

Houston Independent School District

049 Hamilton Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Postsecondary Readiness



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problems of Practice	10
Comprehensive Needs Assessment Data Documentation	11
Board Goals	13
Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.	14
Board Goal 2: MATH - The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.	16
Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.	19
Board Goal 4: N/A - Additional Campus Goals	21
State Compensatory	40
Personnel for 049 Hamilton Middle School	41
Title I Schoolwide Elements	41
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	42
1.1: Comprehensive Needs Assessment	42
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	42
2.1: Campus Improvement Plan developed with appropriate stakeholders	42
2.2: Regular monitoring and revision	42
2.3: Available to parents and community in an understandable format and language	42
2.4: Opportunities for all children to meet State standards	43
2.5: Increased learning time and well-rounded education	43
2.6: Address needs of all students, particularly at-risk	43
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	43
3.1: Develop and distribute Parent and Family Engagement Policy	43
3.2: Offer flexible number of parent involvement meetings	44
Title I Personnel	44
Campus Funding Summary	45
Addendums	46

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 1000 students in grades six through eight. As a 2019 Texas Education Agency rated *B* campus, Hamilton holds academic distinctions in Post-Secondary Readiness and in English Language Arts and Reading.

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

As a newly 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 predominately Latino, with 86% of students and families identifying as Hispanic. The remaining student population is comprised of 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 83% 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 to 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 on 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 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.

Student Learning

Student Learning Summary

Based on the results of the 2021 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, all student demographic groups underperformed on the 2021 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 supports. Additionally, Renaissance data points will be triangulated with 2021 STAAR and TELPAS assessment results to assist teachers and campus instructional specialists in creating small groups for targeted intervention time and supports. 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 Imagine Learning 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:** Instructional practices related to I-7, Promotes High

Academic Expectations for Students, were undermined by teacher efforts to understand and to support student and family struggles experienced due to the health crises and to remote learning.

School Processes & Programs

School Processes & Programs Summary

Alexander Hamilton Middle School is a Vanguard Magnet school with an emphasis of 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 in 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 doubled 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 an alternating A/B block schedule. Additionally, all sixth and seventh grade students are scheduled for a technology class along with a STEAM enrichment block. Technology instruction will concentrate on fundamental technological skill development and will provide experiences in basic coding. The enrichment block will afford students an opportunity to concentrate on completing transdisciplinary projects as well as to develop foundational organizational and study skills. For the 2022-2023 school year these opportunities will be expanded to include eighth grade students.

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 connect 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 supports 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 and ST Math is providing additional online instructional support for students who need intervention and assistance in math 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 2021-22 school year. Although 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 only be offered in sixth and seventh grade. The campus continues to hope the full breadth of the dual language program will offered in 2022-2023.

Structurally, AHMS' leadership team is led by an administrative team comprised of the campus principal and three grade level assistant principals. Four teacher specialists, the instructional technologist, and the administrative team constitute the campus instructional team. There is a teacher specialist for math, science, social studies, and for gifted and talented instruction. The seventh-grade assistant principal serves as the instructional leader for English language arts and the sixth-grade assistant principal supports instruction for students with special needs. The eighth-grade assistant principal has responsibility for overseeing the campus' technology initiatives, include 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, such as dual language, were negatively impacted by a shortage in qualified educators because of the pandemic. However, campus leadership remains hopefully these alterations are temporary and look for a return to robust 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 in to the 2021-2022 school, AHMS' greatest programming strength is having been named as a Verizon Innovative Learning School.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: AHMS continues to struggle to maintain a fully viable Spanish Dual Language program. **Root Cause:** The lack of qualified Spanish language bilingual teachers interested in teaching on the secondary level, especially in the high need areas of mathematics and science presents an ongoing challenge to staffing a viable dual language program at AHMS.

Perceptions

Perceptions Summary

Due to the atypical nature of the 2020-2021 school year, it was difficult for students, faculty, and parents to express strengths and weaknesses of campus culture. The parameters surrounding required health measures, prompted by the pandemic, created a unique social and instructional campus environment. Many students and faculty expressed a sense of isolation from peers and of regret for not having the normally afforded opportunities to socialize and to interact. Parents also expressed a sense of detachment from the campus, but simultaneously expressed appreciation for the regular district and campus updates on policy changes and campus health conditions.

For their support in this challenging time, many highlighted the work of AHMS' Social-Emotional Learning Team. The team included, and continues to include, the school counselors, the wraparound services specialist, and the school nurse. All four individuals had a significant role in ensuring the overall physical and emotional wellness of the campus during the height of the pandemic. Many students and staff took advantage of the provided counseling center, as well as participated in a variety of wellness and mindfulness practices and resources the wellness team provided. The school nurse was instrumental in assisting many in receiving the vaccine once it was made available. Although the SEL team did not fully realize their initial programming vision for the 2020-2021 school year, there is hope that successful practices, such as restorative circles and Wellness Wednesdays will continue, while other services such as group counseling and special events programming will return to the campus.

Generally, staff turnover at AHMS is minimal. Most staff departures are due to a home move outside the district area or a promotion within or outside the HISD. However, the preparations for the 2021-2022 school were more challenging than usual. There was a greater than normal turn over in staff, although two staff members experienced the cancellation of plans and returned to AHMS. Additionally, three teachers transferred to high school level teaching positions and six teachers accepted a position promotion, either in an HISD department or in a campus leadership role. Two promotions were within our own staff ranks. Although these changes created recruitment hurdles, they were also changes to be celebrated. Even with these various challenges, AHMS is beginning the 2021-2022 school fully staffed with teachers, leadership, and support staff.

Perceptions Strengths

Despite the conditions surrounding the 2020-2021 school year, all constituencies expressed a general sense of safety and support. The SEL team was especially highlighted for their work during the unique school year. Students felt there was a positive tone within the building and across the virtual instruction platforms. 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: Students, staff, and parents feel a sense of isolation from peers and what they perceive to be normal campus culture. **Root Cause:** The consequences of the global health crisis have created a sense of isolation and separation, often resulting in depressive and unhealthy behaviors.

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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

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

Goal 1: ELAR - During the 2021-2022 academic year, students performing at the Meets level in reading will increase from 40% to 55% on annual state assessments and performance at the Masters level will increase from 19% to 30% on annual state assessments.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Prior to state assessment, tier II and III students will increase their reading comprehension by 2 grade levels. Evaluation Data Sources: Renaissance beginning of the year, middle of the year, and end of the year data reports.	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 II and Tier III students with in-school intervention instruction through the double-blocking of students, with the same teacher, in English Language Arts and Reading intervention courses.

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.

Staff Responsible for Monitoring: Assistant Principal for ELA Instruction, Grade Level Assistant Principals, Counselors, Campus SIR, ELA department chair

- 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

TEA Priorities: Build a foundation of reading and math

Funding Sources: Extra Instructional Staffing per Grade Level - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$175,000

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Tier I students will increase their Lexile level by 10 points. Evaluation Data Sources: Renaissance beginning of the year, middle of the year, and end of the year data reports	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 students with in-school enrichment instruction through the double-blocking of students, with the same teacher, in English Language Arts and Reading elective courses.

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.

Staff Responsible for Monitoring: Assistant Principal for ELA Instruction, Grade Level Assistant Principals, Counselors, Campus SIR, ELA teachers, ELA department chair

- Action Steps:**
1. 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

TEA Priorities: Build a foundation of reading and math

Funding Sources: IXL and Reading Comprehension Toolkits - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Prior to annual state assessments, Emerging Bilingual students will score a 70 or higher on district-generated assessments. Evaluation Data Sources: District assessment data reports.	Formative			Summative
	Nov	Jan	Mar	June

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: Student district-wide and state assessment data will demonstrate appreciable, sustained grow throughout the academic year.

Staff Responsible for Monitoring: 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.

TEA Priorities: Build a foundation of reading and math

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: 100% of students will be provided a free computing device with internet access capabilities from home. Evaluation Data Sources: Verizon inventory and maintenance reports	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Establish a working and symbiotic relationship between the campus and Verizon in partnership with Digital Promise.

Strategy's Expected Result/Impact: Accessibility to a personal computing device with internet connectivity will bolster students academic achievement and the development of foundational computing and technological skills.

Staff Responsible for Monitoring: Instructional technologist, customer service representative, assistant principal for technology, teacher specialists, department chairs

- Action Steps:**
1. Application and acceptance into the Verizon Innovative Learning Schools cohort
 2. Identify and place a campus instructional technologist
 3. Generate a Verizon-based professional learning plan
 4. Evaluate the initiatives success through program participation and student achievement data

TEA Priorities: Build a foundation of reading and math

Funding Sources: Campus Instructional Technologist - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$40,000

Board Goal 2: MATH - The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH - During the 2021-2022 academic year, students performing at the Meets level on math assessments will increase from 29% to 40% on annual state assessments and performance at the Masters level on annual state assessments will increase from 12% to 20%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
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 3% at each formative review checkpoint. Evaluation Data Sources: District level assessments and Released STAAR formative assessment data.	Formative			Summative
	Nov	Jan	Mar	June

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 the double-blocking of mathematics and mathematics intervention courses with same mathematics teacher.

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.

Staff Responsible for Monitoring: Teacher Specialist for math instruction, Grade Level Assistant Principals, Counselors, Campus SIR, math department chair

- 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

Funding Sources: Extra insrtuctional staffing - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$175,000

Measurable Objective 2 Details	Reviews			
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 2% at each formative review checkpoint. Evaluation Data Sources: Campus district and common assessment data, Renaissance 360 data, Released STAAR data, IXL, Imagine Math, and ST Math data reports.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The master schedule will be amended to provide Tier I students with in-school enrichment instruction through the double-blocking of mathematics courses with an enrichment elective that is taught by students' same mathematics teacher.

Strategy's Expected Result/Impact: Increased enrichment opportunities will afford teachers the flexibility to provide supplemental exposure to math-related instructional resources and math learning supports aligned to changing student performance scores.

Staff Responsible for Monitoring: Teacher Specialist for math instruction, Grade Level Assistant Principals, Counselors, Campus SIR, math teachers, math department chair

- Action Steps:**
1. Professional development on using online resource tools and classroom instructional supports such as ST Math, IXL, and Sirius

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

Funding Sources: An additional math instructor at each grade level - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$175,000

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Emerging Bilingual students and students receiving special education services will score a 70 or higher on district assessments.	Formative			Summative
Evaluation Data Sources: Campus district and common assessment data, Renaissance 360 data, Released STAAR data, IXL, Imagine Math, and ST Math data reports.	Nov	Jan	Mar	June

Strategy 1: Throughout the instructional year, mathematics teachers will receive training and support on implementing sheltered instruction strategies, such as expansion, pairing, and access to manipulatives, 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: 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 IXL, Sirius, Imagine Math, and Renaissance 360.

TEA Priorities: Build a foundation of reading and math

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: 100% of students will be provided a free computing device with internet access capabilities from home.	Formative			Summative
Evaluation Data Sources: Verizon inventory and maintenance reports	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Establish a mutually beneficial relationship between the campus and Verizon in partnership with Digital Promise.

Strategy's Expected Result/Impact: Accessibility to a personal computing device with internet connectivity will bolster students academic achievement and the development of foundational computing and technological skills.

Staff Responsible for Monitoring: Instructional technologist, customer service representative, assistant principal for technology, teacher specialists, department chairs

- Action Steps:**
1. Application and acceptance into the Verizon Innovative Learning Schools cohort
 2. Identify and place a campus instructional technologist
 3. Generate a Verizon-based professional learning plan
 4. Evaluate the initiatives success through program participation and student achievement data

TEA Priorities: Build a foundation of reading and math

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS - 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 Details	Reviews			
Measurable Objective 1: The number of fall semester parent and student events focused on high school endorsement options will double. Evaluation Data Sources: Campus special event calendar, campus personnel, student, and community members participation records	Formative			Summative
	Nov	Jan	Mar	June

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 will be aware of their district high school endorsement options and the schools that offer that endorsement pathway.

Staff Responsible for Monitoring: Counseling staff, Magnet and 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 following year.

TEA Priorities: Connect high school to career and college

Strategy 2: Host a second House Bill 5 information session as part of the fall 2021 STEAM night activities.

Strategy's Expected Result/Impact: Families will learn about district high school endorsement options and the schools that offer that endorsement pathway.

Staff Responsible for Monitoring: Counseling staff, Magnet and 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 the next year's activities.

TEA Priorities: Connect high school to career and college

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The number of spring semester parent and student events focused on high school endorsement options will double. Evaluation Data Sources: Campus special event calendar, campus personnel, student, and community members participation records	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Campus counseling staff with host a House Bill 5 information night before the spring break 2022.

Strategy's Expected Result/Impact: Students will be aware of their district high school endorsement options and the schools that offer that endorsement pathway.

Staff Responsible for Monitoring: Counseling staff, Magnet and GT Coordinators, administrative staff, teacher specialists

- Action Steps:** 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 following year.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: The number of eighth grade students completing Naviance-related modules will increase from 75% to 100%. Evaluation Data Sources: District level reports on student completion rates for individual modules.	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished


Continue/Modify


Discontinue

Strategy 1: The eighth grade counselor will access students for modular completion through three separate instructional periods including enrichment, technology, and arts electives.

Strategy's Expected Result/Impact: All eighth grade students will complete the Naviance-related college readiness modules prior to application for high school magnet programs.

Staff Responsible for Monitoring: Counseling team, grade level offices, magnet and GT coordinators, teachers

- Action Steps:**
1. Counseling staff completes related training.
 2. Counseling staff establishes calendar for completion of modules
 3. Counseling staff communicates calendar and technology resource requirements to teachers
 4. Debrief of effectiveness of facilitating the module completion

Board Goal 4: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - Increase the campus annual student attendance rate from 94.5% to 97%.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Establish a comprehensive attendance tracking system. Evaluation Data Sources: Daily attendance reports and averaged weekly and monthly attendance reports.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Generate an Excel-based document to track and monitor student attendance

Strategy's Expected Result/Impact: A clear and concise tracking system will help to identify attendance problem areas so that issues may be effectively addressed.

Staff Responsible for Monitoring: Attendance clerk, grade level assistant principals, grade level clerks, wraparound services specialist, dropout prevention specialist

- Action Steps:**
1. Review data points to be included
 2. Construct holistic document
 3. Train staff on use, recording, and monitoring document
 4. Debrief on effectiveness at end of fall semester
 5. Edit tracker as needed
 6. Evaluate effectiveness at end of year

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By the start of the second grading cycle, develop and implement grade level attendance strategies and incentive plan. Evaluation Data Sources: Grade level attendance data, catalog of attendance incentives, publications of incentive and rewards	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Use grade level hallway bulletin boards and lunch time announcements to publish weekly attendance grade level percentages.

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. Identify locations for bulletin boards
 2. Establish responsible party for lunch time announcements
 3. Track and celebrate grade-level attendance growth and progress

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Establish daily follow up communication to families of absent students. Evaluation Data Sources: Attendance data reports, clerk phone logs, wraparound services logs	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Write narrative, for use by campus staff, for communicating the importance of daily student attendance

Strategy's Expected Result/Impact: Parent knowledge regarding the importance of attendance and regular communication will result in increased student attendance

Staff Responsible for Monitoring: Attendance clerk, grade level clerks, grade level assistant principals, Campus SIR

- Action Steps:**
1. Review talking points on importance of attendance
 2. Generate a brief narrative
 3. Train and share narrative with staff
 4. Debrief effectiveness of narrative at conclusion of fall semester
 5. Edit narrative based on feedback
 6. Debrief effectiveness of narrative at end of year

Board Goal 4: N/A - Additional Campus Goals

Goal 2: DISCIPLINE - Limit overall discipline referrals to less than 250 for the academic year.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Disciplinary action referrals for fighting and mutual combat will not exceed 100 during each semester. Evaluation Data Sources: SIS Discipline Reports, Grade level assistant principal tracking records, Student Success Center assignment records	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Revise and communicate with faculty and staff a discipline management flow chart.

Strategy's Expected Result/Impact: Teachers will maintain responsibility for lower level infractions with the consequence that classroom-based incidents will not escalate.

Staff Responsible for Monitoring: Grade level assistant principals, counseling department, wraparound services specialist, department chairs, faculty

- Action Steps:**
1. Review and revise current discipline management ladder
 2. Publish and discuss revised discipline flow chart with faculty and staff
 3. Communicate behavioral expectations to students through grade level meetings and individual counseling opportunities

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Develop and facilitate a minimum of 15 restorative circles each semester. Evaluation Data Sources: Campus calendar, folder of sponsored restorative circles, student exit tickets for restorative circle participation	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Identify a faculty member to assist the counseling staff in constructing restorative circles.

Strategy's Expected Result/Impact: Restorative circles will be implemented with fidelity and will positively affective student interactions.

Staff Responsible for Monitoring: Campus counseling staff, teachers

- Action Steps:**
1. Identify individual
 2. Ensure individual is equipped with skills to develop circles
 3. Support in developing circles for fall semester
 4. Debrief and evaluate based on teacher feedback and student exit tickets
 5. Construct circles for spring semester
 6. Debrief and evaluate effectiveness using teacher feedback and student exit tickets

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Implement Student Support Center to establish alternative, restorative practices-based consequences for inappropriate behavior. Evaluation Data Sources: SSC assignment data, counselor visitation data	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Identify a faculty member to assist in monitoring of the Student Success Center and the implementation of restorative practices.

Strategy's Expected Result/Impact: Students will less frequently receive disciplinary consequences involving placement in the Student Success Center.

Staff Responsible for Monitoring: Grade level assistant principals and counselors, wraparound services specialist

- Action Steps:**
1. Identify individual
 2. Ensure individual is equipped with skills to assist in restorative practices in support of monitoring staff
 3. Develop system to track restorative practice interventions
 4. Debrief and evaluate effectiveness based on Student Success Center data

Board Goal 4: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION - For the 2021-2022 academic year, establish an overall reduction in the number of discipline referrals from the 2018-2019 high of over 300 to under 200 referrals.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Disciplinary action referrals for fighting and mutual combat will not exceed 100 during each semester. Evaluation Data Sources: SIS Discipline Reports, Grade level assistant principal tracking records, Student Success Center assignment records	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: 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 location for Student Support Center (SSC)
 2. Garner administrative support and monitoring of SSC
 3. Identify qualified staff to monitor SSC with counseling supports
 4. Track SSC utilization and perceived effectiveness through related discipline reports

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: During the 2021-2022 academic year, establish three campus-wide violence prevention recognition months. Evaluation Data Sources: Campus calendar, social media threads, student announcements, restorative circle curriculum, student exit ticket data	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Recognize Suicide Prevention Month, Bullying Prevention Month, and Mental Health Awareness Month, through campus-wide awareness campaigns that include restorative circles, social media postings, and grade-level assemblies, as possible.

Strategy's Expected Result/Impact: Awareness of foundational issues surrounding violence will reduce the number of violence-focused students altercations or incidents.

Staff Responsible for Monitoring: counseling department, wraparound services specialist

- Action Steps:**
1. Review academic calendar to establish dates for recognition and celebration by the end of the first grading cycle.
 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

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Develop and facilitate a minimum of 15 restorative circles each semester. Evaluation Data Sources: Campus calendar, folder of sponsored restorative circles, student exit tickets for restorative circle participation	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Identify a faculty member to assist the counseling staff in constructing restorative circles.

Strategy's Expected Result/Impact: Restorative circles will be implemented with fidelity and will positively affective student interactions.

Staff Responsible for Monitoring: Campus counseling staff, teachers

- Action Steps:**
1. Identify individual
 2. Ensure individual is equipped with skills to develop circles
 3. Support in developing circles for fall semester
 4. Debrief and evaluate based on teacher feedback and student exit tickets
 5. Construct circles for spring semester
 6. Debrief and evaluate effectiveness using teacher feedback and student exit tickets

Board Goal 4: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - During the 2021-2022 academic year, students identified as needing special education-based supports will demonstrate a 10% increase over 2021 state assessment results in the Approaches level on each administered STAAR assessment.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percent of students who reach the Approaches level on district and campus assessments in reading will increase by 5% each semester. Evaluation Data Sources: District and campus common assessment data as tracked through On-Track and Renaissance 360.	Formative			Summative
	Nov	Jan	Mar	June

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.

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.

Staff Responsible for Monitoring: 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.

- 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

TEA Priorities: Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percent of students who reach the Approaches level on district and campus assessments in mathematics will increase by 3% at each formative review checkpoint. Evaluation Data Sources: District and campus common assessment data as tracked through On-Track and Renaissance 360.	Formative			Summative
	Nov	Jan	Mar	June

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 mathematics intervention courses with same mathematics teacher.

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.

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

- 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

TEA Priorities: Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Disciplinary action referrals for special education students will not exceed 10% of overall campus referrals. Evaluation Data Sources: SIS Discipline Reports, Grade level assistant principal tracking records, Student Success Center assignment records	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>				

Strategy 1: Revise and communicate with faculty and staff a discipline management flow chart.

Strategy's Expected Result/Impact: Teachers will maintain responsibility for lower level infractions with the consequence that classroom-based incidents involving special education students will not escalate.

Staff Responsible for Monitoring:

Grade level assistant principals, counseling department, wraparound services specialist, department chairs, faculty, special education co-teachers and teaching assistants

- Action Steps:** 1. Review and revise current discipline management ladder
 2. Publish and discuss revised discipline flow chart with faculty and staff
 3. Communicate behavioral expectations to students through grade level meetings and individual counseling opportunities

Board Goal 4: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: Emerging Bilingual and gifted and talented students, will each demonstrate a 10% increase in achievement on STAAR at each achievement level for 2021-2022 academic year.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Prior to annual state assessments, Emerging Bilingual students will score a 70 or higher on district-generated assessments a shown at each formative review checkpoint. Evaluation Data Sources: District assessment data reports.	Formative			Summative
	Nov	Jan	Mar	June

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: Student district-wide and state assessment data will demonstrate appreciable, sustained growth throughout the academic year.

Staff Responsible for Monitoring: 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

Strategy 2: Throughout the instructional year, mathematics teachers will receive training and support on implementing sheltered instruction strategies, such as expansion, pairing, and use of manipulatives, 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: 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 IXL, Sirius, Imagine Math, and Renaissance 360.

TEA Priorities: Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Prior to the 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, IXL, Imagine Math, and ST Math data reports.	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, with the same teacher, in English Language Arts and Reading elective courses.

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.

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

- Action Steps:**
1. 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

TEA Priorities: Build a foundation of reading and math

Strategy 2: The master schedule will be amended to provide Tier I gifted and talented students with in-school enrichment instruction through the double-block of mathematics courses with an enrichment elective with same math teacher.

Strategy's Expected Result/Impact: Increased enrichment opportunities will afford teachers the flexibility to provide supplemental exposure to math-related instructional resources and math learning supports aligned to changing student performance scores.

Staff Responsible for Monitoring: Teacher Specialist for math instruction, gifted and talented coordinator, Grade Level Assistant Principals, Counselors, Campus SIR, math teachers, math department chair

- Action Steps:**
1. Professional development on using online resource tools and classroom instructional supports such as ST Math, IXL, and Sirius
 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: Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Prior to the start of the academic year, 100% of emerging bilingual and gifted and talented students will be enrolled in a grade-level technology course. Evaluation Data Sources: Master schedule, student schedules	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Students enrolled in a grade-level technology course will receive instruction in coding and application development.

Strategy's Expected Result/Impact: The skills and higher level thinking strategies involved in coding will support student achievement on state assessments.

Staff Responsible for Monitoring: Counselors, community coordinator, technology teachers

- Action Steps:**
1. Secure funding for teacher training in coding and application development
 2. Ensure faculty successfully complete available training
 3. Monitor teacher lesson planning for inclusion of coding instruction
 4. Evaluate student performance on end of year state assessments

Board Goal 4: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT - For the 2021-2022 academic year, campus recognition from FACE district offices will increase from the Gold Award to the Platinum Award.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Schedule monthly Coffee with the Principal events.

Strategy's Expected Result/Impact: Increased parent awareness of campus-based activities and resources

Staff Responsible for Monitoring: Community Coordinator, Magnet Coordinator, Librarian, Gifted and Talented Coordinator

- Action Steps:**
1. Establish predictable monthly meeting date and time
 2. Generate list of pertinent topics and presentations
 3. Establish meeting publication expectations
 4. Recruit campus personnel as required by topic
 5. Evaluate effectiveness through end of the year parent survey

TEA Priorities: Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Grow parent volunteerism and involvement with the PTO. Evaluation Data Sources: Rosters of VIPS parents, PTO meeting agendas and minutes	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Construct a social media campaign to attract parent involvement on the campus and in student activities.

Strategy's Expected Result/Impact: Increased publication of opportunities and events for parents will attract increased parental involvement and presence on the campus.

Staff Responsible for Monitoring: Community Coordinator, Magnet Coordinator, Librarian, Gifted and Talented Coordinator

- Action Steps:**
1. Publish campus social media links through numerous sources
 2. Invite parent follower to social media accounts
 3. Publish regular and special events for parental involvement
 4. Monitor follower data and parent participation in campus events

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: During the fall semester, begin to create a campus-based parent resource center. Evaluation Data Sources: Inventory of equipment and parent resource materials, log of center usage by parents	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Identify campus location and available resources for developing a parent resource center

Strategy's Expected Result/Impact: A resource center will provide ongoing support for campus families and provide an avenue for establishing and supporting parent involvement on the campus

Staff Responsible for Monitoring: Community Coordinator, Magnet Coordinator, Librarian, Gifted and Talented Coordinator

- Action Steps:**
1. Consult with associated staff regarding establishing a resource center
 2. Identify a campus location to establish a center
 3. Recruit staff and faculty to design and furnish the space
 4. Ensure parental access to technology
 5. Monitor usage and evaluate data to identify needed improvement or supports

Board Goal 4: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ensure the campus is staffed with a fulltime 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. Prioritize in the budget for maintaining a full-time school nurse
 2. Ensure retention of the current school nurse
 3. Establish calendar for eth scheduling of services
 4. Ensure cooperation to meet gals with minimal disruption to campus instruction

Funding Sources: Full-time school nurse - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$60,000

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ensure the campus is staffed with a fulltime 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. Prioritize in the budget for maintaining a full-time school nurse
 2. Ensure retention of the current school nurse
 3. Establish calendar for eth scheduling of services
 4. Ensure cooperation to meet gals with minimal disruption to campus instruction

Measurable Objective 3 Details	Reviews			
<p>Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ensure the campus is staffed with a fulltime 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. Prioritize in the budget for maintaining a full-time school nurse
 2. Ensure retention of the current school nurse
 3. Establish calendar for eth scheduling of services
 4. Ensure cooperation to meet gals with minimal disruption to campus instruction

Measurable Objective 4 Details	Reviews			
<p>Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ensure the campus is staffed with a fulltime 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. Prioritize in the budget for maintaining a full-time school nurse
 2. Ensure retention of the current school nurse
 3. Establish calendar for eth scheduling of services

4. Ensure cooperation to meet gals with minimal disruption to campus instruction

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ensure the campus is staffed with a fulltime 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. Prioritize in the budget for maintaining a full-time school nurse
 2. Ensure retention of the current school nurse
 3. Establish calendar for eth scheduling of services
 4. Ensure cooperation to meet gals with minimal disruption to campus instruction

Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ensure the campus is staffed with a fulltime 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. Prioritize in the budget for maintaining a full-time school nurse
 2. Ensure retention of the current school nurse
 3. Establish calendar for eth scheduling of services
 4. Ensure cooperation to meet gals with minimal disruption to campus instruction

Measurable Objective 7 Details	Reviews			
Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:	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>				

Strategy 1: Ensure the campus is staffed with a fulltime 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. Prioritize in the budget for maintaining a full-time school nurse
 2. Ensure retention of the current school nurse
 3. Establish calendar for eth scheduling of services
 4. Ensure cooperation to meet gals with minimal disruption to campus instruction

Board Goal 4: 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 Details	Reviews			
Measurable Objective 1: Maintain a working relationship with the coordinators at district-health care provider clinics. Evaluation Data Sources: Clinic use data, campus referral data	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Ensure the campus is staffed with a fulltime 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. Prioritize in the budget for maintaining a full-time school nurse
 2. Ensure retention of the current school nurse
 3. Establish calendar for eth scheduling of services
 4. Ensure cooperation to meet gals with minimal disruption to campus instruction

Board Goal 4: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Personnel for 049 Hamilton Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jayna Hawkins	Teacher Specialist - Social Studies	Core Content Support and Parent and fami	1
Jewel Jobson	Teacher Specialist - Mathematics	Core Content Support	.03

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the campus leadership in consultation with additional members of Shared Decision Making committee, along with student, faculty, and parent feedback.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: gathering and reviewing student performance data, gathering and organizing constructive community and culture feedback, review and offer feedback on SIP from SDMC membership, gathering and disaggregating campus ancillary data including attendance and discipline.

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: review of district and campus generated common assessment data, professional learning community meetings and review of access and implementation of instructional resources such as IXL and Read 180, instructional rounds data collection and review, appraisal-related documentation and feedback.

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

The SIP is available to parents in the following locations: On the campus website, in the magnet recruitment office, the office of the community coordinator, and the campus main office.

The SIP was made available to parents by: electronic format and in a hard copy format

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 school-wide reform strategies: double blocking of tested subject areas to ensure in-school intervention and enrichment, a partnership with Verizon and Digital Promise to provide all students with access to a technology device and a reliable internet connection, training for designated staff on AVID concepts and strategies, Project Lead the Way training for technology teachers to include instruction on coding, the incorporation of instructional support personnel and scheduled after school hours tutorial opportunities to support HB 4545 expectations for accelerated 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 revision of the master schedule to accommodate in-school interventions, enrichment, and opportunities for accelerated learning, variety of elective course options including the arts and technology, a competitive athletics program and structured physical education instruction, and a variety of student interest-based extracurricular activities.

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

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

- Building teacher capacity in their content areas and instructional areas: Planned professional development through campus-wide training and PLC-based support, especially on the integration of instructional technology.
- Proficient Tier 1 explicit instruction taking place in all content areas: campus offerings of advanced instruction courses in all core content areas, dual language instruction in science and Spanish language arts, high school credit bearing courses in art, technology, mathematics, and Spanish language arts.
- Bi-weekly AT BATs: incorporated into grade-level and subject specific Professional Learning Communities and led by instructional specialist and teacher leaders.
- Small Group Instruction based on student data needs: Pull out dyslexia instruction and scheduled Tier II and Tier III time for intervention, enrichment, and accelerated learning.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent - Aaron Loeb
- Laura Perez - FACE
- Jayna Hawkins - Teacher Specialist

The PFE was distributed

- On the campus website
- Through Coffee with the Principal

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Creation of a Parent Resource Center in the school library
- Coffee with the Principal monthly meetings
- Designation of a teacher specialist to act as campus liaison with PTO
- Expansion of campus' social media presence through regular posts and monitoring

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - October 8, 2020 - 9:00 AM
- Meeting #1 Alternate - October 9, 2020 - 2:30 PM
- Meeting #2 - December 2, 2020 - 4:00 PM
- Meeting #2 Alternate - DEcember 3, 2020 - 9:30 AM
- Meeting #3 - March 23, 2021 - 9:00 AM
- Meeting #3 Alternate - March 24, 2021 - 4:00 PM
- Meeting #4 - April 15, 2021 - 9:00 AM
- Meeting #4 Alternate - April 16, 2021 - 4:00 PM

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Don Zavodny	Teacher - Social Studies	Core Content Instruction	1
Ernest Johnson	Teacher - Social Studies	Core Content Instruction	1
Jonathan Tuftee	Teacher - English Language Arts	Core Content Instruction	1

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Extra Instructional Staffing per Grade Level	6100 - Payroll	\$175,000.00
1	1	2	1	IXL and Reading Comprehension Toolkits	6300 - Supplies and Materials	\$0.00
1	1	4	1	Campus Instructional Technologist	6100 - Payroll	\$40,000.00
2	1	1	1	Extra insrtuctional staffing	6100 - Payroll	\$175,000.00
2	1	2	1	An additional math instructor at each grade level	6100 - Payroll	\$175,000.00
4	7	1	1	Full-time school nurse	6100 - Payroll	\$60,000.00
Sub-Total						\$625,000.00
Grand Total						\$625,000.00

Addendums