

Houston Independent School District

049 Hamilton Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

At Hamilton Middle School we provide rigorous learning experiences that promote student success in academics, athletics, and the arts through innovative, problem-based, and interdisciplinary studies in a safe and nurturing environment.

Vision

Hamilton is a safe, innovative, student-centered Vanguard magnet middle school committed to developing collaborative scholars who are equipped with social and emotional intelligence.

Value Statement

Strengthen the Knowledge. Strengthen the Character. Strengthen the Future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alexander Hamilton Middle School is a Houston Independent School District campus located at 139 East 20th Street in the historic Heights neighborhood. In addition to being a Gold Certified Family Friendly neighborhood school, Hamilton offers a Vanguard Magnet program that serves approximately 850 students in grades six through eight. As a 2021 Texas Education Agency rated B campus, Hamilton holds academic distinctions in Post-Secondary Readiness, Mathematics, and in English Language Arts and Reading.

In addition to the district's mandated middle school curriculum, Hamilton also offers eight high school credit and Advanced Placement college credit courses. Hamilton also hosts a dual language program where select students receive science and/or mathematics instruction in Spanish, along with advanced coursework in Spanish Language Arts.

In our 2nd year as a named Verizon Innovative Learning School, Hamilton is progressing toward realizing a proposed transition to a STEAM-focused (science, technology, engineering, arts, and mathematics) curriculum. To ensure students experience a well-rounded education, Hamilton also hosts award-winning athletics and arts programs and a spectrum of student extracurricular organizations. At Hamilton, the goal is for all Huskies to be honest, united, scholarly, kind, innovative, extraordinary, and strong.

Hamilton Middle School's community stakeholders include students, parents, community partners, teachers, administration, and staff. These partners are a part of the Shared Decision-Making Committee (SDMC), which establishes, monitors, and evaluates campus goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. Campus academic and extracurricular offerings provide students with experiences that, inside and outside the classroom, develop and nurture a community-oriented viewpoint.

Student and family ethnic demographics are predominantly Latino, with 86% of students and families identifying as Hispanic. The remaining student population is 9% African American, 3% White, and 1% Asian. Gender demographics slightly favor males at 51%. Hamilton continues to be a Title I campus with a little over 88% of families qualifying for free or reduced lunch. Students with identified special needs comprise less than 10% of the population, where Emerging Bilinguals hover around 20%. These demographic characteristics have only minimally fluctuated over the last five years. The one exception is a decrease in the percentage of students identified as Vanguard or gifted and talented. Formerly a full half of the student population was identified as Vanguard. Gifted and talented students now comprise just under 40% of the population.

With a student mobility rate under 6%, average class sizes at Hamilton range between 25-33 students, with many high school credit courses having the larger class enrollments. Daily attendance, although negatively impacted by the pandemic in 2020-2021, has historically remained near 97%.

All faculty and leadership staff have a bachelor's degree, with 33% having obtained a master's degree and 3 individuals holding a doctorate degree. Professional personnel demographics are 30% African American, 27% Hispanic, and 33% White. 30% of the teaching staff has less than five years of classroom experience, but an equal percentage have over twenty years of experience.

Demographics Strengths

Although the student population at Hamilton lacks ethnic diversity, the faculty and staff represent a varied ethnic composition, with numerous teachers and leadership team members originally hailing from outside the United States. Another strength of the faculty is the average years of service. This statistic speaks not only to the longevity of the staff, but to the commitment of the faculty to the mission and the students of the campus.

Other demographic strengths are found in the diversity of student academic levels and needs. The variety of student academic strengths exposes all students to a more realistic picture of the broader cultural landscape and assists students in learning how to work cooperatively and collaboratively. Simultaneously, the predominance of a Hispanic ethnicity allows for the campus to focus on celebrations, resources, and programming that highlight Latino culture.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Despite Hamilton's identification as a Vanguard Magnet school, the past few years have witnessed a decline in the number of identified Vanguard students who choose Hamilton as their first or second choice school for Vanguard-related programming. **Root Cause:** Although there are several factors that have led to the decrease in Vanguard student enrollment at Hamilton, the primary influence has been the emergence and growth of specialized academic programming at other area middle schools. In addition, the growth and community bloat of charter schools in close proximity to student housing has severely impacted our enrollment.

Student Learning

Student Learning Summary

Based on the results of the 2022 STAAR administration, in contrast to 2019 results, students overall performed better on campus-based assessments than they did on district and state assessments. These data trends may indicate a misalignment of campus academic expectations with state instructional standards. However, it may be that the misalignment was unintentional and the result of teacher efforts to revise and to accommodate the curriculum to lessen the struggles students were experiencing because of the health crisis and remote learning. This attitude and practice, although well-intentioned, may also have disproportionately contributed to student underperformance.

However, despite unintentional negative practices, students, across assessments, consistently demonstrated year-long growth in reading from sixth grade through the eighth grade and in math for sixth grade and seventh grade. However, student achievement in math decreased for eighth grade. Although such data trends, overall, are not unusual for Hamilton, the severity of the lost learning far exceeded previous years.

Regarding specific student demographic subgroups, assessment data continue to indicate that gifted and talented students are underperforming in reading and in math, despite individual academic indicators to the contrary. Emerging bilingual students and students receiving special education services also continued to underperform in comparison to their counterparts. However, it is noteworthy that special population student performance growth trends mirrored the above overall positive patterns realized by all students.

Yet, consequently, not all student demographic groups underperformed on the 2022 state assessments. Although extenuating circumstances surrounding the global health crisis, and the transition of most Hamilton students to remote learning, are undoubtedly factors in these data, issues regarding learning loss and stagnated growth still need to be

addressed. Therefore, all students at Hamilton appear staged for participation in intervention or enrichment opportunities

With this knowledge in hand, Renaissance 360's assessment and tracking features will continue to be used to tier all students to establish appropriate intervention and enrichment support. Additionally, Renaissance data points will be triangulated with 2022 STAAR and TELPAS assessment results to assist teachers and campus instructional specialists in creating small groups for targeted intervention time and support, in accordance to guidelines of HB4545. Appropriate student grouping will support instructional efforts designed around and based on demonstrated student academic needs or deficits. Through ongoing progress monitoring, along with subject and grade level-based common assessments and online tutorial scale reports, student groups will be able to be periodically revised. This continuous process will help ensure that intervention and enrichment efforts remain targeted to students' changing needs. This continuous, multi-tiered approach will be used to make ancillary instructional decisions including referrals to the Intervention Assistance Team, the monitoring of Response to Intervention, tutorials, and Saturday Academies.

Student Learning Strengths

Despite general data trends indicating lost student learning, Hamilton students did indicate consistent growth patterns on common assessment performance across student demographic groups. The conclusion is that no one student group sustained a disproportionate impact in learning loss. Additionally, although not discussed above, Advanced Placement testing results also indicated a lesser impact from the health crisis and remote learning. Although the percentages of students scoring a three or four on the Advanced

Placement exam declined, the loss was in proportion to the overall reduction in the number of students who took the assessment.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Campus-based common assessments do not appear to be aligned with the rigor of the state's instructional objectives as expressed through the TEKS and SEs. This misalignment was especially evident in English language arts and mathematics assessments. **Root Cause:** Student behaviors related to online learning from the previous year impeded their initial growth for the 21-22 school year. Teacher efficacy also was a concern and equated to students not having an assigned teacher for a healthy portion of the school year.

School Processes & Programs

School Processes & Programs Summary

Alexander Hamilton Middle School is a Vanguard Magnet school with an emphasis on STEAM-based instruction. However, the emphasis on STEAM extends beyond the magnet program to be a school-wide initiative. The leadership and faculty at Hamilton began investment in STEAM-related problem-based instruction in 2019. However, the effects of the global health crisis delayed a more robust investment in the programming. With the start of the 2021-2022 school year, the campus has more fully committed to the integration of problem-based learning and has restructured its master schedule and curricular programming to accommodate the fundamental tenets of the initiative.

This year, sixth and seventh grade students will be blocked for intervention and enrichment in English language arts and mathematics. This configuration affords teachers the opportunity to have focused small group intervention and enrichment instruction through their daily schedules. Additionally, all sixth grade students are scheduled for a technology class. Technology instruction will concentrate on fundamental technological skill development and will provide experiences in basic coding.

The impetus for many of these structural and curricular changes was the naming of AHMS as a Verizon Innovative Learning School. In partnership with Digital Promise, Verizon is providing all students and faculty with new Chromebooks equipped with free internet access. These devices are distributed to students at the start of the school year and are managed by the students throughout the instructional year, 24 hours a day, seven days a week. For many of AHMS' families this may be their only internet connection outside of the school building, establishing technological access for the whole family, not just for students.

This availability of reliable instructional technology has allowed AHMS to advance on its STEAM initiative. In addition to technology, the Verizon program provides AHMS with a full-time Instructional Technologist to facilitate professional development and to structure instructional support for the faculty, students, and staff. Other benefits of the partnership include a Customer Service Representative to manage the technology and opportunities to apply for supplemental instructional resources. To date, AHMS has already been awarded a Project Lead the Way grant and a ST Math grant. PLTW is funding teacher training in coding instruction.

Other instructional programs at AHMS include Spanish language dual language. In this initiative, sixth through eighth grade students receive core content instruction in Spanish in mathematics and in science. However, consequences of the pandemic, along with a shortage of bilingual teacher candidates, has led AHMS to reduce the scope of the program for the 2022-23 school year. All dual language students will receive Spanish language instruction that will prepare them to take the Advanced Placement exam in eighth grade. Science instruction in Spanish will continue as a part of the dual language program, however adding additional content, as we had hoped, will have to wait another school year.

Structurally, AHMS' leadership team is led by an administrative team composed of the campus principal and three grade level assistant principals. Two teacher specialists, the instructional technologist, and the administrative team constitute the campus instructional team. There is a teacher specialist for math and science, and for gifted and talented instruction. The eighth-grade assistant principal serves as the instructional leader for English language arts and the seventh-grade assistant principal supports instruction for students with special needs and the social studies department. Our specialists also have the responsibility for overseeing the campus' technology initiatives, including district programming for temporary virtual learners. The leadership team is supplemented with two counselors and a wraparound specialist who, with the school nurse, comprise the social-emotional learning team. A Magnet and student recruitment coordinator completes the campus leadership team.

School Processes & Programs Strengths

The academic structure of AHMS is dependent on effective teachers in core content areas, as well as in encore subjects. The four content areas are comprised of six to nine teachers, depending on grade level and overall campus enrollment. Encore subjects include teachers in the performing and fine arts, Spanish language instruction, a robotics- based sequence teacher, and a physical education faculty. All faculty members are required to be gifted and talented certified and all English language arts teachers are required to

be certified in English as a second language instruction.

Although AHMS is continuing to make progress toward its programming goals, some initiatives were negatively impacted by a shortage in qualified educators because of the pandemic. However, campus leadership remains hopeful these alterations are temporary and look for a return to an expanded dual language program. Also adversely affected by the global health crisis was the number of students recruited for the Vanguard Magnet program. However, both changes in the recruitment process and in the personnel responsible for recruiting magnet students, provides hope for a resurgence in recruitment numbers. Moving into the 2022-2023 school, AHMS' greatest programming strength is being able to continue as a Verizon Innovative Learning School and in our dual language capacity.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: AHMS is struggling to compete for Vanguard students in our program due to decline in enrollment and lack of funding for elective options and additional clubs. **Root Cause:** The rise of charters readily available, in addition to robust in-district competition, has caused AHMS to become a secondary option for families in a school choice district.

Perceptions

Perceptions Summary

Due to a change in leadership, staff turnover was higher than usual. The campus leadership was responsible for replacing more than 10 staff members for the 22-23 school year. Teacher morale was considered ambivalent at best and downright indifferent at worst. With that, the return of Ms. Carter in a leadership role has invigorated many of the staff that was considering leaving during the summer. Her knowledge of AHMS' history and leadership reputation impacted many staff members to remain and support the vision for the campus. Many returning students of new leadership are now considering AHMS for their children as students in the future.

AHMS' Social-Emotional Learning Team: The team includes, the school counselors, the wraparound services specialist, and the school nurse. All four have a significant role in ensuring the overall physical and emotional wellness of the campus during these challenging times. Many students and staff continue to take advantage of the counseling center provided, as well as take part in a variety of wellness and mindfulness practices and resources the team provided.

Perceptions Strengths

The SEL team was especially highlighted for their work during the return to a standard school year. Students felt there was a positive tone within the building, despite the occasional health outbreak. Teachers expressed they felt respected and included and were thankful for the encouragement they received throughout the year.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Concerns for student addiction to devices, like cell phones, make social media a sometimes dangerous place for students to engage in serious behaviors that are inappropriate for school. **Root Cause:** During the pandemic school year, students were given far too much freedom with their personal devices and re-acclimating to a standard school setting has been unusually difficult.

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)
- Planning and decision making committee(s) meeting data

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

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: On annual state assessments, students performing at the Meets level in reading will increase from 56% to 62% and performance at the Masters level will increase from 50% to 55%.

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: 40% of our students will score a 3 or higher on the extended constructive response items for the upcoming reading STAAR assessment

Evaluation Data Sources: Common assessment data reports, Exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Prior to the start of the school year and during weekly PLCs, teachers will engage in professional development that focuses on writing and preparing our students for the new STAAR format that includes constructive response items.</p> <p>Strategy's Expected Result/Impact: Expanding teachers' learning capacity on how to include more writing opportunities will allow their students to be better prepared for the new reading STAAR assessment.</p> <p>Staff Responsible for Monitoring: Assistant Principal for ELA Instruction, Magnet Coordinator, ELA department chair</p> <p>Action Steps: 1. Planning with our ELA consultant to improve our professional development on using online resource tools and classroom instructional supports such as IXL and the Reading Comprehension Toolkit 2. Monitoring of student progress through reading logs and data trackers 3. Audit of student reading performance data by way of Renaissance 360 reports</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Prior to annual state assessments, Emergent Bilingual students will score at least one level higher in the Speaking category for ELD assessments.

Evaluation Data Sources: District assessment data reports

Strategy 1 Details	Reviews			
Strategy 1: Prior to the start of the school year, teachers will engage in professional development that focuses on Sheltered Instruction strategies to equip students with listening, speaking, reading, and writing skills. Strategy's Expected Result/Impact: Students will show growth in each domain for TELPAS. Staff Responsible for Monitoring: Principal, Assistant Principal for ELA Instruction, LPAC/ELA Administrator, ELA department chair Action Steps: 1. Provide Sheltered Instruction PD. 2. Complete coaching cycle among teachers and campus/district specialists 3. Monitor student progress through data disaggregation of formative and summative assessment. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will engage in writing across the curriculum throughout the school year with a ELA/ELAW consultant to encourage questioning and writing in response to topic and text. Strategy's Expected Result/Impact: Students will receive instruction that stretches students' ability to engage in all ELPS at an appropriate level to grow on TELPAS. Students will receive the necessary practice writing to show growth. Staff Responsible for Monitoring: Principal, ELA Assistant Principal, LPAC members, ELA teachers Action Steps: 1. Schedule consultant for at least 10 visits...includes district professional development days and campus PLCs. 2. Detail the goals for each session and follow-up coaching visits. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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: On annual assessments, students performing at the Meets level on math assessments will increase from 29% to 40% and performance at the Masters level will increase from 12% to 20%.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach





Measurable Objective 1: Prior to annual state assessment, the percent of students at or above grade level mastery on campus and district assessments will increase by 5% each semester.

Evaluation Data Sources: District level assessments and Released STAAR formative assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Prior to the start of the academic year, the master schedule will be amended to provide Tier II and Tier III students with in-school intervention instruction through math enrichment and mathematics intervention courses.</p> <p>Strategy's Expected Result/Impact: Increased intervention opportunities will afford teachers the capability to implement flexible small group instruction to strategically address students' academic deficiencies.</p> <p>Staff Responsible for Monitoring: Principal, Teacher Specialist for math instruction, Grade Level Assistant Principals, Counselors, Campus SIR, math department chair</p> <p>Action Steps: 1. Professional development on generating and supporting effective in-class small groups through online tools and resources 2. Monitoring of small group implementation during interventions by way of planned instructional rounds 3. Audit of small group evolution effectiveness using common assessments and Renaissance 360 progress monitoring data</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Measurable Objective 2: Prior to annual state assessment, the percentage of Tier I students performing at the Meets level on district and campus common assessments will increase by 7% each semester.

Evaluation Data Sources: Campus district and common assessment data, Renaissance 360 data, Released STAAR data, Mathia, and common assessment data reports.

Strategy 1 Details		Reviews			
Strategy 1: The district has instituted the full immersion of Carnegie Math curriculum for all students. This new curriculum ensures that all students receive on-grade level instruction from the conceptual point of view. Strategy's Expected Result/Impact: Students will access the appropriate math content despite their teacher and grow their problem solving abilities. Staff Responsible for Monitoring: Principal, Teacher Specialist for math instruction, Grade Level Assistant Principals, math department chair Action Steps: 1. Professional development on using Carnegie and Mathia 2. Monitoring of student progress through digital resource data and academic mastery records 3. Audit of student mathematics performance data by way of Renaissance 360 reports TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 3: Emerging Bilingual students and students receiving special education services will score a 70 or higher on district assessments.

Evaluation Data Sources: Campus district and common assessment data, Renaissance 360 data, Released STAAR data, Mathia, and common assessment data reports.

Strategy 1 Details		Reviews			
Strategy 1: Throughout the instructional year, mathematics teachers will receive training and support on implementing sheltered instruction strategies by a designated Sheltered Instruction Coach. Strategy's Expected Result/Impact: Student district-wide and state assessment data will demonstrate appreciable, sustained academic growth of EB students throughout the academic year. Staff Responsible for Monitoring: Principal, Sheltered Instruction Coach, Teacher Specialist for, math instruction, LPAC, Assistant Principals, Counseling Staff, math teachers and math department chair Action Steps: 1. Identify Sheltered instruction Coach 2. Ensure assignment of EB students with identified teachers 3. Monitor student progress through data disaggregation of district assessments and math-linked digital resources such as Mathia and Renaissance 360. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		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: The number of students participating in high school readiness-related activities will increase 100% from 300 students to 600 students.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The number of parent and student events focused on high school endorsement options will double to one per semester.

Evaluation Data Sources: Campus special event calendar, campus personnel, student, and community members participation records

Strategy 1 Details		Reviews			
Strategy 1: Campus counseling staff with host a House Bill 5 information night before the first Magnet School application deadline in December. Strategy's Expected Result/Impact: Students and parents will be aware of their district high school endorsement options and the schools that offer that endorsement pathway. Staff Responsible for Monitoring: Principal, Counseling staff, Magnet/GT Coordinators, administrative staff, teacher specialists Action Steps: 1. Determine an acceptable date, based on campus, district, and school choice events calendar; 2. Establish an agenda for the evening (what is an endorsement?); 3. Publicize the event through campus communication means; 4. Secure personnel and complete preparation of resource items; 5. Conduct event with a debrief to speak to increasing participation in the spring event. TEA Priorities: Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Host a second House Bill 5 information night prior to 2021 Spring Break. Strategy's Expected Result/Impact: Students and parents will be aware of their district high school endorsement options and the schools that offer that endorsement pathway. Staff Responsible for Monitoring: Principal, Counseling staff, Magnet/GT Coordinators, administrative staff, teacher specialists Action Steps: 1. Determine an acceptable date, based on campus, district, and school choice events calendar; 2. Establish an agenda for the evening (what is an endorsement?); 3. Publicize the event through campus communication means; 4. Secure personnel and complete preparation of resource items; 5. Conduct event with a debrief to speak to increasing participation in next year's event. TEA Priorities: Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: Increase the campus annual student attendance rate from 93.4% to 97%

Evaluation Data Sources: Daily attendance reports and averaged weekly and monthly attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Establish daily follow up communication to families of absent students Strategy's Expected Result/Impact: Personalized communication will encourage more frequent and consistent student attendance Staff Responsible for Monitoring: Attendance clerk, grade level assistant principals, grade level clerks, wraparound services specialist, dropout prevention specialist Action Steps: 1. Establish the expectation for daily absence reports and summative attendance data 2. Communicate absence reports to grade level offices 3. Establish and conduct weekly attendance committee meetings to review and discuss campus attendance data and trends. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement grade level attendance strategies and competition Strategy's Expected Result/Impact: Regular incentives and rewards, based on grade level competitiveness, will increase overall student attendance averages. Staff Responsible for Monitoring: Attendance clerk, grade level assistant principals, grade level clerks, wraparound services specialist, dropout prevention specialist Action Steps: 1. Generate a program of grade level attendance incentives with related rewards 2. Communicate incentive details to students and families 3. Track and celebrate grade-level attendance growth and progress TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: Limit discipline referral rates resulting in out-of-school suspensions to less than 5 actions for the academic year and limited overall discipline referrals to less than 200 for the academic year.

Evaluation Data Sources: SIS Discipline Reports, Grade level assistant principal tracking records, Student Success Center assignment records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Disciplinary action referrals for fighting and mutual combat will not exceed 50 during each semester due to a revised referral form and communication with faculty and staff via discipline management flow chart.</p> <p>Strategy's Expected Result/Impact: Teachers will maintain responsibility for lower level infractions with the consequence that classroom-based incidents will not escalate.</p> <p>Staff Responsible for Monitoring: Principal, Grade level assistant principals, counseling department, wraparound services specialist, department chairs, faculty</p> <p>Action Steps: 1. Teachers will be trained in the firm, calm, finesse strategy of classroom management. 2. Review and revise current discipline management ladder 3. Publish and discuss revised discipline flow chart with faculty and staff 4. Communicate behavioral expectations to students through grade level meetings and individual counseling opportunities</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>				





Strategy 2 Details		Reviews			
Strategy 2: Implement Student Support Center to establish alternative, restorative justice-based consequence for inappropriate behavior. Strategy's Expected Result/Impact: Temporary isolation coupled with restorative practices will provide opportunities to de-escalate volatile student interactions. Staff Responsible for Monitoring: Grade level assistant principals, counseling department, wraparound services specialist Action Steps: 1. Identify and train appropriate teacher in restorative practice and create a system for students entering student support center. 2. Identify location for Student Support Center (SSC) 3. Garner administrative support and monitoring of SSC 4. Identify qualified staff to monitor SSC with counseling supports 5. Track SSC utilization and perceived effectiveness through related discipline reports TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: Acts of violence, fights, mutual combat, and needs for conflict resolution will reduce steadily by a minimum of 50% by the end of the first semester.

Evaluation Data Sources: SIS Discipline reports, grade level assistant principal tracking reports, attendance records, and student success center records





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Establish three campus-wide violence prevention recognition months, during the academic year, to include Suicide Prevention Month, Bullying Prevention Month, and Mental Health Awareness Month.</p> <p>Strategy's Expected Result/Impact: These celebrations will increase student awareness and accountability in identifying and preventing potential violent personal and interpersonal interactions.</p> <p>Staff Responsible for Monitoring: Counseling department, Wraparound services specialist</p> <p>Action Steps: 1. Review academic calendar to establish dates for recognition and celebration 2. Generate campus-wide activities to generate student and staff awareness of strategies to avoid violent interactions 3. Celebrate throughout the campus and social media outlets the efforts and activities implemented</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION





Measurable Objective 1: The percent of students who reach the Approaches level on district and campus assessments in reading will increase by a minimum of 5% each semester.

Evaluation Data Sources: District and campus common assessment data as tracked through On-Track and Renaissance 360.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Prior to the start of the school year, the master schedule will be amended to provide special education students identified as Tier II and Tier III with in-school intervention instruction through the double-blocking of students, with the same teacher, in English Language Arts and Reading intervention courses.</p> <p>Strategy's Expected Result/Impact: Increased intervention opportunities will afford teachers the capability to implement flexible small group instruction to strategically address students' academic deficiencies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal for ELA instruction, Assistant principal for special education services, Grade Level Assistant Principals, Counselors, Campus SIR, ELA department chair, special education department chair, ELA co-teachers.</p> <p>Action Steps: 1. Professional development on generating and supporting effective small groups through online tools and resources 2. Monitoring of small group implementation during interventions by way of planned instructional rounds 3. Audit of small group evolution effectiveness using Renaissance 360 progress monitoring data</p> <p>TEA Priorities: Build a foundation of reading and math</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: The percent of students who reach the Approaches level on district and campus assessments in mathematics will increase by a minimum of 5% each semester.

Evaluation Data Sources: District and campus common assessment data as tracked through On-Track and Renaissance 360.

Strategy 1 Details	Reviews			
<p>Strategy 1: Prior to the start of the academic year, the master schedule will be amended to provide Tier II and Tier III special education students with in- school intervention instruction through the double-blocking of mathematics and access to Carnegie on-grade level mathematics.</p> <p>Strategy's Expected Result/Impact: Increased intervention opportunities will afford teachers the capability to implement flexible small group instruction to strategically address students' academic deficiencies.</p> <p>Staff Responsible for Monitoring: Teacher Specialist for math instruction, Assistant principal for special education, Grade level assistant principals, Counselors, Campus SIR, math department chair, special education department chair and special education co-teachers</p> <p>Action Steps: 1. Professional development on generating and supporting effective small groups through online tools and resources 2. Monitoring of small group implementation during interventions by way of planned instructional rounds 3. Audit of small group evolution effectiveness using ST Math and Renaissance 360 progress monitoring data</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: Emerging Bilingual and gifted and talented students, will each demonstrate a 10% increase in achievement on STAAR at each achievement level.

Evaluation Data Sources: District assessment data reports, including ELDs and TELPAS.

Strategy 1 Details		Reviews			
Strategy 1: Prior to the start of school, Emerging Bilingual students will be scheduled for instruction with a specified, proven grade level ESL-certified teacher to receive ESL double-blocked instruction. Strategy's Expected Result/Impact: Prior to annual state assessments, Emerging Bilingual students will score a 70 or higher on district-generated assessments and sustained grow throughout the academic year. Staff Responsible for Monitoring: Principal, ELA Specialist, LPAC, Assistant Principals, Counseling Staff, ELA Department Chair Action Steps: 1. Identify qualified teachers 2. Redesign master schedule and assign appropriate EB students 3. Monitor student progress through data disaggregation of district assessments and ESL-linked digital resources such as Read 180, System 44, and Imagine Literacy TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Throughout the instructional year, mathematics teachers will receive training and support on implementing sheltered instruction strategies by a designated Sheltered Instruction Coach and campus consultant. Strategy's Expected Result/Impact: Student district-wide and state assessment data will demonstrate appreciable,		Formative			Summative
		Nov	Jan	Mar	June

sustained academic growth of EB students throughout the academic year.

Staff Responsible for Monitoring: Sheltered Instruction Coach, Teacher Specialist for, math instruction, LPAC, Assistant Principals, Counseling Staff, math teachers and math department chair

Action Steps: 1. Identify Sheltered instruction Coach
2. Ensure assignment of EB students with identified teachers
3. Monitor student progress through data disaggregation of district assessments and math-linked digital resources such as Mathia and Renaissance 360.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 2: Prior to annual state assessment, the percentage of Tier I gifted and talented students performing at the Meets level on district and campus common assessments will increase by 7% each semester.

Evaluation Data Sources: Campus district and common assessment data, Renaissance 360 data, Released STAAR data, and Mathia data reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Prior to the start of the school year, the master schedule will be amended to provide Tier I gifted and talented students with in-school enrichment instruction through the double-blocking of students, in English Language Arts and Reading and/or Math elective courses. This will also allow the campus to meet the demands of HB 4545 within the school				

day.

Strategy's Expected Result/Impact: Increased enrichment opportunities will afford teachers the flexibility to provide supplemental exposure to reading resources and reading supports aligned to changing student Lexile scores. Math scores and mastery of concepts will improve consistently.

Staff Responsible for Monitoring: Principal, Assistant Principal for ELA Instruction, Grade Level Assistant Principals, Gifted and Talented Coordinator, Counselors, Campus SIR, ELA teachers, ELA department chair, Math department chair

Action Steps: 1. Professional development on using online resource tools and classroom instructional supports such as Carnegie, Mathia, and the Reading Comprehension Toolkit
2. Monitoring of student progress through reading logs and data trackers
3. Audit of student reading and/or math performance data by way of Renaissance 360 reports

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Campus will sponsor required activities and events to ensure recognition by FACE offices as a Platinum Aware school.

Evaluation Data Sources: Campus activities calendar, parent meeting calendars, Parent-Teacher Organization events

Strategy 1 Details	Reviews			
Strategy 1: Grow parent volunteerism and involvement with the PTO. Strategy's Expected Result/Impact: Increased parent presence on the campus and involvement with PTO related activities and fundraising efforts Staff Responsible for Monitoring: Wraparound Specialist, Magnet Coordinator, Media Specialist, Gifted and Talented Coordinator Action Steps: 1. Generate parent recruitment opportunities 2. Use social media to garner parent involvement 3. Ensure parent enrollment through VIPS 4. Enlist parents for specific roles and responsibilities. i.e. establish a working board TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by our school nurse on or before October 31, 2022.

Evaluation Data Sources: Immunization data entry and state reporting

Strategy 1 Details	Reviews			
Strategy 1: Ensure the campus is staffed with a full time school nurse. Strategy's Expected Result/Impact: The campus will document 100% compliance with established student health-related expectations. Staff Responsible for Monitoring: School nurse, SEL Team, grade level principals Action Steps: 1. Ensure retention of the current school nurse 2. Establish calendar for the scheduling of services 3. Ensure cooperation to meet gals with minimal disruption to campus instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





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

Measurable Objective 1: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: School Nurse/Health Wellness Team

Strategy 1 Details	Reviews			
Strategy 1: At enrollment, parents and school nurse will discuss medications and doctor permissions before students are entered. Strategy's Expected Result/Impact: Parents will inform the nurse of health concerns before school starts to ensure safety plans are in place ahead of school. Staff Responsible for Monitoring: Principal, Assistant principal, School nurse Action Steps: 1. Medication concerns as a part of enrollment / first day packet 2. Safety plans developed and put in place	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
