

Houston Independent School District
079 Key Middle School
2021-2022 Campus Improvement Plan



Mission Statement

Our MISSION is to offer, provide, and equip scholars with the knowledge and tools that will allow each of them to experience holistic success daily.

Vision

100% of our scholars will be EQUIPPED with the academic, digital, and socio-emotional tools to ensure each shows GROWTH and is prepared for promotion to the 9th grade.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Key is a hyper-poverty campus located in Northeast Houston. The school services approximately 700 students each year. The student demographic breakdown is approximately 51% African-American, 48% Hispanic, and 2% White. About 95% of our students are considered Economically disadvantaged, 29% are English Language Learners, and 17% are served within the Special Education umbrella. These are the only subpopulations that we monitor within our campus. Priority groups are our ELs and special education students. We want to ensure that our growth on TELPAS continues from 2021 and that our students with disabilities receive any and all acceleration and remediation that they need to be successful.

Demographics Strengths

The strengths of our demographics are that many of our families are multi-generational and have significant ties to the community and to the school. Although many of our Hispanic families are new to the community, they often are very willing to be involved in multiple schools in the feeder pattern and their attrition rate is strong.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Campus demographics of faculty and staff is overwhelmingly African-American and not projective of the changes in the community. **Root Cause:** Student and community demographics over the past three years have shifted from majority African-American to a nearly even split with Latino families. Hiring practices were not reflective of the changes in school community.

Student Learning

Student Learning Summary

STAAR	Approaches	Meets	Masters
6th Grade Reading 38		16	7
7th Grade Reading 39		17	8
8th Grade Reading 44		19	6

STAAR	Approaches	Meets	Masters
6th Grade Math 29		11	1
7th Grade Math 20		4	1
8th Grade Math 21		4	0
Algebra I 71		23	13

STAAR	Approaches	Meets	Masters
7th Grade Writing	27	3	1
8th Grade Science	46	22	11
8th Grade SSST	17	3	1

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students were not showing interest in their content classes and were disengaged in the learning. **Root Cause:** Teachers were not effectively implementing instructional practices aligned to the instructional framework that supported academic discourse.

Perceptions

Perceptions Summary

Key Middle School has a history of being underestimated. The building is one of the oldest facilities in Houston ISD and located in what is considered a hyper-poverty community. However, many facility updates have been made and concerted efforts continue to maintain the property. Considerable funding has been prioritized to update the campus entrance, gymnasium, and other areas to encourage school pride and preserve the environment. The community and feeder pattern is one that is looked on with pride as many families that attend this school are multi-generational that have matriculated through the same feeder pattern. The campus leadership has strong ties to the community as several are former members of the Kashmere Gardens neighborhood. The approach of the school is to meet the community members where they are. We will go out into the community to reach our students. We make frequent home visits and host community events in conjunction with our feeder pattern. We all believe in the team approach and want families to feel that the schools in the feeder pattern belong to them.

Perceptions Strengths

Strengths of the campus are campus leadership that is a product of the feeder pattern and community. This gives families instant trust and belief in the campus' understanding of the neighborhood needs. It also give the families with familiarity a familiar face to address concerns and problems. Campus leadership has crafted a team of school and community support that includes the Wraparound Specialist, Communities In Schools Coordinator, Family and Community Engagement Specialist, three campus counselors, and Project Explore Coordinator that lead our wellness and attendance checks, home visits, and family support partnerships.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Parents and community members believe our campus is not safe due to community influences that surround Key MS. This leads to students transferring to other middle schools. **Root Cause:** Years old visions and memories of student violence and misbehaviors often plague the campus' current reputation.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Board Goals





Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR Scholars in the 6th grade will improve on the STAAR Reading exam from 38% to at least 45% Approaches, from 16% to 20% Meets, and from 7% to 10% Masters by the end of Spring 2022. Scholars in the 7th grade will improve on the STAAR Reading exam from 39% to at least 55% Approaches, from 17% to 25% Meets, and from 8% to 12% Masters by the end of Spring 2022. Scholars in the 8th grade will improve on the STAAR Reading exam from 44% to at least 60% Approaches, from 19% to 30% Meets, and from 6% to 15% Masters by the end of Spring 2022.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: Teachers will engage, plan for, and model daily read alouds as a part of the literacy block in ELA. Campus leadership will consistently progress monitor teacher planning and execution of the read alouds. Teachers will be given opportunities to practice with appraisers. 100% of ELA teachers will plan for higher level thinking through the use of HOT question stems and small group instruction and review student work sample.

Evaluation Data Sources: TADS, ELA PLCs, Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will consistently plan their checking for understanding questions to ensure that all elements of instruction is sequenced to mastery. Teachers will have opportunities to practice with appraisers.</p> <p>Strategy's Expected Result/Impact: Increase in the percentage for Approaches, Meets, and Masters</p> <p>Staff Responsible for Monitoring: Joshua Dawson and DeJonnette Childress</p> <p>Action Steps: 1. Improve instructional techniques by increasing coaching/modeling and practice (at-bats) 2. Create a system for tracking exit tickets for improved intervention for struggling students</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Instructional Materials, Interactive programs - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Scholars will improve on STAAR Math exam in all grade levels and subcategories of Approaches, Meets and Masters, by a combined increase of 30% points. Scholars will improve on STAAR Math exam from 60% to at least 72% approaches, from 24% to 40% meets, and from 6% to 15% masters by the end of Spring 2022.

Evaluation Data Sources: District common assessments, STAAR Released, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will adopt and use a Math Educational Technology Platform to use weekly for Intervention and Enrichment.</p> <p>Strategy's Expected Result/Impact: Students will be assigned pathways that address the standards and areas of most critical need in Math. Priority standards will be selected based on the most recent data points.</p> <p>Staff Responsible for Monitoring: Math Admin - Mr. Mikquon Turner and Math Specialist - Ms. LaTasha McMurry, Principal - Erika Carter</p> <p>Action Steps: Teachers will use data from Ren 360 BOY, and in class assessments to create small groups for intervention and remediation.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
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Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: The campus will engage in campus bridge programs for over-aged students, incoming 6th graders, and outgoing 9th graders.

Evaluation Data Sources: Title 1 funds, Accelerated class completion rates, percentage of over-aged movement through meeting qualifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Build an over-aged committee within the feeder pattern</p> <p>Strategy's Expected Result/Impact: Having a committee in place will make for a smooth transition into middle and high school for students identified.</p> <p>Staff Responsible for Monitoring: Campus leaders identified at the elementary, middle, and high schools</p> <p>Action Steps: Host parent meeting for prospective students, engage in multi-campus grade placement committees as needed, and assign teachers to support students in their acceleration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 4: CLOSING THE GAPS 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.


Goal 1: CLOSING THE GAPS


Strategic Priorities: Expanding Educational Opportunities


Measurable Objective 1: Campus will meet the accountability guidelines for Domain 3 from component score of 45 to at least a 60.


Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Special education students will receive intervention and/or remediation during the school day over priority standards based on their 2021 STAAR and Renaissance BOY data.</p> <p>Strategy's Expected Result/Impact: Students will show growth within Renaissance based upon the bi-weekly progress monitoring and data from tutoring sessions.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>Action Steps: Students will be identified based on last year's and the beginning of year testing data. Students will receive tutoring / intervention / remediation according to the data. Students will be assessed over the standards covered during these sessions. Student data will improve after progress monitoring.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Measurable Objective 2: At least 70% of ELL students will show at least one year of growth as determined by TELPAS.

Evaluation Data Sources: ELD Data, TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will participate in an intervention and/or enrichment block during the school day.</p> <p>Strategy's Expected Result/Impact: Students will be grouped according to their growth groups in Rdg and Math and whether they are targeted as Approaches, Meets, and Masters respectively.</p> <p>Staff Responsible for Monitoring: Principal, Erika Carter Campus Leadership</p> <p>Action Steps: Using BOY data and last year's TELPAS, students will be grouped according to their current descriptor. Classes will be created and/or adjusted in the master schedule according to student needs.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

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

Measurable Objective 1: To increase average daily attendance to a minimum of 94% for each grade level with an end goal of 96% average.

Evaluation Data Sources: Weekly PowerSchool reports providing precise attendance rates by grade level, campus, and sub-populations (i.e. ethnicity, gender, Els, SPED etc.)

Strategy 1 Details	Reviews			
<p>Strategy 1: During on campus learning teachers and staff will utilize restorative discipline practices to mitigate probability of Out of School suspensions. Scholars will also be incentivized to maintain campus rules and expectations virtually and on campus.</p> <p>Strategy's Expected Result/Impact: Campus out of school suspensions will stay below 20% of campus overall enrollment.</p> <p>Staff Responsible for Monitoring: Attendance committee, Site Based Decision-Making Committee (SDMC)</p> <p>Action Steps: Teachers will be trained in trauma-informed teaching strategies. Campus discipline flow will begin with counselors in order to avoid punitive consequences.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

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

Measurable Objective 1: To reduce African-American and special education scholars out of School suspensions by at least 50% by the end of the 2021-2022 school year.

Evaluation Data Sources: PowerSchool, IAT Data, Easy IEP

Strategy 1 Details	Reviews			
<p>Strategy 1: Assistant Principals will create/develop management protocols that work to decrease probability of out of school suspensions for African American and Special education scholars.</p> <p>Strategy's Expected Result/Impact: Student attendance will improve across all three grade levels.</p> <p>Staff Responsible for Monitoring: Assistant principals, Mikquon Turner, Ashley Alfred, and Joshua Dawson and Principal Erika Carter</p> <p>Action Steps: Students will have more opportunities for meeting standards and milestones on campus and district assessments.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Measurable Objective 1: To reduce by 50% the amount of violent occurrences among students as a result of cyber bullying incidents by the end of the 2021-2022 school year.

Evaluation Data Sources: PowerSchool, counselor data, and wraparound data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administration and student support team will construct a safe and supportive school digital safety plan.</p> <p>Strategy's Expected Result/Impact: Student incidents of cyberbullying will reduce by 25% from the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Student support team, counselors, campus leadership</p> <p>Action Steps: Upon deployment of Verizon devices to students, contracts for digital safety are signed, internet safety course completed, and scheduled reminders for behavior throughout the year are enforced.</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: At least three of the previously missed criteria in the SPED subgroup in domain 3 for accountability will be met standard for the 2020-2021 school as determined by STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Craft professional development to engage teachers in differentiation strategies and how-tos on adjusting lesson activities to fit individual student needs.</p> <p>Strategy's Expected Result/Impact: 100% of teacher lesson plans will include accommodations for special education students assigned to their classes.</p> <p>Staff Responsible for Monitoring: SPED Chairperson - Ms. McGee, Assistant principals, Campus principal</p> <p>Action Steps: Teachers will craft lesson plans that show accommodations for special education students and submit those accommodations for reference weekly.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: At least 70% of ELL students will show at least one year of growth as determined by TELPAS.

Evaluation Data Sources: ELD, TELPAS, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: ELL students will participate in all ELD windows as practice before testing.</p> <p>Strategy's Expected Result/Impact: Students will be grouped according to their growth groups in Reading and Math and whether they are targeted as Approaches, Meets, and Masters respectively.</p> <p>Staff Responsible for Monitoring: Campus Leadership, LPAC</p> <p>Action Steps: Students will be grouped in intervention classes appropriately after data is disaggregated. Students and teachers will track and move students through the intervention groups as needed.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: To build our PTO to at least 30 participants (5% of campus) so they may support our scholars.

Evaluation Data Sources: Sign-in Sheets
VIPS Clearance
End Of Year Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: To offer English classes three times a week to parents and students.</p> <p>Strategy's Expected Result/Impact: Classes are to assist with language acquisition for students and families and ultimately improve TELPAS and ELD scores.</p> <p>Staff Responsible for Monitoring: Campus Leadership, FACE Coordinator, Title I Coordinator</p> <p>Action Steps: Determine and secure teacher for the English classes</p> <p>Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Nurse Mohair

Estimated number of students to be screened: 700

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will engage in community outreach and schedule for an immunization bus to be on campus for free shots for all children in the community.</p> <p>Strategy's Expected Result/Impact: Students will catch up on missed shots due to the pandemic.</p> <p>Staff Responsible for Monitoring: Campus Support Team and Nurse Mohair</p> <p>Action Steps: Scheduling the mobile clinic, advertise to parents and community, target invites for students currently out of compliance</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
<p>Strategy 1: Office staff will be trained to assist to ensure that all screenings are completed on time and in totality.</p> <p>Strategy's Expected Result/Impact: Vision screenings will be met and campus will support to ensure those that need glasses or eyewear receives them in a timely manner.</p> <p>Staff Responsible for Monitoring: Campus support team and Nurse Mohair</p> <p>Action Steps: Schedule screenings to occur during elective courses and secure appointments for free glasses for students in need.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
<p>Strategy 1: Office staff will be trained to assist to ensure that all screenings are completed on time and in totality.</p> <p>Strategy's Expected Result/Impact: Hearing screenings will be met and campus will support to ensure those that need additional medical treatment receives them in a timely manner.</p> <p>Staff Responsible for Monitoring: Campus support team and Nurse Mohair</p> <p>Action Steps: Schedule screenings to occur during elective courses and secure appointments for free doctor appointments for students in need.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
<p>Strategy 1: Office staff will be trained to assist to ensure that all screenings are completed on time and in totality.</p> <p>Strategy's Expected Result/Impact: Screenings will be met and campus will support to ensure those that need additional medical treatment receives them in a timely manner.</p> <p>Staff Responsible for Monitoring: Campus support team and Nurse Mohair</p> <p>Action Steps: Schedule screenings to occur during elective courses and secure appointments for free doctor appointments for students in need.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:





Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<p>Strategy 1: Office staff will be trained to assist to ensure that all screenings are completed on time and in totality.</p> <p>Strategy's Expected Result/Impact: Screenings will be met and campus will support to ensure those that need additional medical treatment receives them in a timely manner.</p> <p>Staff Responsible for Monitoring: Campus support team and Nurse Mohair</p> <p>Action Steps: Schedule screenings to occur during elective courses and secure appointments for free doctor appointments for students in need.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 6: 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 2021-2022.





Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<p>Strategy 1: Target list will be crafted by nurse to ensure that all pertinent personnel is aware of students with medical concerns and in-house medication. Training of alternate medical administration personnel will be assigned.</p> <p>Strategy's Expected Result/Impact: Back-ups for the school nurse will be in place to administer medication as needed.</p> <p>Staff Responsible for Monitoring: Campus Leadership and Nurse Mohair</p> <p>Action Steps: Assign and complete professional development for those administering medications, secure medicines in the nurse's office, share details of students and frequency, and refresh parents on medicine amounts as needed.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus:

Strategy 1 Details	Reviews			
<p>Strategy 1: Get campus leadership and UIL coaches CPR certified</p> <p>Strategy's Expected Result/Impact: Multiple staff members will be able to serve in case of an emergency.</p> <p>Staff Responsible for Monitoring: Campus leadership and Nurse Mohair</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





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

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

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

Measurable Objective 1: The campus support team will conduct a series of parent meetings that address best practices for nutrition at home, where to purchase affordable fruits and vegetables, and suggestions for getting children involved in cooking at home to address overall wellness.

Evaluation Data Sources: Parent attendance, expert and parent attendance, and agendas





Strategy 1 Details	Reviews			
<p>Strategy 1: Host meetings virtually at multiple times in order to give parents options for attending.</p> <p>Strategy's Expected Result/Impact: More parents will engage asynchronously. This will give them more access to expert support for nutrition.</p> <p>Staff Responsible for Monitoring: Campus support team</p> <p>Action Steps: Offer various ways of engagement, advertise on social media, and give parents multiple ways to engage and/or watch the recording</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Measurable Objective 1: The Social Studies scores will grow, at minimum, at least 20% points for approaches, 15% percentage points at Meets, and at least 10% points at Masters as determined by the 2022 STAAR exam.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of teachers will backwards plan and draft assessments for checkpoints throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teachers will engage in Rigor Readiness Protocol (RRP) in order to ensure that their lesson plans and activities are pitched to the correct level of rigor for the standard.</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 079 Key Middle School

Total SCE Funds: \$101,037.50

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

These funds are used to support accelerated learning for all students showing deficits from the previous school year according to testing. This includes extra duty pay for teachers or tutors, purchasing of various software, arrangements for transportation, and incentivizing students and teacher attendance and participation.

Personnel for 079 Key Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hylton, Jason Oliver	Tchr, Social Studies	1
Tezeno, Sarah Nicole	Lecturer, Hrly	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

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

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

We provide the SIP to parents in the following languages:

- English
-

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent -
-

The PFE was distributed

- On the campus website
- ...

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- -

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 -
- Meeting #1 Alternate -
- Meeting #2 -
- Meeting #2 Alternate -
- Meeting #3 -
- Meeting #3 Alternate -
- Meeting #4 -

- Meeting #4 Alternate -

Campus Funding Summary

211000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Instructional Materials, Interactive programs	6300 - Supplies and Materials	\$5,000.00
Sub-Total						\$5,000.00
Grand Total						\$5,000.00

Addendums

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT PLAN: 2021-2022

Campus Name: 079 Key Middle School

Campus#: 079

Principal: Erika Carter

School Office: Achieve 180

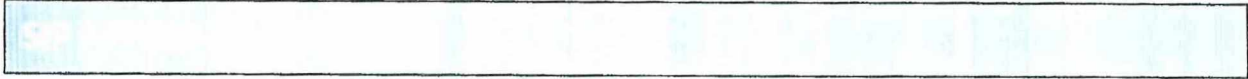
Executive Summary:

Key Middle School serves approximately 600 scholars. 51% of students are African American and 48% are Hispanic or of Latin origin, while the final 1% is a mix of other ethnicities. Key serves an at-risk population from a hyper-poverty community that suffers from a lack of access and opportunity. Of the population, currently, 140 are qualified for Special Education, and more than 95% are considered economically disadvantaged and qualify for free and/or reduced lunch. Approximately 22% of the population are considered English Language Learners. The campus mobility rate is around 40%.

For the 2020-2021 school year, Key MS is listed as not rated due to the pandemic. However, we still carry over an "F" rating according to state accountability from the last school year. This occurred for several reasons. They are as follows: The campus lacked focus on aligning common assessments and creating checkpoints in order to appropriately know where student deficits were occurring. This misalignment caused us to focus on standards that were not high leverage. Not being highly aware and having a full understanding of the accountability system left our campus vulnerable and focused on smaller and less significant goals for the 2018-2019 school year. In addition, the almost doubling of our EL population without equipping the teachers to appropriately instruct this population, severely hurt our standing. Drilling down to the most important aspects of the daily lesson plan will provide clarity for teachers and students. We plan to address this in the following ways: Each department will create curriculum and assessment calendars to be followed throughout the school year. Data reflections and action planning were included in the campus assessment calendar, schoolwide. Lesson planning will be a weekly focus of the campus PLC time. Teachers will backward plan their daily objectives and ensure that their classroom activities align for mastery. In addition, we instituted the rigor readiness protocol to our planning process to ensure that not only were we focused on high leverage standards, but also that we are pitching our first-tier instruction to the appropriate level of rigor.

Our new goals for each content are as follows:

- For Approaches in Domain I - ELA-57%, Math-68%, Writing-42%, Science-59%, Social Studies-38%
- For Meets in Domain I - ELA-26%, Math-33%, Writing-25%, Science-32%, Social Studies-11%
- For Masters in Domain I - ELA-14%, Math-14%, Writing-12%, Science-13%, Social Studies-6%



School Name and Campus #: Key


Middle School

Principal Name: Erika Carter

Area Office: A180

Please print this document and complete.


This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on Sept. 28, 2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.



Principal


10-11-2021
Date

Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative

10-11-21
Date



SDMC Teacher Representative

10-11-21
Date

School Support Officer/Lead Principal

Date

Area Office Superintendent

Date



Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

10-11-2021
Date

