

Houston Independent School District
163 Sugar Grove Middle School
2023-2024 Campus Improvement Plan



Vision

At Sugar Drove Academy Middle School, our New Education System will empower all learners to acquire, demonstrate, articulate and value the knoweldge nad skills that will suport them as life-long learners and preare them for the workplace nad world in the year 2035.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The Texas Academic Performance Report (TAPR) reports for were reviewed and analyzed in the needs assessment process. The needs assessment process for student performance focuses on consistent attendance, STAAR data, and assessment test data. Focus also includes student demographic information and at-risk data to better define student needs in the pursuit of academic excellence and sustainability. Sugar Grove Academy's STAAR scores have not been consistent. In some subjects and grade levels students made some improvements, while in others they did not. STAAR scores for 6th grade Reading, 7th grade Reading, 7th grade Math over the past two years note a slight increase in the percent at the "Approaches" grade level category. Seventh grade Writing and Algebra showed an increase of students in the "Approaches" category, 9% and 13% respectively. However, the percentage of students in the "Approaches" category were lower in the areas of 8th Grade Reading, 6th grade Math, 8th grade Math, Science and Social Studies.

Student Achievement Strengths

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

1. Met SPED Target with 32% ELA, 31% Math
2. Met TELPAS target with 54%
3. Domain 2- 85%

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: High number of EB, refugee and asylee students requires staff to focus on language development and academic development simultaneously. **Root Cause:** School demographics and population continues to shift, instruction is focused on providing best possible support for student's needs.

School Culture and Climate

School Culture and Climate Summary

Sugar Grove Academy has a diverse staff that require different levels of support. The staff is made up of 50% new teacher and 50% returning teachers.

School Culture and Climate Strengths

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

Staff is consistently seeking feedback and want to improve on the NES model.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: The needs of the staff is very diverse and need differentiated support. **Root Cause:** Staff is not well equipped to support the community and their diverse needs and languages effectively.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The current staff is 50% new and 50% returning. As a campus we are currently working on building teacher capacity, recruitment and retention.

Staff Quality, Recruitment, and Retention Strengths

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

We currently have the multi classroom leader program to attract and retain teacher. This provides teachers with leadership potential to get exposed leading PLC, coaching and curriculum development.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Some teachers so not have the necessary training or are used to working in the NES model. **Root Cause:** Teachers are not accustomed to working in a high performance culture.

Parent and Community Engagement

Parent and Community Engagement Summary

There is low community engagement from parents. The school has scheduled at least 2 major events per month and is working to increase parental involvement.

Parent and Community Engagement Strengths

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

Some events are more popular than others and parents are interested in being part of the school community.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Some events interfere with parents work schedules. **Root Cause:** Parents need to know in advance when the events will happen and the purpose.

Priority Problems of Practice

Key Actions

Key Action 1: (Student Achievement)

Grow teacher capacity to provide the highest quality, on grade level instruction.

Indicator of Success 1: Grow teacher capacity to provide the highest quality, on grade level instruction.

Indicator 1: 60% of the scores on spot observations conducted in November by the school leadership team will be proficient or higher on the purposeful instruction and direct instruction will be at grade level and rigorous. That percent will increase to 80% by March 2024.

Indicator 2: 80% of the teachers will be proficient or higher in the delivery of high quality instruction as measured by that section of the teacher evaluation scale.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
<p>Specific Action 1: Grow teacher capacity to provide the highest quality, on grade level instruction.</p> <p>School Leaders' Actions</p> <p>Train teachers and campus based support team on the new spot observation protocol and expectations for high quality instruction.</p> <p>-Provide on the spot coaching daily that includes bite size feedback and clear action steps, and submit written feedback at least once a month to all teachers using the spot observation document. -Conduct weekly structured PLCs with modeling that focus on student data and the effective implementation of high quality instructional curriculum with fidelity (Carnegie, Amplify) -Plan and deliver periodic (per cycle) professional development for select teachers on the implementation of high quality instructional materials (Carnegie, Amplify)</p> <p>Staff Actions</p> <p>Train all support staff (learning coaches and teacher apprentices) utilizing effective implementation of high quality instructional materials. (Carnegie, Amplify)</p> <p>Professional development will be provided for teachers and staff (learning coaches and teacher apprentices) on the LSAE instructional model and the Dyad concept.</p> <p>-Provide teachers and staff with new master schedule and campus expectations for transitions.</p>				
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Key Action 2: (Campus Culture and Climate)

100% of staff members are using a consistent communication method to connect with parents and keep community informed about classroom activities

Indicator of Success 1: 100% of staff members are using a consistent communication method to connect with parents and keep community informed about classroom activities

Indicator 1: All parents will receive timely communication from teachers and will be able to reach teachers directly through the platform.

Indicator 2: -Increase student attendance from 92% to 96%.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: 100% of staff members are using a consistent communication method to connect with parents and keep community informed about classroom activities</p> <p>School Leaders' Actions</p> <p>Admin team will provide training on campus culture and climate expectations.</p> <p>Admin team will monitor attendance weekly</p> <p>Home visits will be conducted for students who have chronic absences</p> <p>Staff Actions</p> <p>School Class dojo account created</p> <p>Teacher accounts created</p> <p>Teachers set up classroom and send parent codes</p> <p>Teacher and parents keep open communication throughout school year</p>	Formative			Summative
	Feb	Mar	Apr	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Key Action 3: (Staff Quality, Recruitment, and Retention)

We will retain at least 80% of the teachers by providing consistent trainings on the NES model and will foster a high-performance culture.

Indicator of Success 1: We will retain at least 80% of the teachers by providing consistent trainings on the NES model and will foster a high-performance culture.

Indicator 1: At least 80% of the teachers will be rated at proficient by the end of the school year.





Specific Action 1 Details	Reviews			
Specific Action 1: We will retain at least 80% of the teachers by providing consistent trainings on the NES model and will foster a high-performance culture. School Leaders' Actions Train all teachers on NES expectations Set high expectations starting in August Provide consistent on the spot coaching Staff Actions Teachers will participate in monthly staff meetings Teachers will participate in weekly PLCs	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Key Action 4: (Parent and Community Engagement)

Increased parental involvement, which provides a greater opportunity for increased academic achievement.

Indicator of Success 1: Increased parental involvement, which provides a greater opportunity for increased academic achievement.

Indicator 1: Plan nights on 2022-2023 school calendar. Teachers sign up for committees. Hold meetings with committees leading up to event. Order materials/supplies needed for event to be successful. Publicize event to students and families. Receive feedback from parents and teachers in order to make adjustments for future family events.

Specific Action 1 Details	Reviews			
Specific Action 1: Increased parental involvement, which provides a greater opportunity for increased academic achievement. School Leaders' Actions Develop a monthly calendar or events Announce events consistently Staff Actions Staff will communicate with parents about important events Staff will support the family events by running and volunteering for certain events	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Key Action 5: (Curriculum, Instruction and Assessment)

Increase the level of student-teacher purposeful engagement through the use of multiple response strategies.

Indicator of Success 1: Increase the level of student-teacher purposeful engagement through the use of multiple response strategies.

Indicator 1: Out of 100 spot observations conducted by November by the leadership team, 60% of the teachers will receive at least a 2 or higher on the use of multiple response strategies. This percent will increase to 80% in March 2024.

Indicator 2: Out of 100 spot observations conducted by November by the leadership team, 70% of the teachers will engage the students in purposeful and objective aligned lessons in reading, math, science and social studies the entire lesson. This percentage will increase to 100% by April 2024.

Specific Action 1 Details		Reviews			
Specific Action 1: Increase the level of student-teacher purposeful engagement through the use of multiple response strategies. School Leaders' Actions Train all building administrators and all teachers on the multiple response strategies with the highest leverage. Conduct weekly calibration walks with building administrators to make sure that all members are aligned with the behaviors and expectations described on the spot observation form for student engagement. Provide on the spot coaching with specific goals and action steps on effective multiple response strategies and written feedback to every teacher at least once a month. Staff Actions -For select teachers (10% off target) provide targeted professional development on the implementation of the highest leverage multiple response strategies with targeted support based on spot observation data.		Formative			Summative
		Feb	Mar	Apr	June
		<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Key Action 6: Implement





Strategic Priorities:

Expanding Educational Opportunities

Indicator of Success 1: (Implement the LSAE model to model with fidelity)

Indicator 1: Sugar Grove Academy MS will receive a proficient or higher score on the LSAE learning assessed in December 2023 and May 2024.

Indicator 2: Sugar Grove Academy MS will present an August 2023 Professional Development that includes New LSAE Rubric and SPOT form. Staff will familiarize with the model and 100% of the staff will implement the model with fidelity by November 2023.

Specific Action 1 Details		Reviews			
Specific Action 1: (Implement the LSAE model to model with fidelity) School Leaders' Actions Revise and understand the LSAE rubric by August 10, 2023. - Educate administrators and teacher leaders on the use of the LSAE rubric by September 1, 2023. -Coach and provide feedback to teachers regularly on the differentiated learning criteria of the spot observation form. -Assess the school two times a month on how well the LSAE model has been implemented Staff Actions Train staff on effective implementation of the LSAE model by September 1, 2023		Formative			Summative
		Feb	Mar	Apr	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Key Action 7: Grow teacher capacity to provide the highest quality, on grade level instruction

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Grow teacher capacity to provide the highest quality, on grade level instruction

Indicator 1: 60% of the scores on spot observations conducted in November by the school leadership team will be proficient or higher on the purposeful instruction and direct instruction will be at grade level and rigorous. That percent will increase to 80% by March 2024.

Indicator 2: 80% of the teachers will be proficient or higher in the delivery of high quality instruction as measured by that section of the teacher evaluation scale.

Specific Action 1 Details		Reviews			
Specific Action 1: Grow teacher capacity to provide the highest quality, on grade level instruction School Leaders' Actions -Train teachers and campus based support team on the new spot observation protocol and expectations for high quality instruction. -Provide on the spot coaching daily that includes bite size feedback and clear action steps, and submit written feedback at least once a month to all teachers using the spot observation document. -Conduct weekly structured PLCs with modeling that focus on student data and the effective implementation of high quality instructional curriculum with fidelity (Carnegie, Amplify) -Plan and deliver periodic (per cycle) professional development for select teachers on the implementation of high quality instructional materials (Carnegie, Amplify) Staff Actions -Train all teachers on high quality instructional materials and curriculum in August. (Carnegie, Amplify) -Train all support staff (learning coaches and teacher apprentices) utilizing effective implementation of high quality instructional materials. (Carnegie, Amplify) -Professional development will be provided for teachers and staff (learning coaches and teacher apprentices) on the LSAE instructional model and the Dyad concept. -Provide teachers and staff with new master schedule and campus expectations for transitions.		Formative			Summative
		Feb	Mar	Apr	June
		<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div>			

Key Action 8: Increase the level of student-teacher purposeful engagement through the use of multiple response strategies.





Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Increase the level of student-teacher purposeful engagement through the use of multiple response strategies.

Indicator 1: Out of 100 spot observations conducted by November by the leadership team, 60% of the teachers will receive at least a 2 or higher on the use of multiple response strategies. This percent will increase to 80% in March 2024.

Indicator 2: Out of 100 spot observations conducted by November by the leadership team, 70% of the teachers will engage the students in purposeful and objective aligned lessons in reading, math, science and social studies the entire lesson. This percentage will increase to 100% by April 2024

Specific Action 1 Details	Reviews			
Specific Action 1: Increase the level of student-teacher purposeful engagement through the use of multiple response strategies. School Leaders' Actions -Train all building administrators and all teachers on the multiple response strategies with the highest leverage. -Conduct weekly calibration walks with building administrators to make sure that all members are aligned with the behaviors and expectations described on the spot observation form for student engagement. -Provide on the spot coaching with specific goals and action steps on effective multiple response strategies and written feedback to every teacher at least once a month. Staff Actions For select teachers (10% off target) provide targeted professional development on the implementation of the highest leverage multiple response strategies with targeted support based on spot observation data.	Formative			Summative
	Feb	Mar	Apr	June
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Key Action 9: Develop teacher capacity to implement students IEPs while still providing rigorous, on grade level instruction that address student individual needs.

Strategic Priorities:





Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Develop teacher capacity to implement students IEPs while still providing rigorous, on grade level instruction that address student individual needs.

Indicator 1: In the special education resource classroom, 100% of special education students will reach their individual academic IEP growth goals as designed by their IEP. Progress will be monitored using weekly data points that target specific IEP goals for students.

Indicator 2: All 6th-8th grade special education students will participate in the BOY, MOY, EOY NAEP Map assessment with their given accommodations and will show growth by the EOY assessment.

Indicator 3: 100% of teachers will successfully document IEP accommodations with the assistance of the instructional support staff.

Specific Action 1 Details	Reviews			
Specific Action 1: Develop teacher capacity to implement students IEPs while still providing rigorous, on grade level instruction that address student individual needs. School Leaders' Actions Train all teachers on IEP at a glance, accommodation trackers, inclusion schedules and examples of supplemental aids. - Administer NAEP BOY, MOY, EOY to all special education students. -Provide on the spot coaching on the differentiated learning criteria portion of the spot observation form as applicable to students' IEPs. Staff Actions Review student data with teachers every six weeks to track student individual goals. -Review SPED student data during weekly PLCs and plan for accommodations needed based on IEPs.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

State Compensatory

Budget for 163 Sugar Grove Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We do not have any positions funded by SCE at this time