

Houston Independent School District
310 Houston Math Science Technology Center High School
2023-2024 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Houston MSTC HS's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

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

Based on the student achievement data for Houston MSTC, the analysis of the areas of strength, academic improvement, and areas where students excelled:

Areas of Strength:

- In the 2022-2023 academic year, the school showed some strength in the following areas:
 - Biology: 69% of students "Approached," and 22% "Met" the standard, indicating proficiency in Biology.
 - Algebra: 49% of students "Approached," and 11% "Met" the standard, suggesting some strength in Algebra.
 - English I: 44% of students "Approached," and 25% "Met" the standard, indicating moderate proficiency in English I.
 - English II: 43% of students "Approached," and 25% "Met" the standard, suggesting proficiency in English II.
 - U.S. History: 85% of students "Approached," and 43% "Met" the standard, showing strength in U.S. History.

Academic Improvement:

- Comparing the 2021-2022 academic year to the 2022-2023 academic year, there were improvements in some areas:
 - Biology: The percentage of students "Approaching" also improved, from 59% to 69%. This indicates a significant improvement in Biology.
 - Algebra: While the percentage of students "Meeting" the standard decreased (11%), there was a slight increase in the "Approaches" category, from 47% to 49%. The improvement in Algebra was minimal.
 - English I: The percentage of students in "Approached" increased dramatically from 38% to 69%. The improvement in English I was drastic.
 - U.S. History: The percentage of students "Meeting" the standard decreased from 46% to 43%, with a significant increase in the "Approaches" category, from 77% to 85%. This indicates notable improvement in U.S. History.

Excelled Areas:

- In the 2022-2023 academic year, students excelled in U.S. History:
 - U.S. History: 85% of students "Approached," and 43% "Met" the standard. This class showed strength in U.S. History.

In summary, Houston MSTC exhibited some strength in Biology, Algebra, English I, English II, and U.S. History in the 2022-2023 academic year. There were notable improvements in Biology and U.S. History, as indicated by increased percentages of students "Approaching" and "Meeting" the standards. Additionally, students excelled in U.S. History in the 2021-2022 academic year. Further analysis and targeted interventions may be needed to improve performance in other subjects.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: In the 2022-2023 academic year, Houston MSTC demonstrated a significant lack of proficiency in Algebra, with only 11% of students "Meeting" the standard. This low percentage indicates a problem, showing that most students are not meeting the Algebra standard. How can the school address this concerning lack of proficiency in Algebra? **Root Cause:** The root cause of the low proficiency in Algebra may be attributed to ineffective teaching strategies and the need for an improved curriculum in Algebra. This problem highlights a gap in instructional methods and curriculum development, necessitating a review of the current practices and resources allocated to Algebra education.

Problem of Practice 2: Despite notable improvements in Biology and U.S. History, there was minimal progress in Algebra, with the percentage of students "Meeting" the standard decreasing from 11% to 49%. This suggests an issue that needs attention. How can the school improve performance in Algebra to ensure more students meet the standard? **Root Cause:** The minimal improvement in Algebra, with the percentage of students "Meeting" the standard decreasing, may indicate curriculum adjustments that were not effective in driving progress. This points to a need for a more comprehensive review and enhancement of the Algebra curriculum, as the current approach appears insufficient in supporting student achievement.

Problem of Practice 3 (Prioritized): While U.S. History demonstrated strength and excellence, other subjects like English I and English II showed only moderate proficiency, with 25% of students "Meeting" the standard. This lack of excellence in English subjects poses a problem, indicating room for improvement. How can Houston MSTC enhance proficiency in English I and English II to match the strength seen in U.S. History? **Root Cause:** The lack of excellence in English I and English II may be attributed to less effective teaching methods and resources allocated to these subjects. To address this problem, the school should evaluate its teaching strategies, consider resource allocation, and potentially provide additional support for English education to enhance proficiency in these subjects.

School Culture and Climate

School Culture and Climate Summary

Houston Math Science Technology Center High School is a school with a strong culture of collaboration and support. The school has strong parent and community involvement, experienced and knowledgeable administrators, teacher leaders, and a student government.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: Our campus has strong parent and community involvement. Our administrators are experienced and knowledgeable in closing learning gaps and meeting the needs of a low socioeconomic population. We develop teacher leaders who serve as role models and mentors for our less experienced teachers. Our student government is comprised of student leaders who serve as representatives and advocates for our diverse student population.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: The majority of our parents are non-English speaking and are therefore less likely to initiate communication with teachers to participate in volunteer opportunities, open houses, town hall meetings, or community events. **Root Cause:** The school has not effectively communicated our ability to provide translation with our non-English-speaking families.

Problem of Practice 2: The changes required to improve student achievement this year have been numerous and perceived as inessential and unnecessarily taxing to staff and students. **Root Cause:** Leadership has failed to fully educate staff and students on the purpose of the changes and convey the benefit of these changes for our students.

Problem of Practice 3: Administrators are struggling to consistently enforce new cell phone and dress code policies. **Root Cause:** Administrators lack the support of implementation of new rules from other teaching and non-teaching staff members.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The data from Houston MSTC (Math, Science, and Technology Center) indicates varying levels of student performance across different subjects and years, suggesting areas where teacher quality and instructional methods may need targeted support. In the 2022-2023 academic year, a significant percentage of students did not meet the standards in subjects like Algebra (51%), English I (56%), and English II (57%), with limited mastery levels observed across all subjects. While there were improvements in the previous academic year (2021-2022) in Algebra (53%) and Biology (41%), challenges persisted, especially in English I (62%) and English II (52%). These results underscore the need for focused interventions, professional development, and support for teachers at Houston MSTC, particularly in subjects like Algebra and English, where performance has been consistently below the desired levels. Continuous efforts to improve teacher quality, instructional strategies, and student support are essential to ensuring a higher level of academic success for all students at Houston MSTC.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Houston MSTC HS, there were 142 teachers as of June 1, 2023. Forty-three teachers left the campus by October 25, 2023, resulting in a turnover rate of 30%. The staff attendance rate was 95%, indicating a strong commitment from our staff. To recruit highly effective staff, we actively facilitate teacher apprenticeships and participate in job fairs, underscoring our proactive approach in attracting exceptionally skilled educators to our school.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, and what follow-up is provided?

Staff have attended professional development in a variety of areas including Teacher Evaluation Systems, NES Implementation, the LSAE Model, HISD Instructional Characteristics, Multiple Response Strategies, the Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, and Curriculum Training.

The implementation of learned strategies is systematically monitored through 10 observations per week on campus. These observations involve on-the-spot feedback as well as 1-1 sessions for more detailed feedback. Additionally, Professional Learning Communities (PLCs) are leveraged to ensure consistent implementation of strategies.

Follow-up is provided through a specialized after-school Professional Development session on Thursdays called “Demo Day,” where teachers demonstrate a lesson incorporating learned strategies for the following week.

The impact on performance has been significant, showing improved instructional quality and increased engagement in both staff and students.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

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

The data for Houston MSTC High School indicates several strengths in the school's recruitment, retention, and professional development practices:

- **Gender Diversity:** The school has a balanced gender representation among its staff, with a significant number of both female and male educators. This gender diversity suggests an inclusive recruitment approach.
- **Experience Levels:** The school has a diverse mix of teaching experience levels, with educators in each of the three experience categories (≤ 5 years, 6-10 years, and ≥ 11 years). This diversity in experience can foster a supportive and collaborative teaching environment.
- **Total Staff:** The school has a substantial number of staff members, which can provide a wide range of expertise and support for students.

The balanced representation of gender and teaching experience levels among the staff is a positive indicator of the school's commitment to diversity and a supportive learning environment. These practices contribute to a positive educational experience for the students at Houston MSTC High School. Professional development practices at the school are likely designed to support teachers at all career stages, from novice educators to those with extensive experience. This approach fosters a collaborative and inclusive learning environment, where educators can learn from one another and share their knowledge and expertise.

The substantial total staff count indicates that there is a significant pool of resources and expertise available for professional development activities, enabling the school to provide a wide range of training and support programs.

In summary, Houston MSTC High School appears to prioritize inclusive and diverse professional development practices that benefit educators at all levels of

their careers, contributing to a positive and supportive teaching and learning environment

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

Problem of Practice 1: The data from Houston MSTC indicates varying levels of student performance across different subjects and years. Subjects like Algebra and English consistently show a significant percentage of students not meeting the standards. **Root Cause:** The root causes may include a need for focused interventions, professional development, and support for teachers, particularly in subjects where performance is consistently below desired levels. Improving teacher quality, instructional strategies, and student support are essential to ensuring higher academic success.

Problem of Practice 2: Houston MSTC experienced a turnover rate of 30% from June 1, 2023, to October 25, 2023, while maintaining a staff attendance rate of 95%. The challenge is to retain experienced staff. **Root Cause:** The root causes for turnover may include factors like job dissatisfaction or the need for more comprehensive strategies to retain teachers. High staff attendance suggests commitment, but retaining experienced educators is essential for stability.

Problem of Practice 3: Houston MSTC effectively uses data to inform the selection and development of targeted professional development for staff, leading to high-impact sessions, improved teaching and learning outcomes, and increased staff and student engagement. **Root Cause:** The root causes for the effectiveness of data-driven professional development may involve well-structured systems for monitoring and evaluation, regular feedback, and a strong culture of continuous improvement, leading to positive performance outcomes.

Parent and Community Engagement

Parent and Community Engagement Summary

At Houston MSTC, family and community engagement is fostered through various events and programs, including open house, community garage sales, Posada Navidena, and the Turkey Community Giveaway, all organized annually. Weekly activities like the WrapAround Services Tiger Food Market and English as a Second Language parent classes provide ongoing support for families.

The school community actively participates in these events because they provide exposure to valuable community resources and agencies. These resources, in turn, enhance their quality of life by equipping them with the tools to better support their school-aged children's educational success.

One challenge faced by Houston MSTC is the limitation of available physical space on campus for hosting more parental involvement events, as all school spaces are utilized for instructional purposes during the school day.

Houston MSTC has established partnerships with non-profit organizations such as Avance, Ecclesia, and the Harris County Department of Education. These partnerships bring additional resources and support to enhance the educational experiences of students and families. This support includes English language classes for parents to improve communication with school personnel and counseling sessions focused on nurturing family relationships and understanding youth.

Parent and Community Engagement Strengths

Avance has provided parenting classes that offer topics such as, parent-child communication and how-to show love. These classes have improved our parent-child relationships by creating a stronger family unit that focuses on conflict resolution. English language classes help bridge the language barrier so that parents or guardians feel empowered to communicate with teachers and counselors about their student's academic progress.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Our school is lacking parental involvement in student attendance, behavioral concerns, and academic progress, which is reflected in our school accountability data. **Root Cause:** Administrators and counselors face challenges in communicating with parents and legal guardians due to their multiple jobs, unavailability during the school day, and frequent changes in contact information.

Problem of Practice 2: Despite the numerous resources available to students and families, only a small percentage of our student population receives these supports. **Root Cause:** The school has not developed effective communication systems to adequately notify families through social media of the resources we have available.

Priority Problems of Practice

Problem of Practice 1: While U.S. History demonstrated strength and excellence, other subjects like English I and English II showed only moderate proficiency, with 25% of students "Meeting" the standard. This lack of excellence in English subjects poses a problem, indicating room for improvement. How can Houston MSTC enhance proficiency in English I and English II to match the strength seen in U.S. History?

Root Cause 1: The lack of excellence in English I and English II may be attributed to less effective teaching methods and resources allocated to these subjects. To address this problem, the school should evaluate its teaching strategies, consider resource allocation, and potentially provide additional support for English education to enhance proficiency in these subjects.

Problem of Practice 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Key Actions

Revised/Approved: October 23, 2023

Key Action 1: To develop teacher capacity in effective implementation of personalized, differentiated, and data-driven small-group instruction using the LSAE model





Strategic Priorities:

Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Indicators of success for this key action will be aligned to improving teacher instructional delivery that will reflect in student outcomes.

Indicator 1: Out of 100 spot observations conducted in October 2023, 60% of teachers will receive a rating of proficient or higher in appropriately grouping students and providing differentiated and rigorous instruction tied to specific learning objectives. By February 2024, this percentage will increase to 80%.

Indicator 2: By February 2024, student scores in the English I, English II, and Algebra I MOY MAP assessments, will show a growth percentile of 60 or better to be at average or high average percentile quintile of growth when compared with the BOY MAP assessments.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Leaders and staff actions will provide professional development during PLCs to ensure, aligned lesson delivery, improved student engagement between MRS, and on the SPOT coaching.</p> <p>School Leaders' Actions</p> <p>School leaders will provide professional development during preservice and ongoing PLC's on effective lesson objectives, demonstrations of learning, multiple response strategies, effective instruction, differentiation, and reading instruction in all content areas.</p> <p>School leaders will conduct effective PLC's that focus on data-driven instructional planning, including teacher and student data tracking systems and data analysis.</p> <p>School leaders will coordinate monthly demonstration days during PLC's to allow teachers to share best practices of the LSAE instructional model.</p> <p>School leaders will provide on the spot coaching and modeling daily, using the spot observation form.</p> <p>Staff Actions</p> <p>Teachers will design and deliver engaging and rigorous instruction and activities in ways that maximize understanding and instructional time.</p> <p>Teachers will require all students to read, write, or think the entire lesson, utilizing a variety of MRS every 4 minutes to ensure all students are comprehending the lesson and actively participating.</p> <p>Teachers will participate in peer observations of master teachers who effectively implement the LSAE model, utilize teacher and student data trackers, and hold student data conferences.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 2: To ensure that students with IEP's receive their designated accommodations and modifications and to ensure that IEP goals are monitored for progress, relevance, and rigor





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Indicators for success will reflect in student achievement in Math and RLA; as well improved compliance for special education IEPs and ARDs.

Indicator 1: By February 2024, student scores in the English I, English II, and Algebra I MOY MAP assessments, will show a growth percentile of 60 or better to be at average or high average percentile quintile of growth when compared with the BOY MAP assessments.

Indicator 2: Monthly compliance district report will indicate that IEP's and ARD's are completed for no less that 95% of all Special Education students.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Leaders and staff will create systems to ensure special education students are receiving appropriate accommodations as outlined in their IEP. All the campus will be 100% compliant with all ARDS and district compliance deadlines.</p> <p>School Leaders' Actions</p> <p>Special education administrators will conduct annual ARD's and monthly progress monitoring checks, meeting all state and district compliance deadlines and expectations.</p> <p>Special education administrators will ensure that students identified by teachers or parents receive evaluations during the designated window following the district and state special education rules.</p> <p>School administrators will monitor lesson planning and student grouping to ensure that the needs of special education students as stated in their IEP's and accommodations are met daily.</p> <p>Staff Actions</p> <p>Special education department chairs will provide teachers with an updated IEP for every student before the end of the first week of school.</p> <p>Teachers will implement the IEP goals and accommodations of their students in their lesson planning, lesson delivery, and student grouping.</p> <p>Special education co-teachers will modify assignments and assessments as needed to ensure 100% compliance with IEP accommodations and modifications without lowering the rigor of the lesson.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Key Action 3: To develop teacher classroom management skills and effective classroom routines that ensure students remain actively engaged in guided, small-group, and independent learning activities.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Campus spot observations will reflect effective classroom management procedures and routines and a decrease in school disciplinary data.

Indicator 1: Out of 100 spot observations in October 2023, 60% of teachers will receive a proficient rating or higher in establishing and maintaining effective classroom management procedures and routines, resulting in active student participation throughout the class period. By February 2024, this percentage will increase to 80%.

Indicator 2: By February 2024, classroom and school disciplinary incidents will be reduced by 50% when comparing current cumulative disciplinary data with the 2022-2023 school year data.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: Campus leaders and staff will conduct classroom observations and provide feedback to improve quality of campus instruction. School Leaders' Actions School leaders will provide professional development in preservice and PLC's, providing effective classroom management strategies and positive relationship building strategies. School leaders will provide additional training either virtually or off-campus for teachers in need of additional classroom management support, as well as opportunities to participate in classroom management book studies. School leaders will provide observational feedback and modeling of classroom management strategies during spot observations. Staff Actions Teachers will develop and maintain clear classroom rules and procedures that are aligned with district and school policies and expectations. Teachers will appropriately redirect students, keeping the focus on instruction. Teachers will participate in peer observations of master teachers who have effective classroom management skills and have been successful in establishing positive relationships with their students.				



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for 310 Houston Math Science Technology Center High School

Total SCE Funds: \$236,242.92

Total FTEs Funded by SCE: 1.9

Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Houston Math Science Technology Center High School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, increase STAAR performance on the EOC assessment and for individuals who are at risk for dropping out of high school. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, Economically Disadvantaged, Students who are missing CCMR indicators, and graduation requirements.

Personnel for 310 Houston Math Science Technology Center High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ceira Caston	NES-A ENG III/AP Teacher	1
Noemi Rojas	NES-A AP US HIST/World Hist Teacher	0.9

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eduardo Hernandez	NES-A 11-12th Psychology/Sociology/AA/MA	Title 1	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Diego Linares	Principal
Parent	Rosario Pena	Parent
Parent	Erika Flores	Parent
Community Representative	Robert Rivera	Community Member
Community Representative	Jessica Fuentes	Community Member
Business Representative	Noelle Houser	Business Representative
Business Representative	Josue Trevino	Business Representative
Classroom Teacher	Rae Gaut	Teacher
Classroom Teacher	Yurixi Rojas	Teacher
Non-classroom Professional	Jesus Solis	Non-Instructional Employee
Non-classroom Professional	Kasey Simpson	Non-Instructional Employee

Addendums

Houston MSTC HS

CSO: Geovanny Ponce
SSO: Berzayda Ochoa

TEA Level: HS
School Office: HSO

Overall		
	Scaled Score	Rating
2022 ACTUAL	73	C
"What-If"	58	F
Projected Change	-15	Change

Domain 1: Student Achievement		
	Scaled Score	Rating
2022 ACTUAL	67	NR: SB 1365
"What-If"	59	F
Projected Change	-8	Change

Domain 2: School Progress			
	Higher Component (HC)	HC Scaled Score	Rating
2022 ACTUAL	Rel Perf	75	C
"What-If"	Rel Perf	62	D
Projected Change	No Change	-13	Change

Domain 3: Closing the Gaps		
	Scaled Score	Rating
2022 ACTUAL	68	NR: SB 1365
"What-If"	49	F
Projected Change	-19	Change

Domain 1 Components		
STAAR	Raw Score	Scaled Score
2022 ACTUAL	31	56
"What-If"	31	56
Projected Change	0	0
CCMR		
	Raw Score	Scaled Score
2022 ACTUAL	48	80
"What-If"	48	58
Projected Change	0	-22
Graduation Rate		
	Raw Score	Scaled Score
2022 ACTUAL	91.5	65
"What-If"	92	65
Projected Change	0	0

Domain 2 Components		
Student Growth	Raw Score	Scaled Score
2022 ACTUAL	52	57
"What-If"	60	58
Projected Change	8	1
Relative Performance	D1 STAAR (ES/MS) or STAAR/CCMR Avg (HS) Score	Scaled Score
2022 ACTUAL	39.5	75
"What-If"	39.5	62
Projected Change	0.0	-13

Domain 3 Components			
	Total # Groups/Points	Percent Met	Points
Academic Achievement			
2022 ACTUAL	16	6	3
"What-If"	32	47	23.5
Projected Change	16	41	
Growth or Grad Rate			
2022 ACTUAL	6	0	0.0
"What-If"	16	0	0.0
Projected Change	10	0	
D1 STAAR or CCMR			
2022 ACTUAL	8	75	22.0
"What-If"	16	6	1.9
Projected Change	8	-69	
English Language Proficiency (ELP)			
		% Met ELP	ELP Points
2022 ACTUAL		0	0
"What-If"		0	0.0
Projected Change		0	

A note on Domain 3: While weighted scores are higher in Domain 3 in the "What-If" ratings, Domain 3 scaling and methodology is significantly different than it was in prior years. For Domain 3, Points in 2022 were calculated after scaling, and Points in "What-If" were calculated prior to scaling. Therefore, the Points column is not comparable across analyses.

Sources: 2022 CAF; "What-If" Data File published 5/31/2023

Note: "What-If" ratings use 2022 student outcomes and the currently proposed 2022–2023 accountability cycle rules. These are not official ratings. 2022–2023 accountability ratings will be released in September 2023.

Houston MSTC

Campus Profile

NES-A	A2	C	Shana Perry	Tudon Martinez	Leon Scott
NES Status	Unit	2022 Rating	Senior ED	ED	Support ED

SCHOOL LEADERSHIP

Diego Linares

Principal

No Match

Years of Experience

1

Years on Campus

2022 ACCOUNTABILITY INFO

STAAR: Raw Score	STAAR: Scaled Score
31	56

CCMR: Raw Score	CCMR: Scaled Score
48	80

Grad Rate: Raw Score	Grad Rate: Scaled Score
91.5	65

Action Plan URL
Link

QUICK COUNTS

245

Total Staff

2649

Count of Student Id

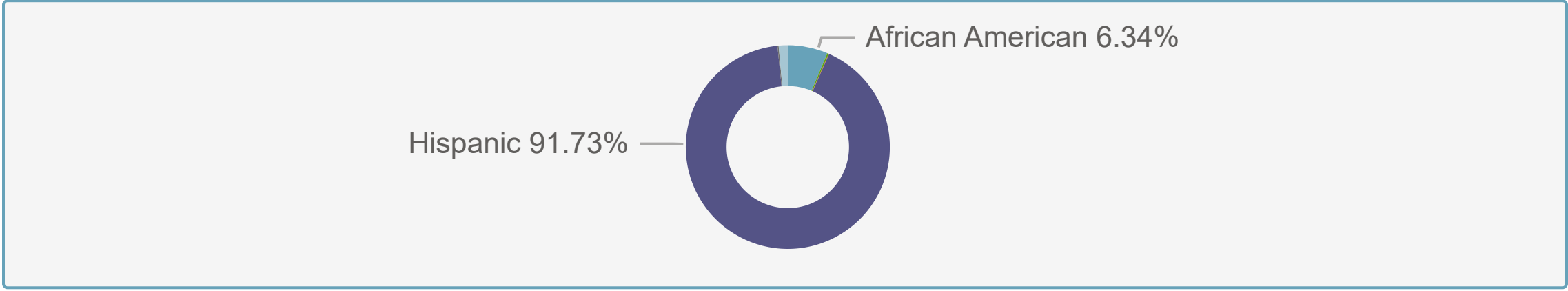
190

Full-Time Teachers

7

Av. Years Tchr. Exp.

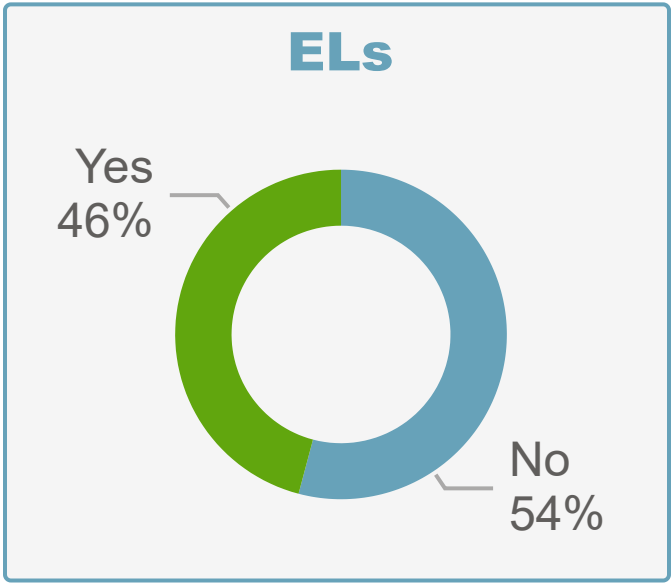
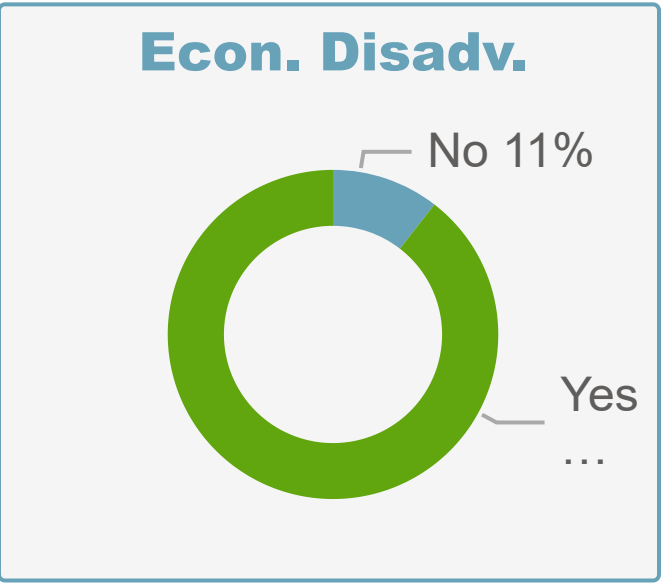
DEMOGRAPHICS



Campus	09	10	11	12
Houston MSTC HS	903	606	633	507

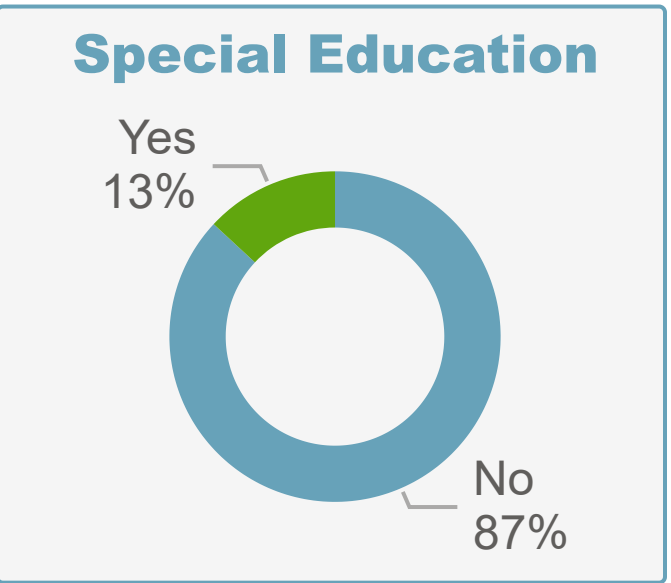
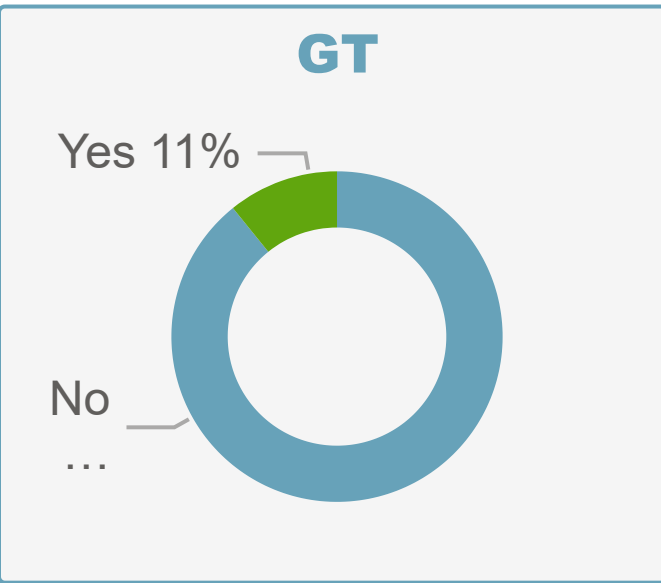
95%

Average Staff Attendance



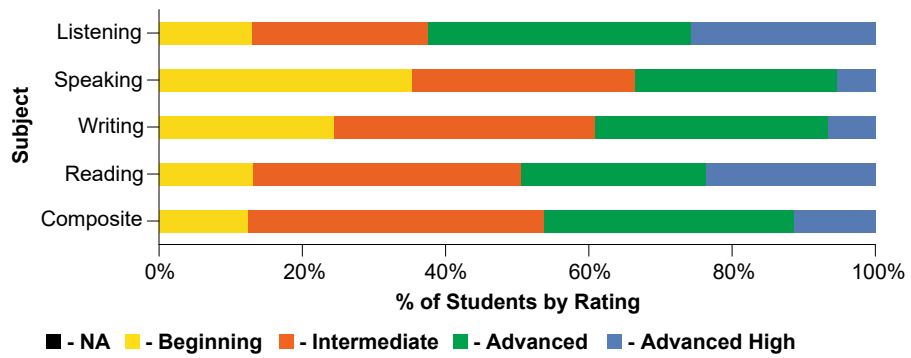
84%

Average Student Attendance



TELPAS Rating

Student's Current Grade Level:
All Grades



School	NWEA FALL Math (6+) 23-24									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	28559	212.37	0	0%	9435	33.04%	5636	19.73%	5545	19.42%

Houston MSTC (310)	0	0	0	0%	0	0%	0	0%	0	0%
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School	NWEA FALL Math (6+) 23-24				NWEA FALL Math (6+) 23-24 (Screen Reader Compatible)					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%

Houston ISD	4574	16.02%	3369	11.8%	208	205.08	0	0%	97	46.63%
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Houston MSTC (310)	0	0%	0	0%	0	0	0	0%	0	0%
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School	NWEA FALL Math (6+) 23-24 (Screen Reader Compatible)								NWEA FALL Algebra 1 23-24	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg SS
	#	%	#	%	#	%	#	%		

Houston ISD	36	17.31%	26	12.5%	28	13.46%	21	10.1%	20384	222.64
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Houston MSTC (310)	0	0%	0	0%	0	0%	0	0%	942	217.03
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School	NWEA FALL Algebra 1 23-24									
	Overall									
	Not Assigned		Low		LoAverage		Average		HiAverage	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	7764	38.09%	3905	19.16%	2938	14.41%	2725	13.37%
Houston MSTC (310)	0	0%	452	47.98%	218	23.14%	132	14.01%	81	8.6%

School	NWEA FALL Algebra 1 23-24		NWEA FALL Algebra 1 23-24 (Screen Reader Compatible)							
	Overall		Overall							
	High		# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%			#	%	#	%	#	%
Houston ISD	3052	14.97%	148	210.41	0	0%	104	70.27%	14	9.46%
Houston MSTC (310)	59	6.26%	11	216.73	0	0%	5	45.45%	3	27.27%

School	NWEA FALL Algebra 1 23-24 (Screen Reader Compatible)							NWEA FALL Reading (6+) 23-24			
	Overall							Overall			
	Average			HiAverage		High		# Tested	Avg SS	Not Assigned	
	#	%		#	%	#	%			#	%
Houston ISD	14	9.46%		9	6.08%	7	4.73%	61471	209.92	0	0%
Houston MSTC (310)	2	18.18%		0	0%	1	9.09%	1666	204.24	0	0%

School	NWEA FALL Reading (6+) 23-24									
	Overall									
	Low		LoAverage		Average		HiAverage		High	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	18924	30.79%	11086	18.03%	11929	19.41%	11932	19.41%	7600	12.36%
Houston MSTC (310)	762	45.74%	410	24.61%	273	16.39%	182	10.92%	39	2.34%

School	NWEA FALL Reading (6+) 23-24 (Screen Reader Compatible)									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	1024	204.38	0	0%	457	44.63%	152	14.84%	147	14.36%
Houston MSTC (310)	26	191.46	0	0%	16	61.54%	5	19.23%	4	15.38%

School	NWEA FALL Reading (6+) 23-24 (Screen Reader Compatible)				NWEA FALL Science (6+) 23-24					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	130	12.7%	138	13.48%	30681	204.56	0	0%	7970	25.98%
Houston MSTC (310)	0	0%	1	3.85%	0	0	0	0%	0	0%

School	NWEA FALL Science (6+) 23-24								NWEA FALL Science (6+) 23-24 (Screen Reader Compatible)	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg SS
	#	%	#	%	#	%	#	%		
Houston ISD	4977	16.22%	5113	16.67%	5618	18.31%	7003	22.83%	173	197.94

Houston MSTC (310)	0	0%	0	0%	0	0%	0	0%	0	0
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School	NWEA FALL Science (6+) 23-24 (Screen Reader Compatible)									
	Overall									
	Not Assigned		Low		LoAverage		Average		HiAverage	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	72	41.62%	34	19.65%	25	14.45%	20	11.56%

Houston MSTC (310)	0	0%	0	0%	0	0%	0	0%	0	0%
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School	NWEA FALL Science (6+) 23-24 (Screen Reader Compatible)			NWEA FALL Science (9-12) Biology 23-24							
	Overall			Overall							
	High			# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%				#	%	#	%	#	%
Houston ISD	22	12.72%		14318	208.65	52	0.36%	5021	35.07%	2338	16.33%

Houston MSTC (310)	0		0%		375	199.07	0	0%	228	60.8%	52	13.87%
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School	NWEA FALL Science (9-12) Biology 23-24						NWEA FALL Science (9-12) Biology 23-24 (Screen Reader Compatible)			
	Overall						Overall			
	Average		HiAverage		High		# Tested	Avg SS	Not Assigned	
	#	%	#	%	#	%			#	%
Houston ISD	2232	15.59%	2218	15.49%	2457	17.16%	317	203.51	0	0%
Houston MSTC (310)	33	8.8%	40	10.67%	22	5.87%	14	193.21	0	0%

School	NWEA FALL Science (9-12) Biology 23-24 (Screen Reader Compatible)									
	Overall									
	Low		LoAverage		Average		HiAverage		High	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	145	45.74%	59	18.61%	46	14.51%	29	9.15%	38	11.99%
Houston MSTC (310)	9	64.29%	4	28.57%	0	0%	1	7.14%	0	0%

School	23-24 HISD Current Students									
	Overall									
	# Tested					Avg RS				
Houston ISD	183130					1				
Houston MSTC (310)	2646					1				

Incident Management

Incident Counts by Behavior		Date Range	Prior School Year ▾	8/22/2022 to 5/31/2023
		Incident Element Behavior ▾		
93	41 - Fighting/Mutual Combat^	288	DF21 - Chronic failure to adhere to directive	
48	IN04 - Under the influence of illegal drug	85	LV21 - Leaving without permission	
60	RT21 - Deroga/Abusive Staff	66	SC21 - Inappropriate physical contact (student)	
298	SK21 - Chronic skipping	48	SR21 - Violation of safety rules	
49	TR21 - Chronic tardiness	140	VP21 - Vaping/Possession of Vaping Device	

STAAR 2-Year Comparison Performance Results by Subject

*Source: A4E (8/15/23)

School Name	School ID	Unit	Feeder	Year	Subject
Houston MSTC	310	A2	MSTC - North A2, Houston	2022-2023	Biology
Houston MSTC	310	A2	MSTC - North A2, Houston	2022-2023	Algebra
Houston MSTC	310	A2	MSTC - North A2, Houston	2022-2023	English I
Houston MSTC	310	A2	MSTC - North A2, Houston	2022-2023	English II
Houston MSTC	310	A2	MSTC - North A2, Houston	2022-2023	U.S. History
Houston MSTC	310	A2	Martinez, Tudon	2021-2022	Algebra
Houston MSTC	310	A2	Martinez, Tudon	2021-2022	Biology
Houston MSTC	310	A2	Martinez, Tudon	2021-2022	English I
Houston MSTC	310	A2	Martinez, Tudon	2021-2022	English II
Houston MSTC	310	A2	Martinez, Tudon	2021-2022	US History

# of Students	Did Not Meet (% of Students)	Approaches (% of Students)	Meets (% of Students)	Masters (% of Students)
927	31%	69%	22%	4%
872	51%	49%	11%	4%
1059	56%	44%	25%	3%
954	57%	43%	25%	1%
593	15%	85%	43%	17%
814	53%	47%	13%	5%
905	41%	59%	26%	5%
1026	62%	38%	26%	3%
795	52%	48%	31%	2%
691	23%	77%	46%	21%



Sam Houston High School

9400 Irvington Blvd.

Houston, Tx. 77076

Parent University Participants

- 1.- Rosario L. Peña
- 2.- Anita Rodriguez
- 3.- Guillermina Izquierdo
- 4.- P. Angélica Rodríguez
- 5.- Veronica Olvera
- 6.- Graciela Hernández
- 7.- Gabriela Medrano
- 8.- Lourdes Paz
- 9.- Telma Morán
- 10.- Nora Galindo
- 11.- Susana Torres
- 12.- Leticia Hurtado
- 13.- Angelica Silva
- 14.- Erika Guerrero
- 15.- Pastora Patiño
- 16.- Gustavo Patiño

CLASES DE INGLES PARA ADULTOS

Hi!

**Nice to
meet you!**



NIVEL PRINCIPIANTE

10:00 a.m. - 12:00 p.m.

TODOS LOS MIÉRCOLES

iniciamos el 13 de Septiembre, 2023

NIVEL INTERMEDIO

6:30 - 8:30 pm

TODOS LOS MARTES!!

iniciamos el 5 de Septiembre, 2023

GRATIS!!

En St. James Lutheran Church

1602 W 43rd. Houston, Tx. 77018

Para información llamar (713) 686-1577

saintjameshouston@gmail.com



**ST. JAMES LUTHERAN CHURCH
FAMILY LIFE CENTER**

 **LIBRE**

ENGLISH CLASSES FOR ADULTS

Hi!

**Nice to
meet you!**



BEGINNER FRIENDLY

10:00 a.m. - 12:00 p.m.

EVERY WEDNESDAY

Starting September 13. 2023

INTERMEDIATE LEVEL

6:30 - 8:30 pm

EVERY TUESDAY

Starting September 5th. 2023

FREE!!

En: St. James Lutheran Church

1602 W 43rd. Houston, Tx. 77018

To Information call (713) 686-1577

saintjameshouston@gmail.com



**ST. JAMES LUTHERAN CHURCH
FAMILY LIFE CENTER**

 **LIBRE**

HOUSTON ISD NORTH DIVISION



ON-SITE VACCINATION CLINIC for Students

**SATURDAY,
SEPTEMBER 30 2023
12PM – 4PM**



SAM HOUSTON MSTC

9400 IRVINGTON BLVD, HOUSTON, TX 77076

50 available spots on a first
come, first served basis!



CONTACT 713-556-6784 FOR MORE INFORMATION



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LEARN HOW TO COMPLETE
SCHOLARSHIPS



LEARN HOW TO COMPLETE
FAFSA/ TAFSA

CLASSROOM TBA

**MONDAYS
&
THURSDAYS**
4:45PM-5:45PM

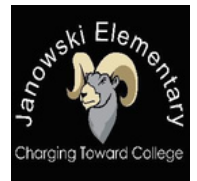
CONTACT US ON TEAMS OR BY
EMAIL:
ANGEL.GARCIA@HOUSTONISD.ORG
VALERIE.LEVERETT@HOUSTONISD.ORG

Back-to-School Bash

Join the Sam Houston Feeder Pattern

We will have FREE backpacks with school supplies, free haircuts, FREE food, and no-cost vaccines as well as fun activities! Please be sure to sign in and collect your passport to participate. **Each student must be present to receive their backpack!**

In collaboration with community partners, and many
more!



📍 9400 Irvington Blvd. Houston TX 77076-5224
🕒 Saturday, August 19th, 2023, 9 a.m.-12 p.m.

Fiesta de Regreso a la Escuela

Únase al grupo de escuelas de Sam Houston

¡Tendremos mochilas GRATIS, cortes de pelo gratis, comida GRATIS, vacunas sin costo, así como actividades divertidas! Asegúrese de registrarse y recoger su pasaporte para participar. **¡Cada estudiante debe estar presente para recibir su mochila!**

¡En colaboración con socios de la comunidad, y
muchos más!



📍 9400 Irvington Blvd. Houston TX 77076-5224

🕒 Sabado, 19 de Agosto de 2023. Horario 9 a.m.-12 p.m.



Campus Needs Analysis Agenda
Houston MSTC High School
October 25, 2023
4:45 pm

I. Introduction

5 minutes

II. Campus SWOT Analysis

35 minutes

Strengths

Weaknesses

Opportunities

Threats

III. Questions

20 minutes

IV. Notes Section

Day 1

[illegible]



**Campus Needs Analysis Minutes
Houston MSTC High School
October 25, 2023
4:45 pm**

I. Introduction

5 minutes

Introductions of attendees took place at 4:48 PM -5:50 PM:

Solis, Assistant Principal

Hall, Resident Principal

Rojas, Teacher

Gaut, Teacher

Linares, Principal

Gonzalez, Associate Principal

Roberts, Community Member

Meeting called to order by Linares (Principal) - 4:50 PM

Began meeting by facilitating a SWOT analysis with the group to discuss the Strengths, Weaknesses, Opportunities, and Threats

Member joined at 4:55 PM - Fuentes, Community Member

II. Campus SWOT Analysis

35 minutes

See minutes (section IV) for notes

Strengths

Weakness

Opportunities

Threats

III. Questions

20 minutes

See minutes (section IV) for notes

IV. Minutes Section

Minutes transcribed by Hall (Resident Principal)

The committee shared out the following ideas during the SWOT analysis discussion: **4:50 PM - 5:02 PM**



Strengths-: Traditions, Communication, Parental Involvement, Decrease in discipline issues that require ISS/SRC, dedicated staff members, partnerships with the community and support, community outreach, diversity

Weaknesses: Traffic issues-, student punctuality, tardy to class, Family Dollar, perception of school in community (negative social media), large feeder pattern (elementary, middle school, high school cultures are very different), large campus - difficult to manage, diversity, socioeconomic deficiencies

Opportunities: Systems improvement with available opportunities, college and career preparation & follow up/tracking, Work with feeder patterns to align instructional practices & behavioral expectations

Threats: Family Dollar, violence & safety, number of entrances/exits, truancy, general community environment/culture and habits

Reviewed School Improvement Plan Questionnaire - **5:02-5: 5:18**

Problem of Practice Statement #1 - Classroom instruction not engaging for all students. This year we are addressing that with intentional PLCs and Demo Days to improve Multiple Response Strategies for 100% engagement during class

Problem of Practice Statement #2 - Lack of consistent systems to ensure compliance - We have improved systems in special education leadership and are meeting deadlines more consistently.

Problem of Practice Statement #3 - Insufficient data tracking systems. We have improved using LSAE model, data desegregation in PLCs, systems to identify and support students.

School Culture & Climate:

We offer Coffee with the principal to engage and communicate with the community. Attendance decreased last year (nation-wide trend in attendance)

Discipline incidents are lower this year than previous years.

We have parents helping through volunteering (Parents on Patrol)

We do have a high number of English Language Learners and more newcomers this year, staff is not all bilingual

Managing new district policy to enforce cell phone and dress code policies

Shared family engagement events: Open House, Community Garage Sale, Posada Navidena, Turkey

Community Giveaway, Tiger Food Market, Houston Food Bank Distribution, ESL Parent Classes - (community member requested Grade-Level Parent Meetings).

Lack of available spaces to host parent involvement meetings

Shared Community Partnerships - need to add Houston Food Bank

Need to improve communication with parents and community so they know what events are taking place and what supports are available

Linares requested feedback and asked if there were questions at **5:18**

Feedback - Fuentes: SWOT - Can be more interactive and place members in groups (community, parents, teachers, etc) to get more collaboration and insights

Meeting adjourned by Linares - **5:20**