STUDENT ACHIEVEMENT

Student Achievement Summary
Based on our 2021-2022 School Report Card, Middle College High School-Gulfton earned a C under the Alternative Education Accountability system. The attendance rate was 64%. Several factors impact student achievement at our campus as 75% of students are at risk due to various reasons. Last year our attendance average was 87% and is the primary root cause of poor student performance on assessments. Many students lack study skills and some are unable to retain material taught. The average reading level of students on this campus is fifth grade which impacts learning and achievement in all content areas. At least 96% of our student body is classified as economically disadvantaged. Although our English Language Learner population increased from 27% to 28% this school year, the number of students now classified as ELL grew from 28 to 49 students which is a 57% increase. Parental involvement has been very low in the past which impacts student attendance and academic performance. In some cases, students have jobs, live on their own and do not always make the best decisions about school. Support is in place for students with special needs however, a Special Education teacher is needed on campus daily. At least 75% of our student population is in need of mentors. Although we met standards in all Domains, our STAAR achievement data indicates that reading comprehension, writing, and mathematics must continue to be the focus of our school improvement plan. We will provide ongoing professional development in order to support English Language Learners and Special Education students. Our teachers need professional development in developing literacy across the content areas and differentiating instruction by leveled text and student product. Though we met standard in Domain 3, our graduation rate needs to improve. By removing barriers and obstacles which impact attendance, student attendance should increase. Student retention is a priority. We will provide Metro passes and flexible schedules as needed. Increasing access to wrap-around services and the implementation of restorative practices allows us to provide support for students. We have partnered with Communities in Schools to connect students with resources. Additional student support will be provided by the district's Social Emotional Learning department who will also facilitate professional development to staff and provide additional support in the areas of restorative practices and de-escalation strategies. The Class of 2022 had an 51.2% graduation rate for all students which was 16% short of the targeted goal of 67%. A challenge for our students will be recovery of attendance and credits before June 2023. Using Spring 2022 data, only 17% of English Learners met their progress measure which was 4 students. There were 16 students who needed to increase their performance levels in order for us to have met the 36% target. In ELA, the target was 44% of all students to meet progress. Only 20% met progress which was 25 students. We were 30 students away from meeting the target. We are currently offering Saturday School tutorials for identified students. Students are also in a Reading intervention class for additional support. In Algebra 1, the target was 46% of all students to meet progress. Only 7% met grade level which was 3 students. We were 18 students away from meeting the target. The targeted interventions are using pull-outs, Imagine Math, Algebra 1 APEX EOC review, and Sirius Algebra I preparation workbooks.
Student Achievement Strength
Based on the 2022-2023 STAAR data, our students' strengths are in U.S. History and Biology. In 2022-2023 we showed strength in US History in the Meets category. Students are in smaller classes most of the time which allows the teachers to work closer with individual students. Teachers are able to collaborate over best practices for instructional delivery methodologies for all students during PLC time on Fridays. We provide academic tutors for small group pull outs for Tier II & III students during the school day. Students also use the adaptive digital learning resources as a supplement to their lessons. We have included life skills for students in advocacy classes this year. Some of the life skills we will present are financial literacy, etiquette (social skills and attire), how to write resumes, planning for short-term and long-term goals.
Problem of Practice
1. The English Learner student group has a lower passing rate in 2019 than other student groups. 2. Student achievement was impacted due to several factors such as transportation and attendance.

3. Students lack the prerequisite skills needed to master current grade-level math coursework.

Root Cause

There is a need for more professional learning for teachers to improve instructional support for our EL students. Student achievement was impacted due to several factors such as transportation and attendance.

1. District transportation was unavailable during last school year, so they worked virtually which was difficult for many students.
2. Many of these students became less motivated to learn and stopped attending classes.
3. Many of our students do not have a good foundation in math due to elementary and some middle school teachers not having a background in math. As we know, math is a spiraling subject and if the foundation is not strong then most likely there may be weaknesses.

Key Action *(Briefly state the specific goal or objective.)*

Daily use of high-quality instructional materials: High-Quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners.

Indicators of success *(Measurable results that describe success.)*

By November 2023, 70% of teachers will receive coaching in regard to developing a reteach plan within the weekly lesson plan to address weaker objectives as identified by the fall interim assessment.

By February of 2024, 80% of teachers will be proficient in regard to developing a reteach plan which includes the use of high-quality instructional materials for all students.

By May 2024, 80% of observations will indicate that the aligned lesson plans with the integrated reteach plans are consistent for measuring the use of high-quality materials usage in the classroom.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

The principal will develop a lesson plan tracker that will measure the usage of High-Quality Instructional Materials used in the classroom during the Spot-On and/or formal evaluation.

Share the lesson plan tracker results with teachers often so that they can see their results which will prompt them to correct mistakes.

Lesson plans will be checked weekly in CANVAS by the principal.

Provide teachers and students with access to hardware and software platforms that facilitate instruction and assessments, as well as coordinate any training needed to utilize them.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

The principal will develop a lesson plan tracker that will measure the usage of High-Quality Instructional Materials used in the classroom during the Spot-On and/or formal evaluation. Share the lesson plan tracker results with teachers often so that they can see their results which will prompt them to correct mistakes. Lesson plans will be checked weekly in CANVAS by the principal. Provide teachers and students with access to hardware and software platforms that facilitate instruction and assessments, as well as coordinate any training needed to utilize them.

CAMPUS CULTURE AND CLIMATE

Summary
Middle College High School at Gulfton offers a student-centered learning environment for high school students providing them the opportunity to earn college credit, become job ready and acquire skills necessary to become lifelong learners. MHCS at Gulfton partners with Houston Community College to provide high school students the opportunity to earn college credit and high school credit through the dual credit program. We provide students assistance with college applications, FASFA applications, ApplyTexas applications and many other college/career transitions. Student attendance and retention is a priority. We will provide Metro passes and flexible schedules as needed. Increasing access to wrap-around services and the implementation of restorative practices allows us to provide support for students and connect them with resources. Additional student support will be provided by the district's Social Emotional Learning department who will also facilitate professional development to staff and provide additional support in the areas of restorative practices and de-escalation strategies. The 2020 federal graduation rate was 52.5%. This is the 4th year that we have been identified by the state to complete the Targeted Improvement Plan. We are also working with the College and Career Readiness department to increase the graduation rate. Students in grades 9-12 will have access to the Career and College Readiness advisor during the Fall & Spring semester. The Career and College Readiness advisor will use co-pilot to track data points at specific times of the school year after the 1st, 3rd and 5th grading cycles. The advisor will be given a binder with both the junior/senior rosters, transcripts, and class schedules along with a college or career entry survey. Administration will also monitor/track progress and set goals with students who are taking college courses and/or workforce certifications. All students will be required to take the TSIA during the school year. Students in grades 9-11 will use Khan Academy for SAT Practice for 15 hours per semester. In addition to Khan Academy, we will use Apex tutorials and Imagine Learning help build skills to pass TSI.
Strength
Student practice is integrated within daily instruction weekly and tracked. All students will be required to take the TSI during the school year. Students in grades 9-11 will use Khan Academy for SAT Practice for 15 hours per semester. In addition to Khan Academy, we will use Apex tutorials and Imagine Learning help build skills to pass TSIA.
Problem of Practice
Students do not earn course credit because of receiving (No Grades due to attendance) or earning failing grades due to non-attendance.
Root Cause
Root Cause: Some of our students work late, are the heads of households, or have some transportation problems which have an impact on daily attendance.

Key Action *(Briefly state the specific goal or objective.)*

Professional Development of effective classroom instruction: Campus instructional leaders provide training and support so that teachers consistently implement best practices for delivering rigorous instruction in any content area.

Indicators of success *(Measurable results that describe success.)*

By August 2023, the HISD Special Education department will conduct differentiated classroom training and follow-up by November 2023.

By March 2024, 80% of teachers' observations will show that differentiation is used consistently as indicated in the weekly lesson plans.

By September 2023, the HISD Multilingual department will conduct training on campus. By March 2024, 80% of teachers' observations will show evidence of effective usage of sheltered-instructional materials.

By December 2023, 80% of teachers will be required to implement at least two Kagan structures within the weekly lesson plan which will be evidenced through classroom observations.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

The principal will develop a Classroom Observation tracker and provide support for teachers with deficient elements during the department meetings.

The principal will share the classroom observation tracker results with teachers often to help them understand the expectations and further prompt them to correct any mistakes.

The principal will facilitate on-campus professional development sessions personally or by assigning modules to teachers for peer-to-peer delivery.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

Teachers will indicate high leverage practices which affirm student needs within the lesson plan. Teachers will attend campus professional development sessions and faciltate-professional development sessions as assigned. Teachers will lead some of the campus professional development.

STAFF QUALITY, RECRUITMENT, AND RETENTION

Summary
Our students are currently served by 5 teachers, 1 principal, 1 administrative admin, 1 clerk, and 1 registrar. Of our current 10 faculty and staff members, 30% are African American, 40% are Hispanic, 10% are Caucasian and 20% other.
Strength
The faculty and staff provide caring and nurturing daily in addition to instructional delivery.
Problem of Practice
Each teacher has at least 5 preps with a block schedule which can be cumbersome to navigate at times. Due to so many preps, teachers' burnout at a faster rate than a teacher with only 2 preps.
Root Cause
Since we only have 112 students, we only have funding for 6.5 teachers. At this time, we are 1.5 teachers short.

Key Action *(Briefly state the specific goal or objective.)*

Build teacher capacity through Observation and Feedback Cycles

Indicators of success *(Measurable results that describe success.)*

By August 2023, 100% of teachers will receive training over effective instructional delivery, promoting student engagement, and the T-TESS proficient category in the rubric during pre-service.

By November 2023, at least 60% of teachers will be able to demonstrate proficiency while delivering daily instruction.

By February 2024, the principal will conduct 100% follow-up coaching sessions to monitor implementation of feedback within agreed upon time frames.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

Principal will determine the frequency of observations based on teacher needs and student results on formative assessments.

Principal will determine when there will be teacher feedback conferences and follow-up on prior goals or action steps, clear models, and opportunities to practice.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

Teachers will need to make sure they are following their approved lesson plan daily.

Teachers are expected to make adjustments based on exit tickets and classroom observations.

There should be evidence that teachers have incorporated the coaching and feedback into the lesson delivery.

Teachers will observe other teachers that are strong in instructional delivery, using high-quality instructional materials, use of Kagan structures, and/or classroom management.

Parent and Community Engagement

Summary

Middle College High School at Gulfton we plan to continue to create a welcoming environment for families and communities by helping them navigate the school system and campus life. Gulfton will continue conducting family engagement meetings to explain to parents and guardians High School graduation requirement. Additionally, College Advisors will also support our scholars and inform parents college requirements.

Strength

Engagement opportunities include intimate settings (Coffee with the Principal) as well as larger settings where parents and students (College Night, Open House). These events allow our community to embrace the Westside way and engage with school leadership to get a better understanding of what the campus offers and celebrates as a strong academic culture.

Problem of Practice

1. Not everyone in the community understands the importance of receiving the presented information and will sometimes ignore a message.
2. Community engagement can be limited based on an individual's work schedule, availability (no childcare), access to the internet or smartphone, or language.
3. Parent personal information may change, and the school is not made aware of any updates.

Root Cause

Many parents do not understand the connection between school systems, assessments, and attendance and how they work together to assist with the overall achievement of their student.

Key Action *(Briefly state the specific goal or objective.)*

Explicit schoolwide behavioral expectations and Culture routines: Campus instructional leaders provide clear expectations, training, and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

Indicators of success *(Measurable results that describe success.)*

By October 2023, teachers will have a framework in place that yields high behavioral expectations and culture in the classroom which will be evidenced by 80% of the faculty.

By December 2023, 70% of the faculty and staff will use clear campus-wide guidelines for immediate next steps when a student do not meet behavioral expectations.

Climate surveys conducted in December 2023 and May 2024, will indicate that 80% of teachers are maintaining behavioral expectations and culture routines.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

In consultation with the staff- during August pre-service, the principal will develop a framework that includes schoolwide routines for students that are clear, action-oriented, and easy to remember.

The principal will develop climate surveys to be administered in December and May.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

The staff uses consistent responses to student behavior. There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented. The staff uses clear steps to support students in meeting expectations of routines.

Curriculum, Instruction, and Assessment

Summary

High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.
Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught.
Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials.
Time for reteach is built into the scope and sequence.
Our targets are for Economically Disadvantaged students to increase from 29% to 39% and Non-Continuously Enrolled scores increase from 23% to 31%.
Our graduation rate target is 60% for students attending this alternative campus. We are currently auditing transcripts to make sure students are in the correct classes, complete courses and pass at an acceptable rate.
Closing the Gaps: 2 targets met at meets (All Students and Eco Dis) Rationale: If we prioritize achieving our targets for students, Hispanic (Reading) was 23 and the target was 37. Economic Disadvantaged in Reading at 20 and the target was 33. Setting a goal to achieve 4 more indicators in Domain 3 will helps us make up for student learning loss this year and increase campus performance in a way that will get us back on track to where we were prior to the pandemic. We believe these student groups are essential for us to focus on to ensure all our students are achieving at their potential.

Strength

Teachers are devoted to providing the best possible instructional experiences through structured groups, one-on-one, pairs, MRS engagement strategies, and other hands-on lesson activities for students daily. Teachers work together as a team and have great professional attitudes.

Problem of Practice

Using Spring 2022 data, only 17% of English Learners met their progress measure which was 4 students. There were 16 students who needed to increase their performance levels in order for us to have met the 36% target. In ELA, the target was 44% of all students to meet progress. Only 20% met progress which was 25 students. We were 30 students away from meeting the target. We are currently offering Saturday School tutorials for identified students. Students are also in a Reading intervention class for additional support. In Algebra 1, the target was 46% of all students to meet progress. Only 7% met grade level which was 3 students. We were 18 students away from meeting the target. The targeted interventions are using pull-outs, Imagine Math, Algebra 1 APEX EOC review, and Sirius Algebra I preparation workbooks.
Our graduation rate for the 2021 school year slipped to 51.2%. We are currently auditing transcripts to make sure students are in the correct classes, complete courses, and pass at an acceptable rate. Our federal graduation rate goal is 67%.

Root Cause

Key Action *(Briefly state the specific goal or objective.)*

Daily use of high-quality instructional materials: High-Quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners.

Indicators of success *(Measurable results that describe success.)*

By May 2024, 80% of observations will indicate that the aligned lesson plans with the integrated reteach plans are consistent for measuring the use of high-quality materials usage in the classroom.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

The principal will develop a lesson plan tracker that will measure the usage of High-Quality Instructional Materials used in the classroom during the Spot-On and/or formal evaluation.

Share the lesson plan tracker results with teachers often so that they can see their results which will prompt them to correct mistakes.

Lesson plans will be checked weekly in CANVAS by the principal.

Provide teachers and students with access to hardware and software platforms that facilitate instruction and assessments, as well as coordinate any training needed to utilize them.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

The principal will develop a lesson plan tracker that will measure the usage of High-Quality Instructional Materials used in the classroom during the Spot-On and/or formal evaluation. Share the lesson plan tracker results with teachers often so that they can see their results which will prompt them to correct mistakes. Lesson plans will be checked weekly in CANVAS by the principal. Provide teachers and students with access to hardware and software platforms that facilitate instruction and assessments, as well as coordinate any training needed to utilize them. Teachers will implement a reteach plan within the weekly lesson plan to address weaker objectives as identified by the fall and spring interim assessments.

Technology

Summary
Middle College High School-Gulfton is dedicated to providing quality learning experiences for all students. Teachers are required to place lessons in CANVAS weekly and submit a lesson plan. Teachers also use the high-quality digital resources provided in CANVAS. Teachers use a CleverTouch which is an interactive display resource in the classroom to display interactive lessons.
Strength
Having one-to-one devices makes it easier to integrate more real-world events with current lesson activities to maximize student learning. Lessons can be tweaked more proficiently with the right level of rigor for Tier I, II, and III students.
Problem of Practice
Students lose the devices, fail to charge them for class, and sometimes lack interest in doing their work on the computer due to their learning modalities.
Root Cause
Students of today use technology but not always for instructional purposes. Parents are sometimes considered as digital immigrants and may not be able to navigate technology in a proficient manner; therefore, they are unable to assist or even consider the computer or any technological device as really useful.

Key Action *(Briefly state the specific goal or objective.)*

Teachers will use Canvas and other district-approved apps and hardware (Clevertouch Boards, etc.) to deliver seamless, engaging, and interactive lessons to their students. during the 23-24 SY.

Indicators of success *(Measurable results that describe success.)*

By May 2024, 100% of students will be able to use their laptops for interactive lessons, research for essays and other instructional projects, and coding.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

The principal will meet with the clerk who oversees delivery and care of the faculty, staff and student laptops to determine how many are broken, and how many are in stock.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

There will be periodic student laptop checks during advocacy throughout the year.