.4	18.6
Grade 3	-	14.4	18.7
Grade 4	-	13.7	18.8
Grade 5	-	14.0	20.2
Grade 6	21.7	19.1	19.2
Secondary			
English/Language Arts	18.4	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	22.8	21.2	17.5
Science	22.8	21.5	18.5
Social Studies	22.8	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: **http://tea.texas.gov/financialstandardreports/**

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$5,884	$10,524	$11,106
Instruction	$4,748	$5,989	$6,358
Instructional Leadership	$70	$185	$186
School Leadership	$496	$749	$654

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	**96%**	100%	96%	100%	-	94%	-	*	97%
	2021	67%	57%	**90%**	100%	89%	94%	-	100%	-	-	87%
ELA/Reading	2022	75%	70%	**98%**	*	98%	*	-	100%	-	*	99%
	2021	68%	60%	**94%**	*	94%	100%	-	*	-	-	94%
Mathematics	2022	72%	67%	**94%**	*	94%	*	-	86%	-	*	96%
	2021	66%	53%	**87%**	*	86%	83%	-	*	-	-	84%
Science	2022	76%	68%	**99%**	*	99%	*	-	*	-	-	99%
	2021	71%	59%	**91%**	*	90%	*	-	*	-	-	88%
Social Studies	2022	75%	70%	**94%**	*	94%	*	-	*	-	-	94%
	2021	73%	66%	**80%**	*	78%	*	-	*	-	-	73%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	**74%**	88%	73%	90%	-	89%	-	*	73%
	2021	41%	33%	**53%**	50%	52%	75%	-	70%	-	-	48%
ELA/Reading	2022	53%	49%	**85%**	*	84%	*	-	86%	-	*	85%
	2021	45%	38%	**66%**	*	66%	83%	-	*	-	-	63%
Mathematics	2022	42%	38%	**66%**	*	65%	*	-	86%	-	*	66%
	2021	37%	27%	**44%**	*	43%	67%	-	*	-	-	39%
Science	2022	47%	39%	**79%**	*	78%	*	-	*	-	-	77%
	2021	44%	33%	**67%**	*	65%	*	-	*	-	-	63%
Social Studies	2022	50%	44%	**59%**	*	58%	*	-	*	-	-	54%
	2021	49%	42%	**30%**	*	27%	*	-	*	-	-	20%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	**48%**	63%	47%	50%	-	83%	-	*	45%
	2021	18%	15%	**22%**	50%	21%	31%	-	40%	-	-	17%
ELA/Reading	2022	25%	24%	**63%**	*	62%	*	-	86%	-	*	63%
	2021	18%	16%	**27%**	*	26%	17%	-	*	-	-	23%
Mathematics	2022	20%	19%	**36%**	*	35%	*	-	71%	-	*	33%
	2021	18%	13%	**19%**	*	17%	50%	-	*	-	-	13%
Science	2022	21%	17%	**48%**	*	47%	*	-	*	-	-	42%
	2021	20%	14%	**38%**	*	37%	*	-	*	-	-	32%
Social Studies	2022	30%	26%	**38%**	*	36%	*	-	*	-	-	32%
	2021	29%	23%	**15%**	*	14%	*	-	*	-	-	13%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	**84**	-	84	88	-	100	-	-	84
	2019	69	68	**74**	-	74	83	-	70	-	-	74
ELA/Reading	2022	78	81	**85**	-	84	-	-	-	-	-	84
	2019	68	68	**70**	-	70	-	-	40	-	-	70
Mathematics	2022	69	75	**84**	-	83	-	-	-	-	-	84
	2019	70	68	**78**	-	77	-	-	100	-	-	78

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.