

Houston Independent School District

467 Baylor College Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Baylor College of Medicine Academy at James D. Ryan is a health science middle school that prepares diverse students to achieve academic and personal excellence in middle school, high school, college, and careers through an accelerated, innovative, biomedical program.

Vision

At BCMAR, we want all students to excel and become empowered to make beneficial choices in every aspect of their lives, whether academic, career or personal.

Value Statement

Baylor Bulldogs – We are:

Brilliant

Committed

Mindful

Achievers

Respectful

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problems of Practice	8
Comprehensive Needs Assessment Data Documentation	9
Board Goals	11
Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.	12
Board Goal 2: 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.	13
Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.	15
Board Goal 4: 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.	16
Board Goal 5: N/A - Additional Campus Goals	18
State Compensatory	35
Budget for 467 Baylor College Middle School	36
Personnel for 467 Baylor College Middle School	36
Title I	36
1. Comprehensive Needs Assessment (CNA)	37
1.1: Comprehensive Needs Assessment	37
2. Campus Improvement Plan	37
2.1: Campus Improvement Plan developed with appropriate stakeholders	37
2.2: Regular monitoring and revision	37
2.3: Available to parents and community in an understandable format and language	37
2.4: Opportunities for all children to meet State standards	38
2.5: Increased learning time and well-rounded education	38
2.6: Address needs of all students, particularly at-risk	39
3. Annual Evaluation	39
3.1: Annually evaluate the schoolwide plan	39
4. Parent and Family Engagement (PFE)	40
4.2: Offer flexible number of parent involvement meetings	40
5. Targeted Assistance Schools Only	40
5.1: Determine which students will be served by following local policy	40
Title I Personnel	40
Campus Shared Decision Making Committee	41
Campus Funding Summary	42

Comprehensive Needs Assessment

Demographics

Demographics Summary

Baylor College of Medicine Academy at James D. Ryan (BCMAR) is a medical magnet middle school located in the Historic Third Ward Community in the historic James D. Ryan Middle School. BCMAR is an open enrollment magnet program, with student applicants selected via a lottery pursuant to the MSAP federal magnet grant requirements. BCMAR also accepts 6th and 7th grade students under boundary option from neighboring schools: Blackshear, Lockhart, and MacGregor Elementary Schools. The school is comprised of 6th, 7th, and 8th grade. There are currently 390 students. The breakdown of the student population is 49% African American, 43% Hispanic, 4% Asian, 3% Caucasian, and 1% Other. BCMAR is a Title I school with approximately 65% of students qualifying for free and reduced lunch. The current staff includes the Principal, 2 Assistant Principals, 1 Teacher Specialist, 1 Media Services Specialist, 1 Counselor, 1 Secretary, 1 Clerk, 1 SIR, 28 Teachers, and 5 Support Staff (including the Nurse, STEM Specialist, IT Support, Academic Tutor, and the SPED Teacher Assistant). We also have a Project Explore Coordinator, Wraparound Specialist, User Device Technician, and a Verizon Innovative Learning Schools (VILS) Instructional Coach. The student population is representative of the demographics of the Houston Independent School District.

Demographics Strengths

Baylor College of Medicine Academy at James D. Ryan (BCMAR) special populations include: GT – 32%, SPED - 4%, 504 - 7%, and ELL - 12%. Academic offerings include a rigorous Pre-AP curriculum, Latin offered as a foreign language, and specifically tailored health science courses, such as Neuroscience (6th grade), Scientific Decision-Making (7th grade), and Biotechnology (8th grade). Students who qualify can earn high school credit for Algebra I, Geometry, Integrated Physics and Chemistry, Principles of Bioscience, and Latin.

The different subgroups including: All students, Gifted and Talented, English Language Learners, and Economically Disadvantaged students have performed well on formative, summative, and state assessments.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: SPED students are not meeting standards on the STAAR Reading and STAAR Math Assessments. **Root Cause:** Differentiation, intervention and scaffolding strategies are not strategically aligned with individual formative student data and individual IEP accommodations.

Student Learning

Student Learning Summary

A breakdown of data from the Renaissance360 2021-2022 Reading End of Year Assessments showed the following results: 86% of all 6th-grade students took the test and of these percentage, 22% were at the Intervention Level and 10% were at the Urgent Intervention Level; 91% of all 7th-grade students took the test and of these percentage, 15% were at the Intervention Level and 29% were at the Urgent Intervention Level; 95% of all 8th-grade students took the tests and of these percentage, 18% were at the Intervention Level and 21% were at the Urgent Intervention Level.

A breakdown of data from the Renaissance360 2021-2022 Mathematics End of Year Assessments showed the following results: 86% of all 6th-grade students took the test and of these percentage, 7% were at the Intervention Level and 9% were at the Urgent Intervention Level; 93% of all 7th-grade students took the test and of these percentage, 9% were at the Intervention Level and 16% were at the Urgent Intervention Level; 100% of all 8th-grade students took the test and of these percentage, 14% were at the Intervention Level and 7% were at the Urgent Intervention Level.

A breakdown of data from the 2021-2022 Reading STAAR Assessments showed the following results: 100% of all 6th-grade students took the assessment - 75% performed at the Approaches level, 46% performed at the Meets level, and 25% performed at the Masters level; 100% of all 7th-grade students took the assessment - 95% performed at the Approaches level, 73% performed at the Meets level and 52% performed at the Masters level; 100% of all 8th-grade students took the assessment - 96% performed at the Approaches level, 86% performed at the Meets level and 66% performed at the Masters level.

A breakdown of data from the 2021-2022 Math STAAR Assessments showed the following results: 100% of all 6th-grade students took the assessment - 73% performed at the Approaches level, 32% performed at the Meets level, and 11% performed at the Masters level; 81% of all 7th-grade students took the Math 7 STAAR assessment - of these 81%, 63% performed at the Approaches level, 31% performed at the Meets level and 9% performed at the Masters level; 76% of all 8th-grade students took the Math 8 STAAR assessment - of these 76%, 87% performed at the Approaches level, 47% performed at the Meets level and 18% performed at the Masters level.

A breakdown of data from the 2021-2022 STAAR Algebra 1 EOC Assessments showed the following results: 100% of all Algebra 1-grade students took the assessment - of this 100%, 100% performed at the Approaches level, 91% performed at the Meets level and 63% performed at the Masters level.

Student Learning Strengths

Baylor College of Medicine Academy at James D. Ryan (BCMAR) earned all seven state Distinction Designations in 2021-2022: for ELA-Reading, Mathematics, Science, Social Studies, Postsecondary Readiness and Comparative Closing the Gaps.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Instructional methodologies that do not result in optimum levels of engagement of all students. **Root Cause:** Teachers who do not strategically match methodologies of instruction and intervention to differing student styles of learning.

Problem of Practice 2: Checking for understanding that is not consistently on-point, strategic and purposeful. **Root Cause:** Teachers who do not consistently plan for lesson activities that anticipate and determine student misconceptions and areas where students are needing clarity to build towards lesson mastery.

School Processes & Programs

School Processes & Programs Summary

We are a Health Science Medical Magnet campus that serves students in grades 6-8. Students rotate through ten classes, most of which are Pre-AP. Our campus has block scheduling and students attend five classes each day. We follow HISD's scope and sequence and all students rotate through the Health Science classes. A curriculum created by Baylor College of Medicine is used to teach Neuroscience, Scientific Decision-Making, and Biotechnology. Students receive one hour of intervention in reading or math Monday-Thursday.

Additional programs used on our campus include: Imagine Learning, Imagine Math, Aleks, and Stemsopes. Teachers utilize Pear Deck, Kahoot, Padlet, and other technology programs to enhance instruction.

In order to recruit personnel, we market the school via Twitter, community events, job fairs, and district events. Teachers are supported by the principal, assistant principals, teacher specialist, counselor, and other support personnel on campus. There are weekly Professional Learning Community (PLC) meetings where teachers are able to collaborate, model effective teaching strategies, and share best practices. Teachers are retained by providing support and acknowledging success. Those who go above and beyond the call of duty receive shout-outs, kudos, and certificates of appreciation for their efforts. Teachers are also given opportunities to grow and remain at the campus by selecting personnel for other roles that allow for additional impact on student achievement.

School Processes & Programs Strengths

The Health Science curriculum is amazing and truly engages students. Critical thinking is experienced daily and students are involved in hands-on experiences weekly. Advanced learning prepares students to be innovative, creative, and connect with medical professionals. The process of teacher collaboration allows for teachers to share best practices, observe effective instruction, and learn from one another. Cohesiveness regarding student concerns can also be shared during this time.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Lack of time for teachers to meet with grade-level teams for collaboration; focus on checking for understanding and student engagement **Root Cause:** Teacher planning time by subject-area only; Teacher-talk vs. student discourse

Perceptions

Perceptions Summary

The campus was established in August 2013 with the honor of partnering with the prestigious Baylor College of Medicine. Our school culture is one of inclusiveness. We are devoted to being brilliant, committed, mindful, achievers, and respectful.

We value preparing diverse students to achieve academic excellence in middle school, high school, college, and career through an innovative accelerated biomedical health science program. We believe all students will excel and become empowered to make beneficial choices in every aspect of their lives, whether academic, career or personal.

Students are able to participate in competitions, chess, robotics, the Student Council, National Junior Honor Society, and serve as ambassadors for the campus. The science fair is always grand, and parents thoroughly enjoy the programs, Literacy Night, Math Night, STEAM night, and being able to join their students at certain events. On Wednesdays, our students will wear their scholar coats as a reminder of the Health Science profession that our magnet program is centered around.

Google forms are often used to collect data around school improvement. Parents are notified of school events via school messenger, text messages, and emails.

Perceptions Strengths

We hold true to the vision of Baylor College of Medicine. We believe that student outcomes do not change until adult behaviors change. The teachers and staff work extremely hard to ensure students master the objectives being taught. The long-term goal is for all students to grow and be successful. Because of this, teachers are charged with tracking their individual data, as well as that of their students. We aim to ensure project-based learning is incorporated into our program. Students gain hands-on experiences and are able to interact with medical professionals many times throughout the school year.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Parents believe students are automatically accepted into DeBakey High School for Health Professions **Root Cause:** The connection to Baylor College of Medicine and the Health Science curriculum

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.






Goal 1: By the end of the 2022-2023 school year, the percentage of students meeting standard on the STAAR Reading test will increase from 90% to 92% at approaches, 70% to 72% in meets and 50% to 52% in masters.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: Increase performance of students at the approaches standard on the STAAR Reading test will increase from 90% to 92%, in meets 70% to 72%, and masters 50% to 52%.

Evaluation Data Sources: Improve on all levels of STAAR Reading assessments.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize Renaissance 360 reports, Ontrack assessments, and teacher's informal/formal assessments data to drive instruction. Strategy's Expected Result/Impact: By utilizing assessments and the data gathered throughout the year the ELAR department will be able to track students' progress. The ELAR department will be able to use data to drive instruction and plan accordingly in PLC. The department will be able to seek and receive instructional support and strategies. Staff Responsible for Monitoring: The ELAR teachers, department chair, and department administrator. Action Steps: ELAR will create and track heat maps that include # of questions missed per student, areas of weakness, and re-teach opportunities. Students will track and monitor data using district assessments and teacher's assessments. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					






Measurable Objective 2: Increase the performance of students' STAAR Reading scores for 6th, 7th, and 8th grade.

Evaluation Data Sources: Increase and ensure the growth of students' STAAR Reading scores for 6th, 7th, and 8th grade approaches, meets, and masters.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate during PLC planning. Teachers will receive additional training and support toward instructional strategies. Strategy's Expected Result/Impact: As teachers plan during PLCs and receive additional support/training it will enhance students' learning. Teachers will use assessments data to track and identify areas to re-teach. Staff Responsible for Monitoring: ELAR teachers, department chair, and department administrator. Action Steps: Grade-level teachers will plan small group interventions and enrichment to ensure areas of concerns are addressed. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: All students will draft and revise/edit bi-weekly teacher given prompts to increase students' growth in writing and receive feedback from peers and teachers.

Evaluation Data Sources: Enhance and increase all students' writing in ELAR class.

Strategy 1 Details	Reviews			
Strategy 1: Students will draft and revise/edit bi-weekly teacher given prompts. Teachers will monitor students writing and provide feedback to students. Strategy's Expected Result/Impact: Increase students writing in ELAR class. Increase students writing stamina and provide revising and editing techniques. Students will write in ELAR class based on teacher given prompts. Staff Responsible for Monitoring: ELAR teachers. Action Steps: Teachers will collaborate with grade-level ELAR teachers to discuss students' writing. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 2: 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.






Goal 1: By the end of the 2022-2023 school year, the percentage of students meeting standard on the STAAR Math test will increase from 74% to 80% at approaches, 37% to 50% in meets and 13% to 25% in masters.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: To increase the Approaches standard in STAAR Math from 74% to 80%, Meets standard from 37% to 50% and Masters from 13% to 25%.

Evaluation Data Sources: MATHia, OnTrack, Renaissance 360, District Formative Assessments, TEA Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize data to inform differing instructional (below grade level, on grade level and above grade level) needs of students.</p> <p>Strategy's Expected Result/Impact: All students achieving STAAR Progress Measure of accelerated.</p> <p>Staff Responsible for Monitoring: Ms. de Dios, Ms. Yap, Teachers of Record for Mathematics</p> <p>Action Steps: 1. Teachers will be provided with the 2021-2022 STAAR Math data and District Ren360 EOY Math assessment data.</p> <p>2. Teachers will thoughtfully and purposefully annotate Carnegie lessons (topics) and implement the Curriculum with fidelity.</p> <p>3. Teachers will design assessments that result in a continuing output of relevant data that informs the needed levels of intervention, enrichment and lesson extension.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 2: 100% of all students, grade levels 6 through 8, will take ownership of their performance progress.

Evaluation Data Sources: MATHia, OnTrack, Renaissance 360, Imagine Math, District Formative Assessments, TEA Interim Assessments

Strategy 1 Details		Reviews			
Strategy 1: Students will be provided by their respective teachers with individual student data trackers, set and adjust goals after every formative assessment (teacher-created, district and state assessments). Strategy's Expected Result/Impact: All students achieving STAAR Progress Measure of accelerated. Staff Responsible for Monitoring: Ms. de Dios, Ms. Yap, Teachers of Record for Mathematics Action Steps: 1. Teachers will create a data tracker for students. 2. Teachers and students will set goals collaboratively, as a class, at the beginning of the school year and after every cycle. 3. Students, in collaborations with the teacher, will set individual goals at the start of the school year, track their own assessment data and adjust their goals progressively, every end of cycle assessment. 4. Teachers will monitor individual students' tracking of their data.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: Teachers will implement the Carnegie curriculum with fidelity, implementing the curriculum following the scope and sequence of the Carnegie Curriculum.

Evaluation Data Sources: Teacher lesson plans, District Formative Assessments, TEA Interim Assessments

Strategy 1 Details		Reviews			
Strategy 1: Teachers will be provided with consistent and on-point support by the District-assigned Campus Implementation Coach, BCMA Administrators, and by each other. Strategy's Expected Result/Impact: All students achieving STAAR Progress Measure of accelerated. Staff Responsible for Monitoring: Ms. de Dios, Ms. Yap, Teachers of Record for Mathematics Action Steps: 1. Carnegie Campus Implementation coach will consistently support teachers through the lesson planning (internalization) process, execution of the lesson, and through timely and on-point feedback. 2. Appraiser will monitor the lesson planning (internalization) process and observe the execution of the lesson, and give on-point feedback. 3. Teachers will follow the protocols of the lesson planning (internalization) process and execute the planned lesson with fidelity.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.








Goal 1: 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.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: Student dropout rate will decrease from 0.7% to 0% for the school year 2022-2023.

Evaluation Data Sources: Student dropout report

Strategy 1 Details	Reviews			
Strategy 1: Administrators, teachers, counselor, wraparound specialist and parents will collaborate closely to monitor the academic performance and attendance of at-risk students. Strategy's Expected Result/Impact: All students will be accounted for in terms of school placement. Staff Responsible for Monitoring: Administrators, teachers, attendance clerk.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: For 2022-2023, 50% of 7th and 8th grade students will complete NAVIANCE and 100% of students in the Project Explore program will fulfill all the requirements of the program.

Evaluation Data Sources: Rate of NAVIANCE completion and rate of Project Explore requirement completion reports.

Strategy 1 Details	Reviews			
Strategy 1: Close collaboration among Project Explore Campus Advisor, counselor and teachers. Strategy's Expected Result/Impact: 50% of 7th and 8th grade students will complete NAVIANCE and 100% of students in the Project Explore program will fulfill all the requirements of the program. Staff Responsible for Monitoring: Project Explore Advisor, Counselor Action Steps: Project Explore Advisor will recruit students for the Project Explore program and work with the counselor, 7th grade teachers and 8th grade teachers to ensure that all 7th and 8th grade students are given the chance to complete NAVIANCE.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: 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.








Goal 1: 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 will increase from 8% spring of 2022 to 31% spring of 2023.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: 31% of students receiving special education services will perform at the Meets level on the Fall TEA STAAR Reading Interim Assessment.

Evaluation Data Sources: Ren360 Reading Assessment, Teacher-designed end of cycle assessments, progress on students' IEP's, Fall and Spring TEA STAAR Reading Interim Assessments.

Strategy 1 Details	Reviews			
Strategy 1: SPED students will be scheduled in Reading Intervention classes. Strategy's Expected Result/Impact: Students will show consistent performance progress towards meeting the "MEETS" level of performance from one formative assessment to the next. Staff Responsible for Monitoring: SPED Chairperson (Ms. Moore), SPED teacher (Ms. Cummings), SPED Administrator (G. De Dios), ELAR teachers Action Steps: 1. ELAR teachers will be provided with the STAAR data results and Ren360 EOY data results of their respective SPED students. 2. All other core courses and magnet course teachers will be provided with the STAAR data results and Ren360 EOY data results of their respective SPED students. 3. SPED Chairperson and SPED administrator will track the formative (teacher-created and district) and benchmark (REN 360) assessment data of all SPED students. 4. ELAR teachers will track the formative (teacher-created and district) and benchmark (REN 360) assessment data of their respective SPED students. 5. SPED students will track their own data.	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>				






Measurable Objective 2: 100% of students who did not meet the "approaches" performance level on STAAR Reading during the 2021-2022 school year will receive a minimum of 30 hours of intervention.

Evaluation Data Sources: Imagine Literacy, Formative Assessment results, STAAR results, HB4545 Data Trackers

Strategy 1 Details		Reviews			
Strategy 1: SPED students will receive their 30 hours of intervention from their respective Reading Intervention teachers who are also their ELAR teachers. Strategy's Expected Result/Impact: Students will show consistent progress towards meeting the "APPROACHES" level of performance from one formative assessment to the next. Staff Responsible for Monitoring: SPED Chairperson (Ms. Moore), SPED teacher (Ms. Cummings), SPED Administrator (G. De Dios), ELAR teachers, HB4545 coordinator (J. Santos) Action Steps: 1. Students who did not meet the "approaches" performance level on STAAR Reading during the 2021-2022 school year will receive a minimum of 30 hours of intervention in Reading Intervention classes that will also be taught by their respective ELAR teachers. 2. ELAR/Reading Intervention teachers will be provided with the STAAR data results and Ren360 EOY data results of their respective SPED students. 3. ELAR/Reading Intervention teachers will track the progress of their respective SPED students on the specific TEKS that they did not master.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: By the end of the 2022-2023 school year, 100% of SPED students will make progress towards their IEP goals.

Evaluation Data Sources: End of Cycle Assessments, Progress Tracking within Easy IEP

Strategy 1 Details		Reviews			
Strategy 1: The SPED Chairperson will work collaboratively with all teachers of SPED students to ensure the accurate and consistent implementation of all SPED students' IEP goals. Strategy's Expected Result/Impact: All SPED students will make progress towards their IEP goals. Staff Responsible for Monitoring: SPED Chairperson (Ms. Moore), SPED teacher (Ms. Cummings), SPED Administrator (G. De Dios), All teachers with SPED students Action Steps: 1. The SPED Chairperson will provide the SPED Administrator and all teachers with SPED students with their respective SPED students' IEP's. 2. The SPED Chairperson will monitor the implementation and the documentation of the implementation of SPED students' accommodations. 3. The SPED Chairperson will update the SPED Chairperson of any concerns regarding the implementation and the documentation of the implementation of SPED students' accommodations. 4. The SPED Chairperson will document the progress of SPED students' toward achieving their goals in EASY IEP.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE:

The campus will increase attendance to meet the districts average attendance of 98%. The attendance clerk and committee will monitor attendance on regular bases due to a large population of students being bused to school daily.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Identify students with chronic absences to create a intervention plan to support the student as well as the family to increase the students attendance.

Evaluation Data Sources:



Run daily attendance reports






Weekly attendance reports

Student at the center meeting (Conduct by the Wrap-Around Specialist)






Home Visits (Wrap-Around Specialist)

Weekly Phone calls and emails

Strategy 1 Details	Reviews			
Strategy 1: The attendance committee will meet with the IAT team as needed based on the attendance concerns to identify students that have chronic absences. Strategy's Expected Result/Impact: The expected impact is to immediately identify the students with excessive absences and create a plan to assist the student and the family to decrease and or prevent absences. Staff Responsible for Monitoring: Parents, Teachers, Attendance Clerks, Attendance Committee, Counselor, Wrap Around Specialist, and Administration Action Steps: The attendance clerk will monitor attendance throughout the day to ensure that teachers are taking accurate attendance daily.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The Attendance committee along with the members of the Intervention Assistance Team will communicate with parents, to address and create an intervention plan to address the attendance concerns of individual students. Strategy's Expected Result/Impact: To increase the students attendance rate, that will assist with increasing the overall campus attendance goals. Staff Responsible for Monitoring: Parents, Teachers, Attendance Clerk, Attendance Committee, Deans, Counselor, Wraparound Specialist Action Steps: The attendance clerk will notify parents with attendance concern if a concern is identified.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: The attendance committee, members of the IAT team, and parents, will hold weekly meetings to address the concerns of students that have attendance concerns and provide interventions for the student and the families. Strategy's Expected Result/Impact: Decrease student attendance concerns and improve attendance for the student as well as the campus. Staff Responsible for Monitoring: Parents, Teachers, Attendance Clerk, Attendance Committee, Deans, Counselor, Wrap Around Specialist Action Steps: The attendance committee, the Intervention Assistance Team along with the parents, will compose an intervention plan to address attendance concerns.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: Parents will be involved with the attendance meeting as well as the IAT meetings and held accountable for having students at school daily to help the school increase the attendance rate to 98%.







Strategy 1 Details	Reviews			
Strategy 1: Intervention Meetings will be held weekly and or bi-weekly along with student at the center meeting to identify students with chronic absences. Strategy's Expected Result/Impact: The expected impact is to identify students with excessive absences, and create a plan to decrease the amount absences. Staff Responsible for Monitoring: Parents, Teachers, Attendance Clerk and Committee, Counselor, Wrap Around Specialist and the Deans Action Steps: Teachers will need to take accurate attendance and report to the attendance clerk and or committee if a student misses 2 or more days.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: The number of suspensions will decrease by 50% from 91 in 2021-2022 to 45 or less in 2022-2023.

Evaluation Data Sources: Discipline Report from PowerSchool

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administrators will use SEL strategies to build positive relationships with students. Strategy's Expected Result/Impact: Decrease in the number of discipline referrals and decrease in the number of student to student conflicts. Staff Responsible for Monitoring: Assistant Principals (de Dios and Santos) Action Steps: Teachers will use restorative circles to build relationships with students and for students to build relationships with other students.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and administrators will increase the frequency of positive communication with parents Strategy's Expected Result/Impact: Decrease in the number of office referrals Staff Responsible for Monitoring: Assistant Principals (de Dios and Santos) and teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: The campus will work to ensure that students and staff are healthy and safe socially, emotionally, and physically.

Evaluation Data Sources: Counselor

Nurse

Wrap-Around Specialist

Teachers

Administrators


The campus SEL Coordinator

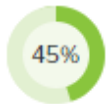





On-line resources

Handouts

Crime Stopper Presentations

District On-line trainings






Strategy 1 Details		Reviews			
Strategy 1: The strategies will include coordinating a health program utilizing the district curriculum Strategy's Expected Result/Impact: Students will learn how to live a health lifestyle physically, socially and emotionally. Staff Responsible for Monitoring: The responsible staff: Physical Education Teachers School Nurse Counselor Campus SEL Coordinator The Wrap-around Specialist The Houston Police Department (PALS Program) Action Steps: The Physical Education teachers, the counselor, the nurse, and the SEL Coordinator will compose lessons based on the district curriculum to implement during the day to help students promote a healthy life style.		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: The Physical Education Teachers, the nurse, the counselor, the SEL Coordinator and the wraparound specialist will provide lessons and presentations to identify the warning signs and behaviors of child abuse and human trafficking. Strategy's Expected Result/Impact: The expected outcome is for students to recognize signs of child abuse and human trafficking. Staff Responsible for Monitoring: The counselor The Nurse Teachers Administrators Wrap-Around Specialist Action Steps: The steps that will address the concerns, are to implement meaningful lessons and presentation to help students identify signs of abuse at school and in their community.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All students will learn the signs of suicidal thoughts and behaviors to identify friends and family that are at risk. Strategy's Expected Result/Impact: The expected outcome will help students to recognize unhealthy signs of suicide and save lives. Staff Responsible for Monitoring: The Counselor The Campus Nurse Administrators Teachers Wrap-Around Specials Action Steps: The Counselor, The Campus Nurse, The Physical Education Teachers, and the Wrap-Around Specialist will organize presentations and lessons that will address suicide.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: All students will be provided with information to identify the warning signs and behaviors of self harm.

Evaluation Data Sources: The evaluation sources:

On-Line Resources
Crime Stopper Presentations
SEL Lessons
District Presentations/ Online trainings
Handouts






Strategy 1 Details		Reviews			
Strategy 1: The counselor, the nurse, physical education teachers will provide lessons that teach students the signs of someone self-harming. Strategy's Expected Result/Impact: The expected outcome to prevent students from self-harming. Staff Responsible for Monitoring: The Counselor The Nurse The Wrap-Around Specialist Teachers Administration Action Steps: The lessons will be taught throughout the year to prevent the unhealthy behaviors of self-harm.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: On the 2022-2023 STAAR Reading Assessments, 45% of SPED students will perform at the Approaches level, 31% will perform at the Meets level and 5% will perform at the Masters level. On the 2022-2023 STAAR Math Assessments, 45% of SPED students will perform at the Approaches level, 31% will perform at the Meets level and 5% will perform at the Masters level.

Evaluation Data Sources: 2021-2022 STAAR Reading and STAAR Math assessments; Renaissance360 BOY, MOY and EOY assessments , Math District Formative Assessments, TEA STAAR Interim Assessments, Teacher-designed End of Cycle or Unit Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Formative assessment (teacher-designed assessments and district-mandated assessments) data results will be closely monitored. Strategy's Expected Result/Impact: On-point interventions that accurately and effectively address individual students' areas of need for continuing academic progress Staff Responsible for Monitoring: Assistant Principals (Ms. de Dios and Mr. Santos), Teacher Specialist (Ms. Yap), SPED chairperson (Ms. Moore), SPED teacher (Ms. Cummings) and core-course teachers Action Steps: Provide teachers with Ren360 EOY , Reading STAAR and Mathematics STAAR data. Teachers will track formative assessment data results Students will track their own data	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: On the 2022-2023 STAAR Reading Assessments, 78% of EL students will perform at the Approaches level, 50% will perform at the Meets level and 31% will perform at the Masters level. On the 2022-2023 STAAR Math Assessments, 72% of EL students will perform at the Approaches level, 42% will perform at the Meets level and 11% will perform at the Masters level.

Evaluation Data Sources: 2021-2022 STAAR Reading and STAAR Math assessments; Renaissance360 BOY, MOY and EOY assessments, TEA STAAR Interim Assessments, Teacher-designed End of Cycle or Unit Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Formative assessment (teacher-designed assessments and district-mandated assessments) data results will be closely monitored.</p> <p>Strategy's Expected Result/Impact: On-point interventions that accurately and effectively address individual students' areas of need for continuing academic progress</p> <p>Staff Responsible for Monitoring: Assistant Principals (Ms. de Dios and Mr. Santos), Teacher Specialist (Ms. Yap) and core-course teachers</p> <p>Action Steps: Provide teachers with Ren360 EOY, Reading STAAR and Mathematics STAAR data. Teachers will track formative assessment data results Students will track their own data</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


Measurable Objective 2: Increase performance of GT students on 2022-2023 STAAR and increase project-based learning. Increase GT students' participation in Science fair and labs through Health Science classes.

Evaluation Data Sources: 2022-2023 Math and Reading STAAR scores, Renaissance 360 - BOY, MOY, EOY, TEA STAAR Interim Assessments, Teacher designed assessments and projects, Science Fair participation (GT Expo), Renzulli participation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Renzulli Learning for 90 minutes a week to enhance GT students' learning. Strategy's Expected Result/Impact: Renzulli usage will allow students to explore topics and complete projects of their interest. This will allow for more in-depth and higher order level thinking from GT students. Staff Responsible for Monitoring: All teachers and GT coordinator Action Steps: Teachers will be provided 6-hour GT update during in-service. Teachers will also be provided Renzulli professional development during PLC times in September. Teachers will allow GT students to use Renzulli during the school day. Students are also able to use Renzulli after school via VILS Chromebooks. TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those who are at risk of not meeting the challenging State academic standards at advanced or proficient levels of student achievement. The strategies provided are based on evidenced-based research to increase achievement for each student group on state exams and other assessments.








Evaluation Data Sources: 2022-2023 Math and Reading STAAR scores, Renaissance 360 - BOY, MOY, EOY, TEA STAAR Interim Assessments, Teacher designed assessments and projects

Strategy 1 Details	Reviews			
Strategy 1: Bi-Weekly At-Bats in PLCs. Strategy's Expected Result/Impact: Improved teacher instruction, effective student learning Staff Responsible for Monitoring: Core subject teachers Action Steps: Together, department members will offer feedback to improve teacher instruction. At-Bats will consist of checking for understanding, student engagement, use of technology, data digs, effective student-centered strategies, and peer feedback.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Small group instruction based on student data needs. Strategy's Expected Result/Impact: At-Risk students to meet approaches on the STAAR - Reading, Math, Science, and Social Studies	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Core subject teachers, teacher specialist</p> <p>Action Steps: The data states that small group instruction will be conducted throughout the day, after school tutorials, and utilizing HB4545.</p>	<div><div></div><div>60%</div></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>				

Measurable Objective 4: 100% of identified Dyslexia students are provided with services according to TEA guidelines

Evaluation Data Sources: Dyslexia Mastery Checks and Progress Monitoring





Strategy 1 Details	Reviews			
Strategy 1: Ensure that students with dyslexia are provided with a dyslexia trained teacher and provided with the required amount of time designated by the Texas Education Agency. Strategy's Expected Result/Impact: Provide identified dyslexia students with designated time for dyslexia services within the master schedule. Staff Responsible for Monitoring: Dyslexia District Coordinator, Dyslexia teacher Action Steps: 1. Identify students with dyslexia 2. Schedule students accordingly to ensure that each student is receiving the required designated time for dyslexia services.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: The campus will increase parent involvement and create a culture of open and honest communication to facilitate parental and community collaborations that will promote parental involvement and student achievement.

Evaluation Data Sources: The sources are the sign in sheets for family events
Parent Contact Logs
Family and Community Engagement District Ranking

Strategy 1 Details	Reviews			
Strategy 1: Teachers will submit the parent communication logs to the Title 1 Coordinator monthly. The teachers will also submit the parent communication logs to their appraiser as documentation of communication with parents throughout the year for T-TESS Conferences. Strategy's Expected Result/Impact: The expected outcome will allow the campus to track communication with parents throughout the year Staff Responsible for Monitoring: Teachers The Counselor Administration Title 1 Coordinator Wrap Around Specialist Action Steps: All teachers and staff will document parent communication to submit to administrators and the Title 1 Coordinator monthly.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will increase parent and community attendance to family events that hosted on and off campus throughout the year. Strategy's Expected Result/Impact: The impact will increase the attendance of parents and the community to events that are hosted by the campus. Staff Responsible for Monitoring: The Title 1 Coordinator Teachers Administrators The Counselor Wrap-Around Specialist PTO Action Steps: The Title 1 Coordinator, The Deans, The Wraparound Specialist, and the PTO will meet and organize events that are student and family friendly to promote parental involvement.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will continue to participate in the Family and Community Engagement Program to increase parental involvement and maintain if not exceed the platinum status.</p> <p>Strategy's Expected Result/Impact: The outcome will continue to provide a welcoming environment, honoring families and linking activities to learning.</p> <p>Staff Responsible for Monitoring: Title 1 Coordinator Teachers Administration Counselor PTO Nurse Wrap-Around Specialist</p> <p>Action Steps: The campus will continue to host family events, parent conferences and coordinate presentation that will provide information to the family and community to promote parental involvement.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being








Measurable Objective 1: The campus will meet 100% of Mandated Health Services by the required dates: Immunization Monitoring, data entry and state reporting requirements will be completed by a certified school nurse on or before December 5, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by the school nurse: Nurse processing estimated number of students to be screened: 390 students

Strategy 1 Details		Reviews			
Strategy 1: The school nurse will ensure immunizations and state reporting are monitored and completed. Strategy's Expected Result/Impact: Immunizations will be documented. Staff Responsible for Monitoring: Nurse/Principal Action Steps: Monitor student immunizations; schedule vaccine clinic		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue








Measurable Objective 2: Vision Screening will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records will be completed by the school nurse: 128 students in 7th grade

Strategy 1 Details		Reviews			
Strategy 1: Vision Screening Strategy's Expected Result/Impact: Student's vision checked Staff Responsible for Monitoring: School Nurse Action Steps: Screen students and monitor completion		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: Hearing screening at 7th grade will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by the school nurse. The estimated number of students to be screened: 128 students

Strategy 1 Details	Reviews			
Strategy 1: Screen student's hearing Strategy's Expected Result/Impact: Hearing Screening/Academic Success Staff Responsible for Monitoring: School Nurse Action Steps: Conduct hearing screenings by the deadline	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  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 school nurse will work with support staff and coaches to coordinate health and wellness programs for 100% of the students.

Evaluation Data Sources: Documented lessons and data reports

Strategy 1 Details	Reviews			
Strategy 1: Health and Wellness Program Strategy's Expected Result/Impact: Healthier students Staff Responsible for Monitoring: Nurse, Coaches, and STEM Specialist Action Steps: The Nurse and Coaches will coordinate health and wellness programs and document activities.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Measurable Objective 2: 100% of teachers will watch for warning signs of abuse and report it to CPS, as well as campus administrators.

Evaluation Data Sources: CPS reports and completion of online trainings

Strategy 1 Details	Reviews			
Strategy 1: Observe signs of abuse and report within 48 hours to CPS. Strategy's Expected Result/Impact: Protect students who may be in abusive situations Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of students will be taught the signs of suicidal thoughts and behaviors and to identify friends at risk.

Evaluation Data Sources: Documented assemblies and counseling sessions

Strategy 1 Details		Reviews			
Strategy 1: See Something Say Something trainings Strategy's Expected Result/Impact: To teach students how to report and feel comfortable in doing so Staff Responsible for Monitoring: Administrators, the School Counselor, and Support Personnel Action Steps: Schedule trainings		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 467 Baylor College Middle School

Total SCE Funds: \$196.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

State Compensatory funds are used to support the after school tutorial program and to purchase supplies/resources. Additionally, a portion of teachers' salaries are paid with these funds.

Personnel for 467 Baylor College Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brent Telle	Social Studies	1
Vanetta Dupree	ELAR	1

Title I

1. 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 faculty and staff.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents, The Houston Police Department, and members of Emancipation Park.

The community meetings are held on the following dates:

September 14, 2022

December 6, 2022

March 7, 2023

May 9, 2023

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:

The campus monitors the implementation of the strategies quarterly by reviewing student data, conducting safety drills and safety meetings with the staff.

The campus monitors students progress by using the following data:

Ren 360 BOY, MOY, and EOY

Snapshots

DLA

Mock STARR

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

The SIP is available to parents in the following locations:

The campus website

The Title 1 bin

The front office

The SIP was made available to parents by:

Parent Meetings

SDMC

Open House

6th Grade Orientation

Pup Camp

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

Providing an intervention period and thinking skills using Imagine math and reading during the school day

Tutorials afterschool

Small group instruction

2.5: Increased learning time and well-rounded education

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

The curriculum and instruction is differentiated in every classroom to meet the needs of all students throughout the campus.

Teachers provide small group instruction to address the needs of students that need additional support.

Teachers provide tutorials after school to students that need support with TEKS that need enhancement.

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 who are at risk of not meeting the challenging State academic standards at advanced or proficient levels of student achievement. The strategies provided are based on evidenced-based research to increase achievement for each student group on state exams and other assessments. Examples include the following:

- Bulding teacher capacity in their content areas and instructional strategies: professional development, team building, department planning, subject area PLCs, grade level meetings, and utilizing the teacher specialist.
- Proficient Tier 1 explicit instruction taking place in all content areas. The teachers are following the learning cycle and scope and sequence.
- Bi-Weekly At-Bats in PLCs. At-Bats are future lessons that teachers will run in front of PLC members. Together, department members will offer feedback to improve teacher instruction. At-Bats will consist of checking for understanding, student engagement, use of technology, data digs, effective student-centered strategies, and peer feedback.
- Small group instruction based on stuednt data needs. The data states that small group instruction will be conducted throughout the day, after school tutorials, and utilizing HB4545.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

- Parent - PTO President- Mr. Nazim Ansari
- Parent- PTO Vice President- Mrs. Ealy

The PFE was distributed

- On the campus website
- Open House

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Literary Night
- Pup Camp
- Student Performances
- Magnet Events
- PTO Events

4. Parent and Family Engagement (PFE)

4.2: Offer flexible number of parent involvement meetings

Parent Meeting Dates are as follows:

September 14, 2022

September 15, 2022

October 6, 2022

November 10, 2022

November 27, 2022

January 12, 2023

January 19, 2023

March 30, 2023

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

NA

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Delphine Bush	Sr Academic Tutor - Hourly	Title I Basic Program	1.00
Marjorie Yap	Teacher Specialist	Title 1 Basic Program	1.00

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Tanya Edwards	Chairperson
Administrator	Gnelida DeDios	Co-Chair/Professional Staff
Counselor	Keisha Berry	Professional Staff
Administrator	John Santos	Professional Staff
STEM Specialist	Dr. Beatriz Sweeny	STEM Specialist
Non-classroom Professional	Marjorie Yap	Non-Classroom Professional
Classroom Teacher	Reuben Nicholas	Teacher
Classroom Teacher	Elizabeth Espino	Teacher
Classroom Teacher	Jonathan Rasti	Teacher
Classroom Teacher	Terrell Simien	Teacher
Classroom Teacher	Raquel Torres	Teacher
Classroom Teacher	Jose Figueroa	Teacher
Secretary	Johanna Rivas	Secretary
Non-classroom Professional	Alissia Oliver-Block	Other School-Based Professional
Non-classroom Professional	Aimee Jimenez	Non-Instructional Staff
Community Representative	Nathan Jones	Community Member
Business Representative	Nancy Moreno	Business Rep
Non-classroom Professional	Kimberly Moore	Special Education Chair
Parent	Paula Ealy	Parent
Parent	Nazim Ansari	Parent
Community Representative	Erica Dean	Community Representative
Community Representative	Charles Webb	Community Representative

Campus Funding Summary

1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	2	1		6300 - Supplies and Materials	\$500.00
Sub-Total						\$500.00