

# **Houston Independent School District**

## **053 Hogg Middle School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

Our mission is to collaborate as a community of learners to transform students into educated, creative, innovative global citizens. We aim to ignite and nurture the potential of each student and learner to become the best expression of him or herself.

## Vision

We are a neighborhood school with a global mindset!

## Core Beliefs

As an IB World School our work is also driven by the IB Mission, which is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

James Hogg Middle School is an HISD Magnet and International Baccalaureate World school located in the historic Heights area of Houston, Texas. Our program challenges students to develop their own abilities to perform individually and creatively, to work in collaborative groups, to enjoy positive social interactions, to assume leadership roles, and to take action when situations warrant the need.

### **Demographics Strengths**

There are currently 1120 students enrolled in grades six through eight with demographics as follows: 65 African American, 26 Asian, 732 Hispanic, 255 White and 41 Multi Race. Of the student body of 1120 students, 598 are considered Economically Disadvantaged, 356 are Gifted and Talented, 192 are LEP and 124 are Special Education. In addition to the regular education curricula, James Hogg also offers Special Education Services for students with multiple impairments (MI), structured learning classroom (SLC-Alt) and skills for living (SLL)(PSI).

# Student Learning

## Student Learning Summary

Hogg increased from a 84(B) to 91(A) rating in 2022. Our goal is to increase our score to 95 to maintain our A rating. To reach this goal we must increase values in Domain 1 and 2. A larger growth in master's numbers will have the greatest impact on our overall rating. Improvements in Domain 1 will positively impact Domains 2 & 3. A large number of our Special Education and English Language Learners who did not receive a passing score showed limited growth.

Our focus areas this year is to continue to close the gap with a laser focus on our special populations. The percentage of students currently served in Special Education who Meet grade level is 19% on STAAR Reading and 36% on STAAR math. The percentage of students currently identifies as EL who Meet grade level is 51% on STAAR Reading and 37% on STAAR math.

Please see attached addendums, STAAR Scores, STAAR Scores-SPED, and STAAR Scores-EL.

## Student Learning Strengths

In 2021-2022 Hogg Middle School met academic standards with a "A" according to the TEA accountability system. In 2022 we had multiple double digit gains. Please see the chart below:

2018-2022 Comparison		% Approaches					% Meets					% Masters				
Reading		2018	2019	2021	2022	Change	2018	2019	2021	2022	Change	2018	2019	2021	2022	Change
	6th	70	73	71	77	+6	42	45	44	52	+8	20	23	23	32	+10
	7th	77	76	74	85	+11	48	52	49	63	+14	26	32	27	41	+14
	8th	88	87	70	91	+21	51	60	48	71	+23	29	34	20	50	+30

2018-2022 Comparison		% Approaches					% Meets					% Masters				
Math	6th	78	86	75	78	+4	44	54	47	45	-2	19	24	23	24	+2
	7th	64	73	60	71	+11	28	45	25	43	+18	10	17	8	21	+13
	8th	82	84	68	78	+10	37	52	46	57	+11	11	23	12	26	+14
	Algebra	100	99	97	100	+3	97	98	81	100	+19	92	92	43	97	+54
Social Studies	8th	66	72	53	76	+23	26	35	19	36	+17	11	22	5	20	+15
Science	8th	80	79	75	84	+9	49	49	57	55	-2	18	27	41	32	-9

### Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Student Engagement **Root Cause:** Engagement varies greatly between classes and among students. There is also a wide range of expectations among teachers for who is responsible for student engagement, what student engagement should look like, and how student engagement should be measured.

**Problem of Practice 2:** Increasing rigor in classrooms and supporting students in achieving higher levels of rigorous work. **Root Cause:** Our summative assessment data indicates that our students are not progressing as much each year as the average student in the state. Many teachers are struggling to successfully increase the rigor in their classrooms while providing the support to students needed for them to be successful.

**Problem of Practice 3:** Relevance of school work **Root Cause:** In conversations with students, many report that much of the material taught in classrooms has no connection to their out-of-school lives. Teachers struggle to find ways to make the material relevant to students while still maintaining the required rigor needed to prepare students for the next grade level.

# School Processes & Programs

## School Processes & Programs Summary

We are an IB World school and offer a variety of courses. The majority of our students have a class in the following 8 areas; Mathematics, Language & Literature, Science, Individuals & Societies, Design, The Art's, Physical Education, and Language Acquisition. In Mathematics we offer MYP, MYP/VG, high school credit Algebra I, and high school credit Geometry. For Language & Literature, we offer MYP, MYP/VG, and high school credit Journalism. In Science, we offer MYP, MYP/VG, and high school credit Integrated Physics and Chemistry. For Individuals & Societies, we offer MYP, MYP/VG classes. Our Design options are Culinary Arts, Principles of Applied Engineering, Principals of Information Technology, College and Careers, Graphic Design, and Coding. Our Art's options are traditional Art, Band, Choir, Orchestra, and high school credit Art. Our Physical Education options are traditional PE, Dance, Karate, and Squash. Our Language Acquisition options are French, German, Spanish, high school level Spanish, high school level French, high school level German, and AP Spanish which is college credit.

As a team, we have developed a campus-wide Writing Plan, that includes school-wide training and literacy routines. In addition, our school non-negotiables will include the use of word walls, a focus on vocabulary, and incorporating listening, speaking, and writing into daily lessons.

Our teams participate in curriculum mapping to create unit plans that are rigorous, relevant, and related. We have set up the master schedule to allow time for cross-curricular planning, vertical alignment, and team planning. Grade level teams and departments meet bi-weekly to collaborate and build relationships. This planning method and structure has directly affected being able to retain and recruit highly effective teachers.



# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

## Student Data: Assessments

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

## 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
- Section 504 data
- Homeless data

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Board Goals

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

**Goal 1:** By May 2023, the percent of students who Meet grade level or higher on STAAR Reading will increase from 62% to 70%.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** Based on the Renaissance 360 BOY to EOY, the percentage of students identified as Tier 2 and Tier 3 will decrease by 25%.


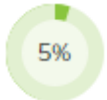






**Evaluation Data Sources:** Renaissance 360 BOY and Progress Monitoring Reports

Renaissance 360 Student Instructional Plan Reports

Imagine Language and Literacy

Student Data Trackers

OnTrack Assessments and Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Using 2022 STAAR scores and Renaissance 360 BOY (Universal Screener) administered Fall 2021, teachers will conduct a goal-setting conference with all students and set annual learning goals. Tier 2 and Tier 3 students will complete at least one Imagine Language and Literacy lesson per week and will be assigned specific intervention pathways. Students in Tier 1 will complete at least one Imagine Reading lesson per week and will be assigned extension pathways. Tier 2 students will receive small group instruction, in class, at least once a week. Tier 3 students will receive targeted small group instruction, in class, at least twice a week. Tier 3 students will attend morning or after school tutorials to improve vocabulary, reading comprehension and writing skills at least once a week. Students will track their mastery TEKS and progress of learning goals in data folders. All ELA classrooms will utilize visual learning strategies, including word walls, anchor charts, and student work products and will incorporate literacy skills through the use of sentence stems</p> <p><b>Strategy's Expected Result/Impact:</b> Through targeted intervention and acceleration plans, students proficiency in ELAR skills (reading comprehension and writing skills) will increase, allowing for mastery of grade level content or higher. Effectively implementing literacy skill in all classrooms supports all learners and the school's writing initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Department Chair ELA Department Administrator Career Pathways Teacher Leaders RTI/IAT Committee Principal</p> <p><b>Action Steps:</b> A schoolwide tracker will be used to track BOY, MOY, EOY common assessment, Imagine Language and Literacy, and all district level assessments. This tracker will also include growth percentages, tiers and Lexile levels. Teachers will enter this data no later than one week after given assessment, and use it to plan for and create intervention plans. Teachers will hold at minimum a goal-setting, mid-year, and progress conference with each student to discuss and review annual learning goals and expectations. Each student will have a data folder that includes: annual learning goal, TEKS mastery, graph of assessment scores, and Renaissance diagnostic and growth reports. Common assessments will be created and scored using OnTrack.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>				
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**Measurable Objective 2:** 70% of students will score at the Meets level or higher, based on the Houston ISD's District Level Assessment.









**Evaluation Data Sources:** OnTrack

IB Unit Plans

Lead4ward Heat Maps, Frequency Distribution, and TEKS Scaffolding Reports








Student Data Trackers

Imagine Language and Literacy

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will communicate literacy concepts through reading, writing (with sentence stems), and speaking daily using academic vocabulary. Mixed-level flexible groups will be implemented, with each student having an assigned accountability partner for clarifying questions and partner work. Teachers will check for understanding and prior knowledge before, during and after each lesson. Data from checkpoints and exit tickets will be used for small group instruction. After grade-level common assessments, students will update their TEKS mastery tracker. Before the DLA assessment is given, teachers will meet with students individually to update and review learning goals and expectations All students will complete one performance-based task/assessment per IB unit.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be given feedback during lessons and after formative and summative assessments, allowing for reflection of mastery and needed areas of support. Students will also increase literacy, cooperative, and critical thinking skills. Academic vocabulary will be applied and practiced.</p> <p><b>Staff Responsible for Monitoring:</b> ELA teachers and Co-Teachers            ELA Department Chair            ELA Department Administrator            Career Pathways Teacher Leaders            RTI/IAT Committee            Principal</p> <p><b>Action Steps:</b> Grade-level teachers will backwards plan and create methods of assessing student learning prior to the start of a unit. Students will demonstrate mastery of learning through grade-level common assessments, constructive responses, performance tasks, and authentic student-choice products, as related to the IB unit of study. When possible, rubrics will be used to score student work, with feedback given within one week after submission.</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
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**Measurable Objective 3:** From the Fall TEA Interim Assessment to the Spring TEA Interim Assessment, the percentage of students performing at the meets and masters level will increase by 10%.

**Evaluation Data Sources:** Renaissance 360  
 Imagine Language and Literacy  
 IB Unit Plans  
 Student Data Trackers  
 Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will disaggregate data from the TEA Interim Assessments to create reteach, intervention, and extension plans for students. Students will track the mastery of TEKS using data trackers in folders. Teachers will conduct progress conferences with all students to review progress towards learning goals. Common assessments will include rubric-based constructive response or performance tasks.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are involved in their educational process and become stakeholders in their won learning community. Professional learning communities efficiency will increase, as the conversations and decisions are driven by results and student needs.</p> <p><b>Staff Responsible for Monitoring:</b> ELA teachers and Co-Teachers            ELA Department Chair            ELA Department Administrator            Career Pathways Teacher Leaders            HISD DDIS (as needed)            Principal</p> <p><b>Action Steps:</b> Professional learning community time will be more strategic and used for added collaboration. Teachers will rotate between grade-level and vertical alignment groups to address the following questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they do not learn? How will we respond if they already know? This protocol will be done per unit and will be used to create intervention and extension plans. Teachers will present plans to administration team.</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
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**Board Goal 2:** The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 1:** By May 2023, the percent of students who Meet grade level or higher on STAAR Math will increase from 61% to 70%.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

**Measurable Objective 1:** Based on the Renaissance 360 BOY to EOY, the percentage of students identified as Tier 2 and Tier 3 will decrease by 25%

**Evaluation Data Sources:** Renaissance 360 BOY and Progress Monitoring Reports

Renaissance 360 Student Instructional Plan Reports


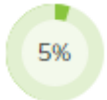






Imagine Math

Student Data Trackers

OnTrack Assessments and Reports

Maneuvering the Middle Math Curriculum



Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Using 2022 STAAR scores, Renaissance BOY, scores, teachers will conduct a goal-setting conference with all students and set annual learning goals. All students, regardless of tiers, will complete at least one Imagine Math lesson per week. Students in Tiers 2 and 3 will be assigned specific intervention pathways. Students in Tier 1 will be assigned extension pathways. Tier 2 students will receive small group instruction at least once a week. Tier 3 students will receive targeted small group instruction at least twice a week. Tier 3 students will attend morning or after school tutorials to improve math computations and problem solving at least once a week. Students will track their mastery TEKS and progress of learning goals in data folders. All math classrooms will utilize visual learning strategies, including word walls, anchor charts, and student work products and will incorporate math literacy skills, with the use of sentence stems. All math classrooms will also use Mathia online program to support support individual student learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Through targeted intervention and acceleration plans, students proficiency in math skills (problem solving and computations) will increase, allowing for mastery of grade level content or higher. Effectively implementing literacy skill in math classrooms supports all learners and the school's writing initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers and Co-Teachers Math Department Chair Math Department Administrator Career Pathways Teacher Leaders RTI/IAT Committee Principal</p> <p><b>Action Steps:</b> A schoolwide tracker will be used to track BOY, MOY, EOY common assessment, Imagine Math quintiles, and all district level assessments. This tracker will also include growth percentages and tiers. Teachers will enter this data no later than one week after given assessment, and use it to plan for and create intervention plans. Teachers will hold at minimum a goal-setting, mid-year, and progress conference with each student to discuss and review annual learning goals and expectations. Each student will have a data folder that includes: annual learning goal, TEKS mastery, graph of assessment scores, and Renaissance diagnostic and growth reports. Common assessments will be created and scored using OnTrack.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 2:** 70% of students will score at the Meets level or higher, based on the Houston ISD's District Level Assessment.









**Evaluation Data Sources:** OnTrack

IB Unit Plans

Lead4ward Heat Maps, Frequency Distribution, and TEKS Scaffolding Reports

Student Data Trackers

Imagine Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> After grade-level common assessments, students will update their TEKS mastery tracker. Before the DLA assessment is given, teachers will have met with students individually to update and review learning goals and expectations. Teachers will check for understanding and prior knowledge before, during, and after each lesson. Data from checkpoints and exit tickets will be used for small group instruction. Students will communicate mathematical concepts through reading, writing (with sentence stems), and speaking daily academic vocabulary. Mixed-level flexible groups, will be implemented, with each student having an assigned accountability partner for clarifying questions and partner work. All students will complete one performance-based task/assessment per IB unit.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be given feedback during lessons and after formative and summative assessments, allowing for reflection of mastery and needed areas of support. Students will also increase literacy, cooperative, and critical thinking skills. Academic vocabulary will be applied and practiced</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers and Co-Teachers Math Department Chair Math Department Administrator Career Pathways Teacher Leaders IB Coordinator Principal</p> <p><b>Action Steps:</b> Grade-level teachers will backwards plan and create methods of assessing student learning prior to the start of a unit. Students will demonstrate mastery of learning through grade-level common assessments, constructive responses, performance tasks, and authentic student-choice products, as related to the IB unit of study. When possible, rubrics will be used to score student work, with feedback given within a week after submission.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Measurable Objective 3:** From the Fall TEA Interim Assessment to the Spring TEA Interim Assessment, the percentage of students performing at the meets and masters level will increase by 10%.








**Evaluation Data Sources:** Renaissance 360

Imagine Math

IB Unit Plans

Student Data Trackers

Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use disaggregate data from the TEA Interim Assessments to create reteach, intervention and extension plans for students. Students will track the mastery of TEKS using data trackers in folders. Teachers will conduct progress conferences with all students to review progress towards learning goals. Common assessments will include rubric-based constructive response or performance task.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are involved in their educational process and become stakeholders in their won learning community. Professional learning communities efficiency will increase, as the conversations and decisions are driven by results and student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers and Co-Teachers Math Department Chair Math Department Administrator Career Pathways Teacher Leaders HISD DDIS &amp; CIC (as needed) Principal</p> <p><b>Action Steps:</b> Professional learning community time will be more strategic and used for added collaboration. Teachers will rotate between grade-level and vertical alignment groups to address the following questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they do not learn? How will we respond if they already know? This protocol will be done per unit and will be used to create intervention and extension plans. Teachers will present plans to administration team.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.

**Board Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.


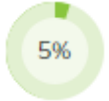
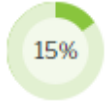





**Goal 1:** By May 2023, the percentage of students currently served in Special Education who Meet grade level will increase from 19% to 50% on STAAR Reading and from 36% to 50% on STAAR math.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency


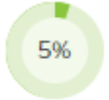






**Measurable Objective 1:** From BOY to MOY the percentage of students that receive Special Education services and that are Tier 2 and Tier 3 students as identified by Renaissance Universal Screener will each decrease by 10%

**Evaluation Data Sources:** Daily Exit Tickets, Renaissance Screener, Common Assessments, Imagine Learning Online Tools, Teacher Assessments, Small Group Intervention Data, Progress Reports, Report Cards, Observations and Walkthroughs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student in Tier 2 will receive targeted small group instruction and reteaching, when appropriate. -Tier 3 students will receive small group Specially Designed Instruction and reteach, when appropriate. - Tier 3 students will attend tutorials with a special education teacher at least twice a week. -All student will track their master of individual math and reading TEKS via their data trackers and/or folders. Classroom teachers will provide visual Anchor Charts that displays thinking strategies. Students will use interactive journals to keep concepts and comprehension prompts and cues.</p> <p><b>Staff Responsible for Monitoring:</b> All Math &amp; ELA Teachers, Co-teachers, Career Pathway Teachers for Data &amp; Interventions, ELA and Math Chairpersons, Principal</p> <p><b>Action Steps:</b> A schoolwide tracker will be used to track BOY, MOY, EOY common assessment, Imagine Math and Literacy Data, and all district level assessments. This tracker will also include growth percentages and tiers. Teachers and/or Co-teachers will enter this data no later than one week after given assessment and use it to plan for and create Specially Designed Intervention plans for Tier 2, Tier 3, and special education students. Teachers and/or Co-teachers will hold a goal setting, mid-year, and progress conference with each student to discuss and review annual learning goals and expectations. Each student will have a data folder that includes annual learning goal, TEKS mastery, graph of assessment scores, and Renaissance diagnostic and growth reports. Common assessments will be created and scored using OnTrack.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
	<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			









**Measurable Objective 2:** At Least 90% of students who receive Special Education services will improve their average on each subsequent common assessment throughout the school year

**Evaluation Data Sources:** Daily Exit Tickets, Renaissance Screener, Imagine Learning Online Tools, Teacher Assessments, Small Group Intervention Data, Progress Reports, Report Cards, Observations and Walkthroughs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student in Tier 2 will receive targeted small group instruction and reteaching, when appropriate. -Tier 3 students will receive small group Specially Designed Instruction and reteach, when appropriate. - Tier 3 students will attend tutorials with a special education teacher at least twice a week. -All student will track their master of individual math and reading TEKS via their data trackers and/or folders. Classroom teachers will provide visual Anchor Charts that displays thinking strategies. Students will use interactive journals to keep concepts and comprehension prompts and cues.</p> <p><b>Staff Responsible for Monitoring:</b> All Math &amp; ELA Teachers, Co-teachers, Career Pathway Teachers for Data &amp; Interventions, ELA and Math Chairpersons, Principal</p> <p><b>Action Steps:</b> Teachers and Co-teachers will collaborate and create Specially Designed Interventions for Tier 1, Tier 2, and Special Education Students focusing on closing the gaps in reading and math. These interventions will focus mainly on TEKS where students comprehension were not at a successful rate. Students data will be recorded on trackers based on the TEKS designated for reteaching. Assessment data will be reported back to students no later than a week after assessments are given.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 3:** From MOY to EOY the percentage of students that receive Special Education services and that are Tier 2 and Tier 3 students as identified by Renaissance Universal Screener will each decrease by 10%.

**Evaluation Data Sources:** Daily Exit Tickets, Renaissance Screener, Common Assessments, Imagine Learning Online Tools, Teacher Assessments, Small Group Intervention Data, Progress Reports, Report Cards, Observations and Walkthroughs

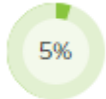







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student in Tier 2 will receive targeted small group instruction and reteaching, when appropriate. -Tier 3 students will receive small group Specially Designed Instruction and reteach, when appropriate. - Tier 3 students will attend tutorials with a special education teacher at least twice a week. -All student will track their master of individual math and reading TEKS via their data trackers and/or folders. Classroom teachers will provide visual Anchor Charts that display thinking strategies. Students will use interactive journals to keep concepts and comprehension prompts and cues</p> <p><b>Staff Responsible for Monitoring:</b> All Math &amp; ELA Teachers, Co-teachers, Career Pathway Teachers for Data &amp; Interventions, ELA and Math Chairpersons, Principal</p> <p><b>Action Steps:</b> Teachers and Co-teachers will collaborate and create Specially Designed Interventions for Tier 1, Tier 2, and Special Education Students focusing on closing the gaps in reading and math. These interventions will focus mainly on TEKS where students' comprehension was not at a successful rate. Students' data will be recorded on trackers based on the TEKS designated for reteaching. Assessment data will be reported back to students no later than a week after assessments are given.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Board Goal 5: N/A - Additional Campus Goals

### Goal 1: ATTENDANCE

**Measurable Objective 1:** During the 2022-2023 school year, our student attendance will increase from 94.7% to 97%


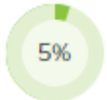






**Evaluation Data Sources:** Power School Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Review attendance percentages weekly for all grade levels with Hogg Middle Schools administration. Attendance clerk and administration will monitor students with attendance issues to provide support as needed. Administration will meet weekly with students that have attendance issues and have them sign contracts as warnings. Do home visits and offer incentives on a school wide basis, monthly, to students with attendance greater than 97%</p> <p><b>Strategy's Expected Result/Impact:</b> Hogg Middle School will reach it's yearly attendance goal for the year 2022-2023.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, Student Information Rep., All administrators, Wraparound Specialist and Communities in School Rep.</p> <p><b>Action Steps:</b> 1. Grade level administrators will pull their grade level attendance. 2. Call in students that are on the list to review Doctor notes or Parent notes and direct students if they have any to report to Attendance immediately. 3. Grade level Secretary will then call parents. If the problem persists students will be placed on attendance contracts and/or receive home visits to further investigate the truanancies.</p> <p><b>Title I:</b> 2.4, 2.6</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Measurable Objective 2:** Student attendance will remain above 97% for all grade levels sixth through eighth grade at James Hogg Middle School at every checkpoint.

**Evaluation Data Sources:** Power School Reports










Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review attendance % weekly for all grade levels with Hogg Middle Schools administration. Attendance clerk and administration will monitor students with attendance issues to provide support as needed. Administration will meet weekly with students that have attendance issues and have them sign contracts as warnings. Do home visits and offer incentives on a school wide basis, monthly, to students with attendance &gt;97%.</p> <p><b>Strategy's Expected Result/Impact:</b> James Hogg Middle School will reach it's yearly attendance goal for the year 2021-2022.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, Student Information Rep., All administrators, Wraparound Specialist and Communities in School Rep.</p> <p><b>Action Steps:</b> 1. Grade level administrators will pull their grade level attendance.  2. Call in students that are on the list to review Doctor notes or Parent notes and direct students if they have any to report to Attendance immediately.  3. Grade level Secretary will then call parents. If the problem persists students will be placed on attendance contracts and/or receive home visits to further investigate the truancies.</p> <p><b>Title I:</b>  2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Board Goal 5: N/A - Additional Campus Goals









### Goal 2: DISCIPLINE

**Summative Evaluation:** Significant progress made toward meeting Goal

**Measurable Objective 1:** Reduce the number of general code 21 discipline actions that result in students receiving ISS or OSS from 60 to 50.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Consistently use Reflection Passes - Apply logical consequences for misbehavior that doesn't require students to miss class time - Restorative Justice - Healing Circles following every office referral - Community Circles every Monday in Homeroom - Counseling groups and individual sessions. - Establish mentoring groups and individual sessions - Behavior charts for students that repeat behaviors - Loss of school-based privileges. <b>Strategy's Expected Result/Impact:</b> Reflection Passes - reduce time out of class. Healing circles - reduce continued disciplinary actions by students. <b>Staff Responsible for Monitoring:</b> All Teachers, All Administrators, Principal, Staff <b>Action Steps:</b> Teachers will utilize all strategies to discipline including parent communication. Once student discipline has deemed necessary for office referral, next steps apply. Discuss student discipline by grade level every Monday in Admin. meeting, identify students that may need parent meetings/mentorship/further steps.	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 2:** 100% of students and families will have access to the school counselor, CIS, and campus wraparound specialist (SEL staff)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> The SEL team will provide safe spaces for students who are struggling emotionally. The SEL team will not only help the student but help the family too if needed. <b>Strategy's Expected Result/Impact:</b> The number of students needing SEL services will drop 10% from the previous school year. <b>Staff Responsible for Monitoring:</b> Administration, teachers, SEL staff <b>Action Steps:</b> The SEL team will provide homeroom teachers with lessons that meet the needs of middle school students. These lessons will be uploaded to the staff's Google Drive no later than Sunday Night. The teachers will pull the lesson, review it, and execute the lesson with their homeroom. Community Circles will be held every Monday. Community circles will be based on getting students to open up about their feelings.				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION









## Board Goal 5: N/A - Additional Campus Goals

### Goal 4: SPECIAL EDUCATION

**Summative Evaluation:** Some progress made toward meeting Goal

**Measurable Objective 1:** From BOY to MOY to EOY the percentage of Tier 2 and Tier 3 Special Education students according to the Renaissance Universal Screener will each decrease by 10%.

**Evaluation Data Sources:** Daily Exit Tickets, Renaissance Screener, Common Assessments, Imagine Learning Online Tools, Teacher Assessments, Small Group Intervention Data, Progress Reports, Report Cards, Observations and Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Student in Tier 2 will receive targeted small group instruction and reteaching, when appropriate. -Tier 3 students will receive small group Specially Designed Instruction and reteach, when appropriate. - Tier 3 students will attend tutorials with a special education teacher at least twice a week. -All student will track their master of individual math and reading TEKS via their data trackers and/or folders. Classroom teachers will provide visual Anchor Charts that displays thinking strategies. Students will use interactive journals to keep concepts and comprehension prompts and cues.</p> <p><b>Staff Responsible for Monitoring:</b> All Math &amp; ELA Teachers, Co-teachers, Career Pathway Teachers for Data &amp; Interventions, ELA and Math Chairpersons, Principal</p> <p><b>Action Steps:</b> A schoolwide tracker will be used to track BOY, MOY, EOY common assessment, Imagine Math and Literacy Data, and all district level assessments. This tracker will also include growth percentages and tiers. Teachers and/or Co-teachers will enter this data no later than one week after given assessment and use it to plan for and create Specially Designed Intervention plans for Tier 2, Tier 3, and special education students. Teachers and/or Co-teachers will hold a goal setting, mid-year, and progress conference with each student to discuss and review annual learning goals and expectations. Each student will have a data folder that includes annual learning goal, TEKS mastery, graph of assessment scores, and Renaissance diagnostic and growth reports. Common assessments will be created and scored using OnTrack.</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				









## Board Goal 5: N/A - Additional Campus Goals

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

**Summative Evaluation:** Met Goal

**Measurable Objective 1:** 36% of English Learners will grow at least one proficiency level by the end of the school year.

**Evaluation Data Sources:** TELPAS, ELD Assessment, ITR Report









Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Sheltered Instruction Strategies will be implemented campus wide (ELPS Integration plan for Teachers, Literacy Routines, 7steps to a Language-Rich Interactive Classroom, Academic Vocabulary Building Strategies). Teachers will attend District and Campus-wide professional development to ensure they are incorporating these strategies into their daily lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will incorporate the Language objectives (ELPS) and include modifications and accommodations in their lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Sheltered Instruction Coach/LPAC Coordinator/Appraisers</p> <p><b>Action Steps:</b> ELPS Implementation training ELD assessment administration Weekly review of Language Objectives included in Lesson Plans EL Focused Instruction Observations Progress Monitoring Targeted Intervention</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT

**Summative Evaluation:** Met Goal

**Measurable Objective 1:** Receive Platinum status from the Houston ISD Family and Community Engagement Department (FACE).

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Plan and execute 4 big family events. STEAM Night, Literacy Night, Hispanic Heritage and Black History Program. <b>Strategy's Expected Result/Impact:</b> Increase family and community engagement. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Clerks <b>Action Steps:</b> Administrators, Teachers, Clerks Action Steps: Post upcoming events in Newsletter and digital platforms Set reminders of events through digital platforms Weekly Parent and Community committee prior to the event to make sure notifications/marketing is happening Set a budget for each event Purchasing supplies in a timely manner make sure supplies needed for the event in a timely manner, ' check in with staff prior to to the event(s) to ensure they will be in attendance, Involve student groups (cheerleaders, NJHS, Students council, etc) and assign their support roles	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 7:** MANDATED HEALTH SERVICES

**Summative Evaluation:** Met Goal

**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

**Summative Evaluation:** Met Goal



**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET (If applicable)

# Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Using 2022 STAAR scores and Renaissance 360 BOY (Universal Screener) administered Fall 2021, teachers will conduct a goal-setting conference with all students and set annual learning goals. Tier 2 and Tier 3 students will complete at least one Imagine Language and Literacy lesson per week and will be assigned specific intervention pathways. Students in Tier 1 will complete at least one Imagine Reading lesson per week and will be assigned extension pathways. Tier 2 students will receive small group instruction, in class, at least once a week. Tier 3 students will receive targeted small group instruction, in class, at least twice a week. Tier 3 students will attend morning or after school tutorials to improve vocabulary, reading comprehension and writing skills at least once a week. Students will track their mastery TEKS and progress of learning goals in data folders. All ELA classrooms will utilize visual learning strategies, including word walls, anchor charts, and student work products and will incorporate literacy skills through the use of sentence stems
1	1	2	1	Students will communicate literacy concepts through reading, writing (with sentence stems), and speaking daily using academic vocabulary. Mixed-level flexible groups will be implemented, with each student having an assigned accountability partner for clarifying questions and partner work. Teachers will check for understanding and prior knowledge before, during and after each lesson. Data from checkpoints and exit tickets will be used for small group instruction. After grade-level common assessments, students will update their TEKS mastery tracker. Before the DLA assessment is given, teachers will meet with students individually to update and review learning goals and expectations All students will complete one performance-based task/assessment per IB unit.
1	1	3	1	Teachers will disaggregate data from the TEA Interim Assessments to create reteach, intervention, and extension plans for students. Students will track the mastery of TEKS using data trackers in folders. Teachers will conduct progress conferences with all students to review progress towards learning goals. Common assessments will include rubric-based constructive response or performance tasks.
2	1	1	1	Using 2022 STAAR scores, Renaissance BOY, scores, teachers will conduct a goal-setting conference with all students and set annual learning goals. All students, regardless of tiers, will complete at least one Imagine Math lesson per week. Students in Tiers 2 and 3 will be assigned specific intervention pathways. Students in Tier 1 will be assigned extension pathways. Tier 2 students will receive small group instruction at least once a week. Tier 3 students will receive targeted small group instruction at least twice a week. Tier 3 students will attend morning or after school tutorials to improve math computations and problem solving at least once a week. Students will track their mastery TEKS and progress of learning goals in data folders. All math classrooms will utilize visual learning strategies, including word walls, anchor charts, and student work products and will incorporate math literacy skills, with the use of sentence stems. All math classrooms will also use Mathia online program to support support individual student learning needs.

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	2	1	After grade-level common assessments, students will update their TEKS mastery tracker. Before the DLA assessment is given, teachers will have met with students individually to update and review learning goals and expectations. Teachers will check for understanding and prior knowledge before, during, and after each lesson. Data from checkpoints and exit tickets will be used for small group instruction. Students will communicate mathematical concepts through reading, writing (with sentence stems), and speaking daily academic vocabulary. Mixed-level flexible groups, will be implemented, with each student having an assigned accountability partner for clarifying questions and partner work. All students will complete one performance-based task/assessment per IB unit.
2	1	3	1	Teachers will use disaggregate data from the TEA Interim Assessments to create reteach, intervention and extension plans for students. Students will track the mastery of TEKS using data trackers in folders. Teachers will conduct progress conferences with all students to review progress towards learning goals. Common assessments will include rubric-based constructive response or performance task.
4	1	1	1	Student in Tier 2 will receive targeted small group instruction and reteaching, when appropriate. -Tier 3 students will receive small group Specially Designed Instruction and reteach, when appropriate. - Tier 3 students will attend tutorials with a special education teacher at least twice a week. -All student will track their master of individual math and reading TEKS via their data trackers and/or folders. Classroom teachers will provide visual Anchor Charts that displays thinking strategies. Students will use interactive journals to keep concepts and comprehension prompts and cues.
4	1	2	1	Student in Tier 2 will receive targeted small group instruction and reteaching, when appropriate. -Tier 3 students will receive small group Specially Designed Instruction and reteach, when appropriate. - Tier 3 students will attend tutorials with a special education teacher at least twice a week. -All student will track their master of individual math and reading TEKS via their data trackers and/or folders. Classroom teachers will provide visual Anchor Charts that displays thinking strategies. Students will use interactive journals to keep concepts and comprehension prompts and cues.
4	1	3	1	Student in Tier 2 will receive targeted small group instruction and reteaching, when appropriate. -Tier 3 students will receive small group Specially Designed Instruction and reteach, when appropriate. - Tier 3 students will attend tutorials with a special education teacher at least twice a week. -All student will track their master of individual math and reading TEKS via their data trackers and/or folders. Classroom teachers will provide visual Anchor Charts that display thinking strategies. Students will use interactive journals to keep concepts and comprehension prompts and cues

# State Compensatory

## Budget for 053 Hogg Middle School

**Total SCE Funds:** \$90,581.47

**Total FTEs Funded by SCE:** 2

### Brief Description of SCE Services and/or Programs

ESL Teacher ELA Teacher Technology General Instructional Supplies Teacher Extra Duty Pay

## Personnel for 053 Hogg Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Perez, Karen Renee	Tchr, English/Language Arts4-8	1
Torrez, Jessie Narsico	Tchr, ESL 4-8	1

# Title I

## 1.1: Comprehensive Needs Assessment

Hogg Middle School is an International Baccalaureate campus driven by the IB Mission, which is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessments. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Our mission is to collaborate as a community of learners to transform students into educated, creative, innovative global citizens. We aim to ignite and nurture the potential of each student and learner to become the best expression of him, or herself.

Our demographics are as follows: 65% Hispanic, 23% White, 6% African American, 4% Multi-Race, 2% Asian. Special Pops: 32% GT, 17% LEP, and 11% Special Ed. 42% of are students are classified as At-Risk and 53% are Economically Disadvantaged.

In 2018-2019 Hogg Middle School met academic standards with a "B" according to the TEA accountability system. In 2019 we had double-digit gains in 6th -8th-grade math in the meets level. In addition, we had double-digit gains in 8th-grade math and 8th-grade social studies in the master's level. In 2020-2021 approximately a third of our student body participated in STAAR. Out 8th grade, Social Studies and 8th-grade Reading scores decreased while our 8<sup>th</sup> grade meets and master's levels increased. In 2021-2022 we met standards with an "A" rating according to the TEA accountability system. We received 5 out of 7 distinctions:

- Academic achievement in Mathematics
- Academic Achievement in Science
- Top 25% Comparative academic Growth
- Postsecondary Readiness
- Top 25% Comparative Closing the Gaps

Our focus areas this year are to continue to Close the Gap with a laser focus on our special populations. The percentage of students currently served in Special Education who Meet grade level is 19% on STAAR Reading and 36% on STAAR math. The percentage of students currently identified as EL who Meet grade level is 51% on STAAR reading and 37% on STAAR math.

Based on our needs assessment are goals are:

**Goal 1:** By May 2023, the percent of students who score Meets level or higher on STAAR Reading will increase from 62% to 75%.

**Goal 2:** By May 2023, the percent of students who score Meets level or higher on STAAR Math will increase from 61% to 70%.

**Goal 3:** By May 2023, the percentage of students currently served in Special Education who score Meets level or higher will increase from 19% to 50% on STAAR Reading and from 36% to 50% on STAAR math.

**Goal 4:** By May 2023, the percentage of students currently identified as EL who score Meets level or higher will increase from 24% to 50% on STAAR Reading and from 22% to 50% on STAAR Math.

We will reach these goals by focusing on data-driven instruction, progress monitoring, and full implementation of the IB Programme. Support will be provided by our Career Pathways Leaders, our Department Chairs, and other teacher leaders. We will implement effective routines and procedures throughout the campus that include entry/exit routines, and lesson plan expectations. We will continue to implement restorative justice practices to support our student's social and emotional needs.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Vanessa Saldana	Head of School	vsaldana@houstonisd.org	Administrator	
Cindy Cavazos	Administrative Asst, to Principal	ccavazo2@houstonisd.org	Non-classroom Professional	Edit Delete
LaKeisha Washington	Tchr, Math , Hogg MS	lwashing@houstonisd.org	Classroom Teacher	Edit Delete
Joseph Crump	Tchr, Social Studies, Hogg MS	jcrump2@houstonisd.org	Classroom Teacher	Edit Delete
Andrew Williford	Tchr, Social Studies Hogg MS	awillifo@houstonisd.org	Classroom Teacher	Edit Delete
Mario Guerrero	Tchr, Social Studies , Hogg MS	mguerre5@houstonisd.org	Classroom Teacher	Edit Delete
Gabriela Leija	Student, Hogg MS	s1783556@online.houstonisd.org	Student	Edit Delete
Cheryl Hensley	Parent, Hogg MS	ckhensley@live.com	Parent	Edit Delete
Barry Cole	Parent, Hogg MS	barrycole04@aol.com	Parent	Edit Delete
April Weinstein	First Imperial Mortgage	april@firstimperialmortgage.com	Business Representative	Edit Delete
Megan Breed	Vineyard Church	Megan@houstonvineyard.org	Community Representative	Edit Delete
Emily Guyre	Greater Houston Heights Association	emily.guyre@sbcglobal.net	Community Representative	Edit Delete

## 2.2: Regular monitoring and revision

Intervention/Enrichment period included in students schedules

After-school/Saturday Tutorials

RTI Meetings

Data Reviews during PLC's

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

Translated to Spanish

## 2.4: Opportunities for all children to meet State standards

Intervention/Enrichment period by need/ability

SEL Team support

2.5: Increased learning time and well-rounded education

- Attendance incentives
- Weekly Attendance reports
- Enrichment/Specialty period for Tier I students
- Field Trip opportunities

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

- Intervention period assigned by need/ability

3.1: Annually evaluate the schoolwide plan

- STAAR
- TELPAS
- Renaissance360
- Common Assessments
- Summit K-12
- ELD Assessment

4.1: Develop and distribute Parent and Family Engagement Policy

- Published in school newsletter
- Posted on school website

4.2: Offer flexible number of parent involvement meetings

Date and Time1A	11/15/2022 9:00 AM
Date and Time1B	11/15/2022 5:00 PM
Date and Time2A	12/13/2022 9:00 AM
Date and Time2B	12/13/2022 5:00 PM

<b>Date and Time1A</b>	<b>11/15/2022 9:00 AM</b>
Date and Time3A	2/14/2023 9:00 AM
Date and Time3B	2/14/2023 5:00 PM
Date and Time4A	3/21/2023 9:00 AM
Date and Time4B	3/21/2023 5:00 PM

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

N/A



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Tinoco	PFE Representative	Parent and Family Engagement	Yes
Mary Catherine Breed	Teacher Specialist		Yes
Mary Hicks	Teacher	Class size reduction	Yes

# Campus Leadership Team

Committee Role	Name	Position
Administrator	Mary Mulready	7th Grade AP
Administrator	Tiffany Roque	8th Grade AP
Administrator	Vanessa Saldana	Head of School
Administrator	Amelia Roman	Teacher Specialist
Administrator	Lakeysha Boleware	Teacher Specialist
Administrator	Lynn Graham	Magnet/IB Coordinator

# Campus Improvement Committee

Committee Role	Name	Position
Administrator	Vanessa Saldana	Head of School
Administrator	Tiffany Roque	8th Grade AP
Administrator	Mary Mulready	8th Grade AP
Administrator	Lakeysha Boleware	6th Grade AP
Administrator	Lynn Graham	Magnet/IB Coordinator
Administrator	Ameila Roman	Teacher Specialist

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Vanessa Saldana	Head of School
Non-classroom Professional	Cindy Cavazos	Administrative Asst, to Principal
Classroom Teacher	LaKeisha Washington	Tchr, Math , Hogg MS
Classroom Teacher	Joseph Crump	Tchr, Social Studies, Hogg MS
Classroom Teacher	Andrew Williford	Tchr, Social Studies Hogg MS
Classroom Teacher	Mario Guerrero	Tchr, Social Studies , Hogg MS
Student	Gabriela Leija	Student, Hogg MS
Parent	Cheryl Hensley	Parent, Hogg MS
Parent	Barry Cole	Parent, Hogg MS
Business Representative	April Weinstein	First Imperial Mortgage
Community Representative	Megan Breed	Vineyard Church
Community Representative	Emily Guyre	Greater Houston Heights Association

# Addendums

# Welcome Back

Race to the Top!  
2022-2023



# Agenda

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Introductions

Mission

School Information

Student Achievement

Student Improvement Plan

Focus Areas

# Introductions

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- Administration Team
- Administrative Assistants
- Teacher Leaders
  - Department Chairs
  - Career Pathways
  - Grade Level Leads
- New to Hogg Teachers



# IB Mission Statement

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- The International Baccalaureate® (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# Hogg Mission Statement

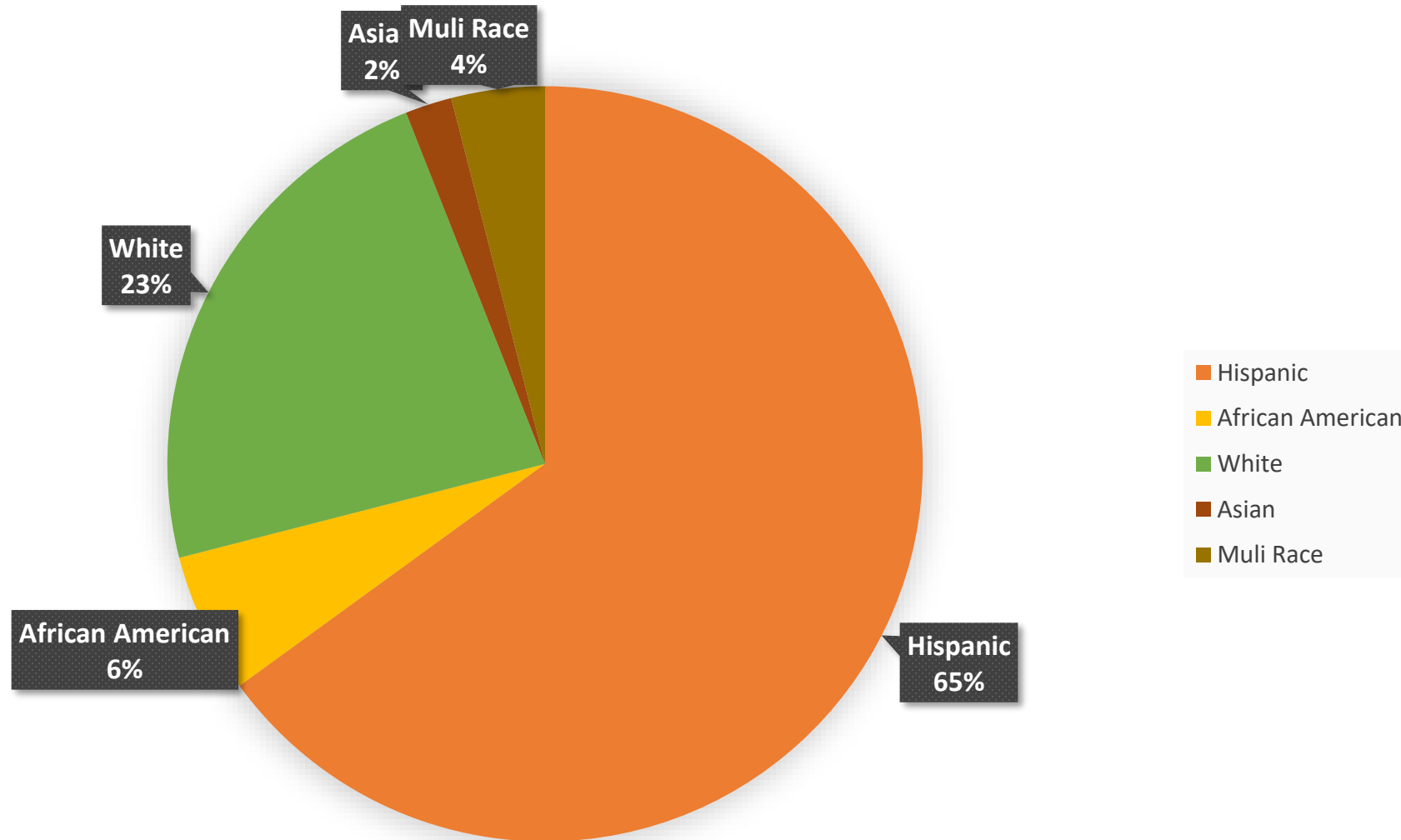
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*Our mission is to **collaborate** as a **community of learners** to transform students into **educated, creative, innovative, global citizens**. We aim to ignite and **nurture the potential of each student and learner** to become the best expression of him or herself.*

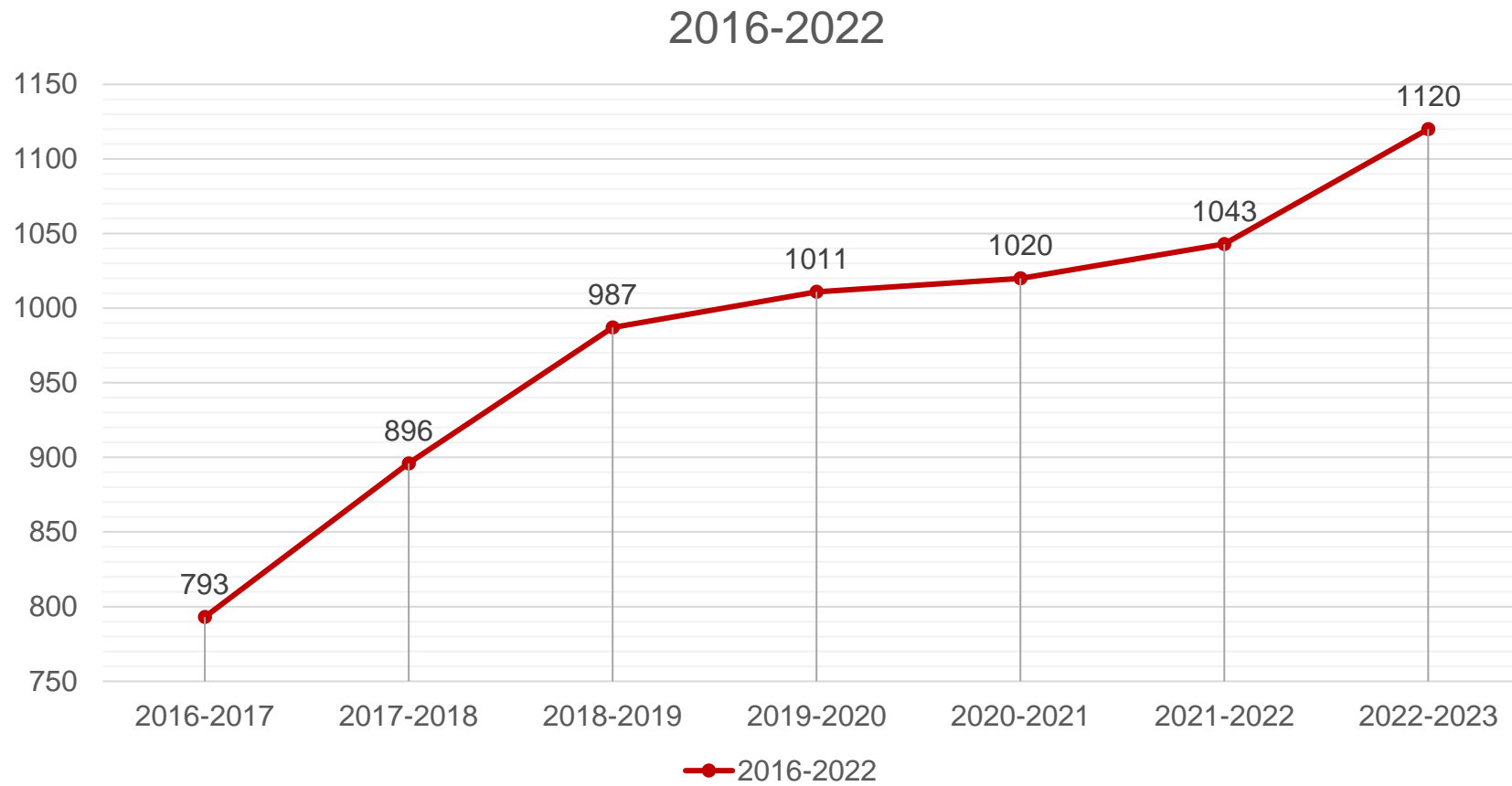
**We are a neighborhood school with a global mindset!**

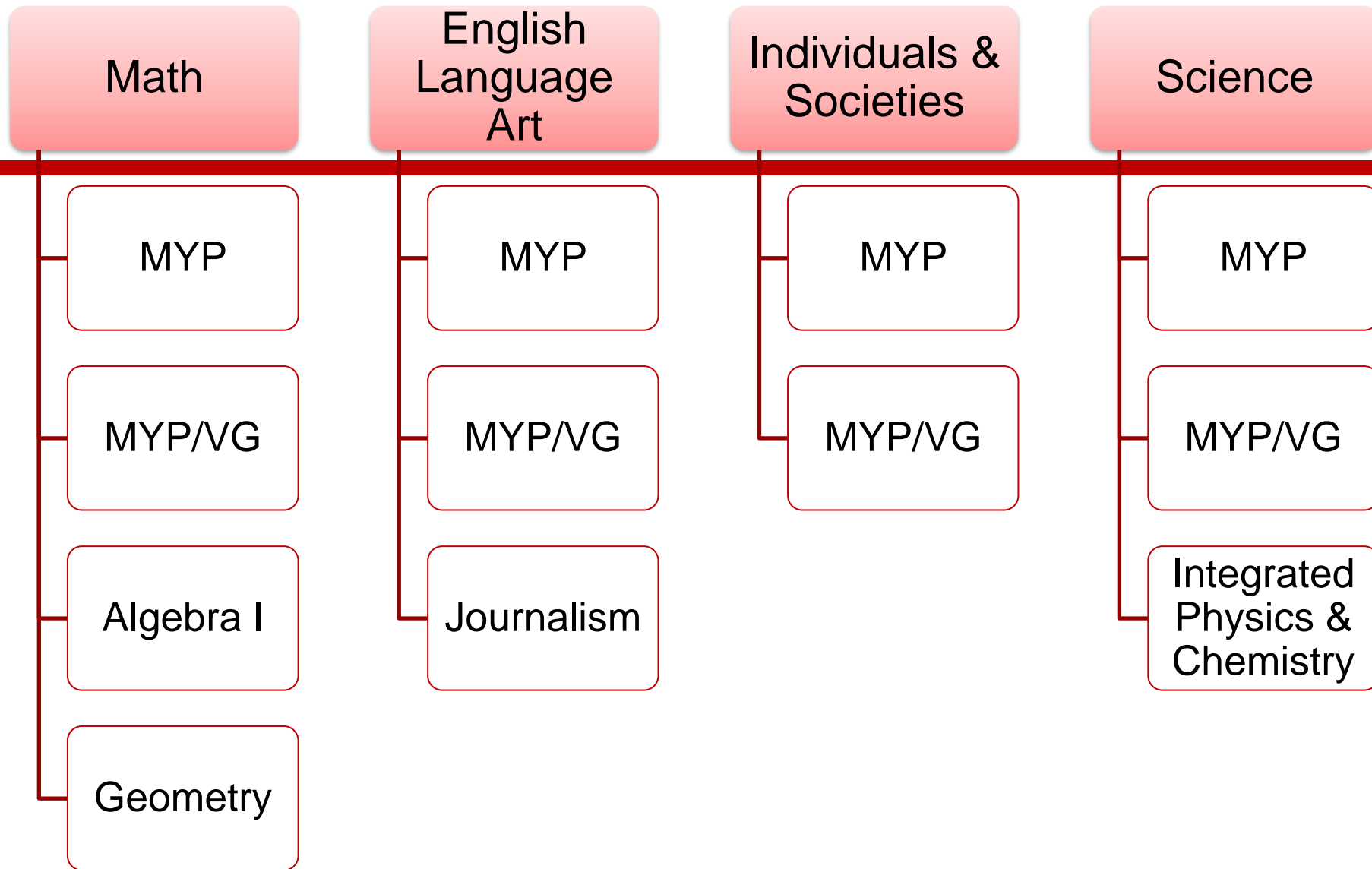


# Demographics



# Enrollment







## Design

Graphic Design

Computer Science

Culinary Art

College & Career Readiness

Principles of Applied Engineering

Principles of Technology

## The Arts

Art

Art I

Theater Arts

Band

Orchestra

Choir

Thinking Skills

## Language Acquisition

Spanish

Spanish for Natives

AP Spanish

French & French I

German & German I

## Physical Education

Traditional PE

Dance

Squash

Karate

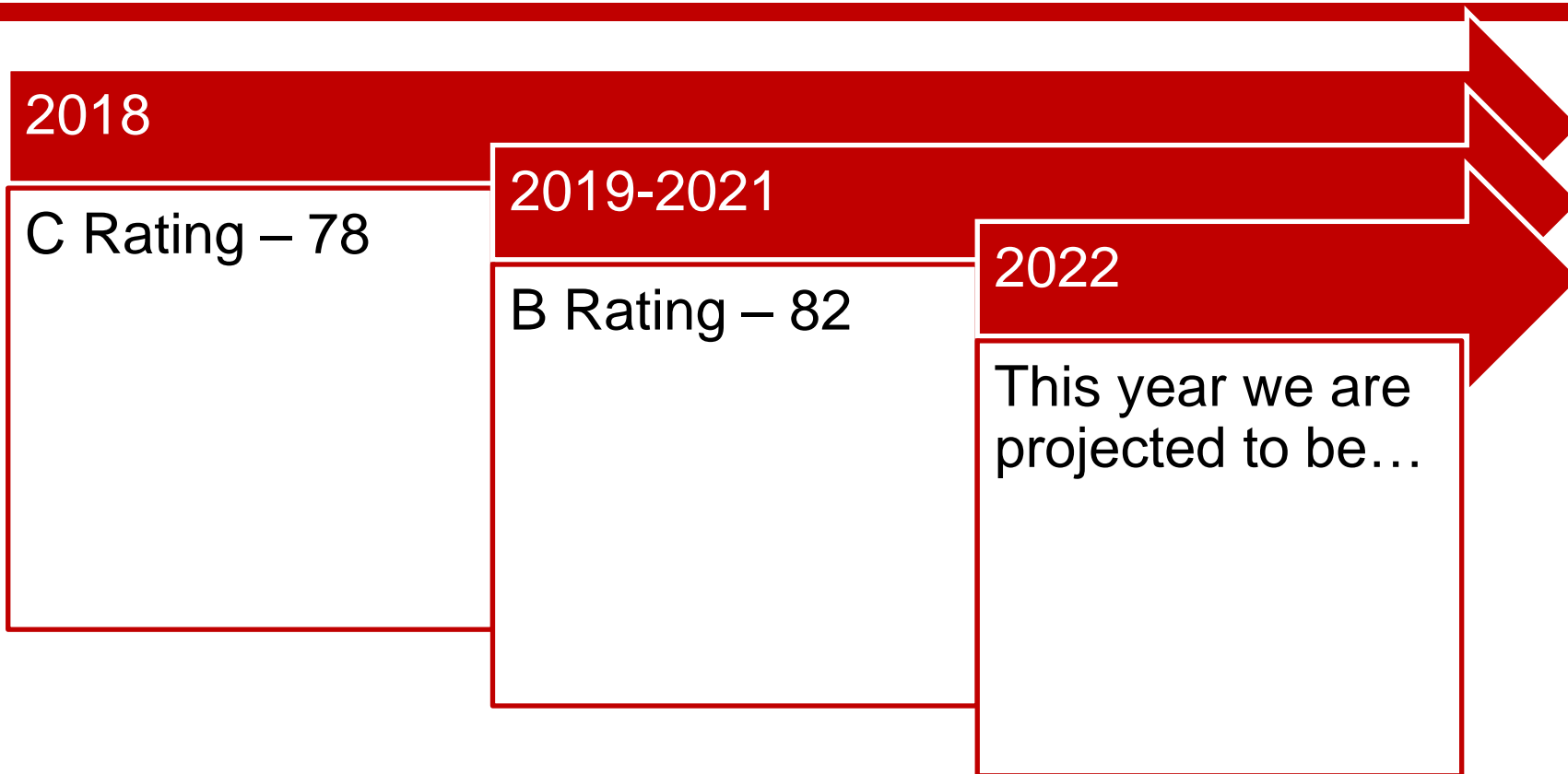


# STAAR Data: 2018 - 2022

2018-2022 Comparison		% Approaches					% Meets					% Masters				
Reading		2018	2019	2021	2022	Change	2018	2019	2021	2022	Change	2018	2019	2021	2022	Change
	6th	70	73	71	77	+6	42	45	44	52	+8	20	23	23	32	+10
	7th	77	76	74	85	+11	48	52	49	63	+14	26	32	27	41	+14
	8th	88	87	70	91	+21	51	60	48	71	+23	29	34	20	50	+30
Math	6th	78	86	75	78	+4	44	54	47	45	-2	19	24	23	24	+2
	7th	64	73	60	71	+11	28	45	25	43	+18	10	17	8	21	+13
	8th	82	84	68	78	+10	37	52	46	57	+11	11	23	12	26	+14
	Algebra	100	99	97	100	+3	97	98	81	100	+19	92	92	43	97	+54
Social Studies	8th	66	72	53	76	+23	26	35	19	36	+17	11	22	5	20	+15
Science	8th	80	79	75	84	+9	49	49	57	55	-2	18	27	41	32	-9

# Accountability Ratings

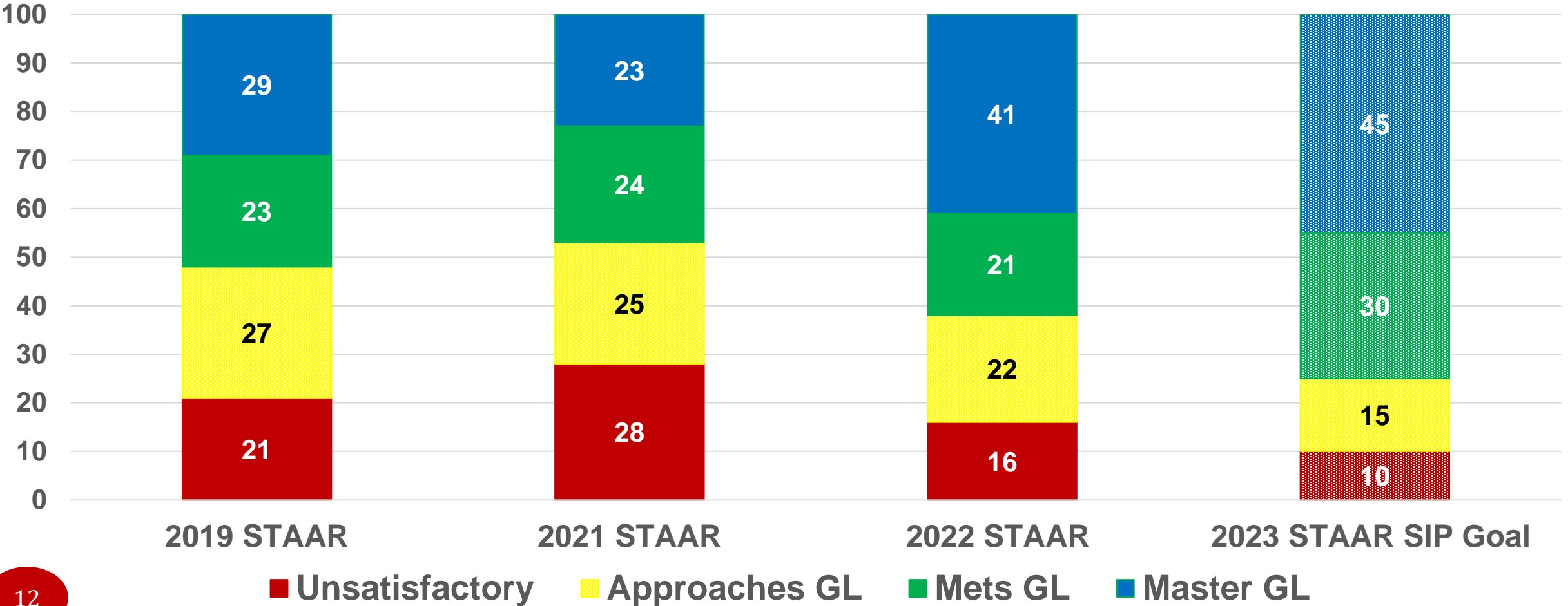
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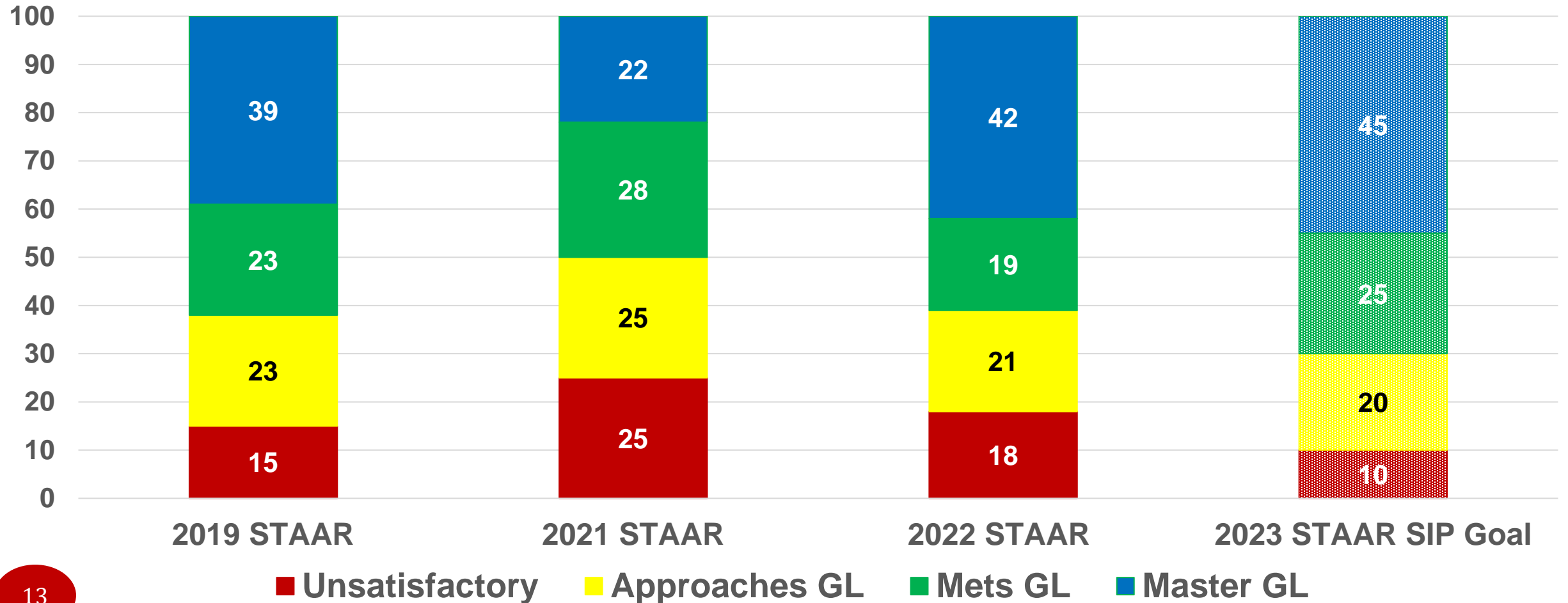
# Our Reading Data: Past, Current & Future

STAAR Data & Our Goal For 2022 STAAR



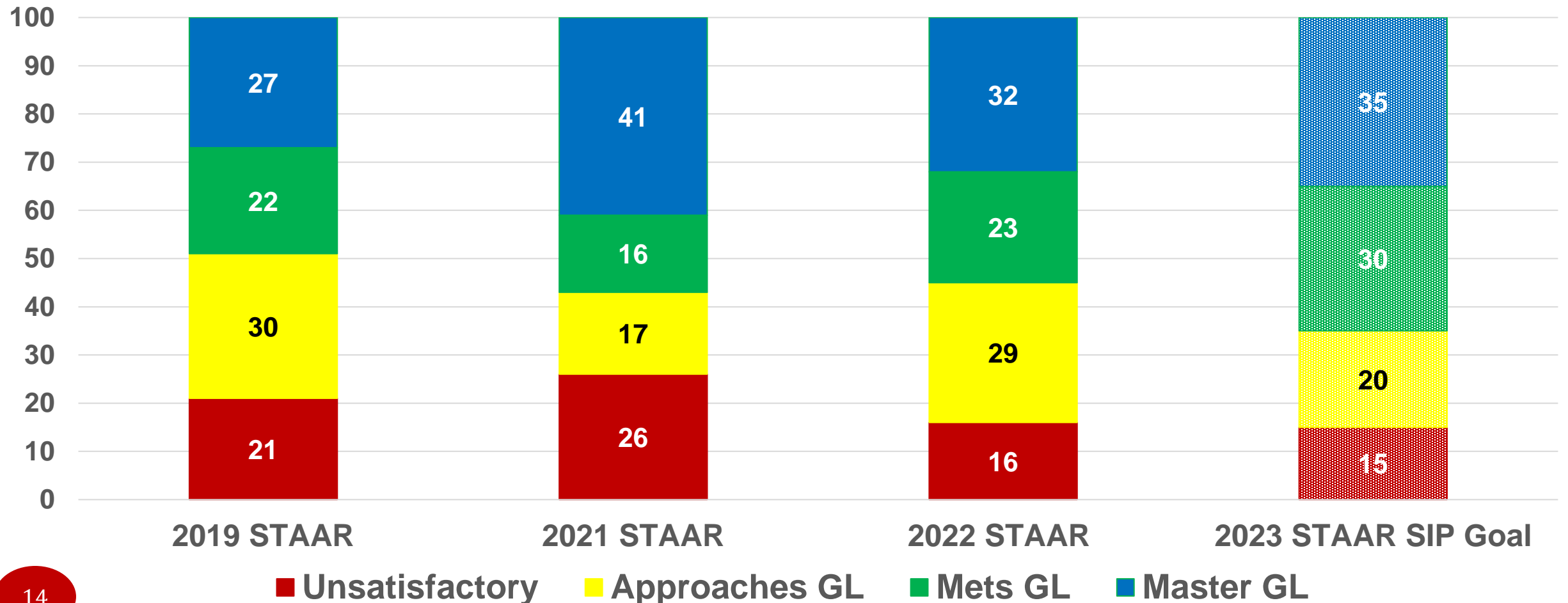
# Our Math Data: Past, Current & Future

STAAR Data & Our Goal For 2022 STAAR

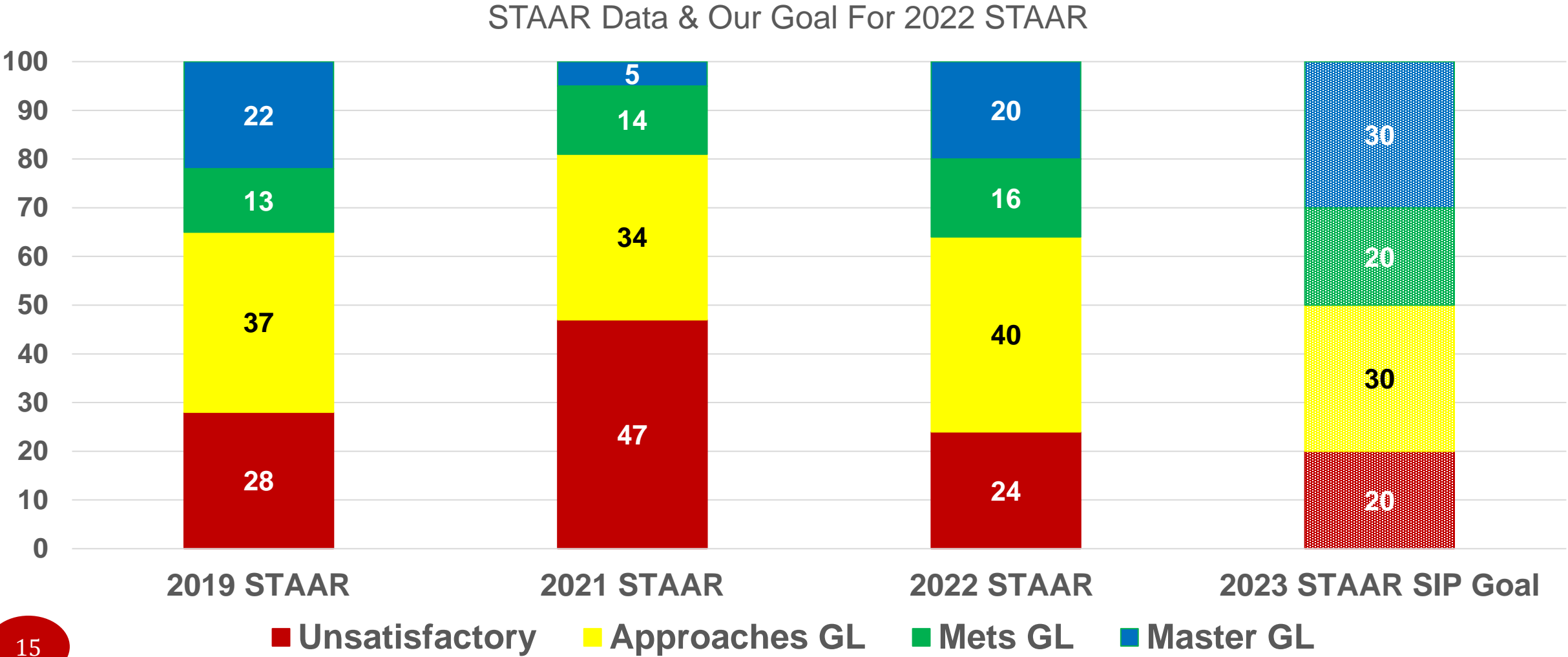


# Our Science Data: Past, Current & Future

STAAR Data & Our Goal For 2022 STAAR



# Our History Data: Past, Current & Future



# 2022 SPED Performance

2022 SPED		% Approaches	% Meets	% Masters
Reading	6th	38	13	9
	7th	40	13	3
	8th	56	32	26
Math	6th	41	13	13
	7th	40	7	3
	8th	38	22	6
	Algebra	100	100	100
Social Studies	8th	42	26	13
Science	8th	41	26	18

# 2021 EL Performance

Subject	Grade	# Students	# Approaches	# Meets	# Masters	% Approaches	% Meets	% Masters
Reading	6th	43	21	10	3	49%	23%	7%
	7th	61	42	20	7	69%	33%	11%
	8th	56	43	27	14	77%	48%	25%
	Department	160	106	57	24	66%	36%	15%
Math	6th	43	22	5	4	51%	12%	9%
	7th	61	30	8	2	49%	13%	3%
	8th	54	35	25	11	65%	46%	20%
	Algebra	2	2	2	2	100%	100%	100%
	Department	160	89	40	19	56%	25%	12%
Science	8th	56	41	17	5	73%	30%	9%
I & S	8th	56	26	5	0	46%	9%	0%

# School Improvement Plan (SIP) Goals

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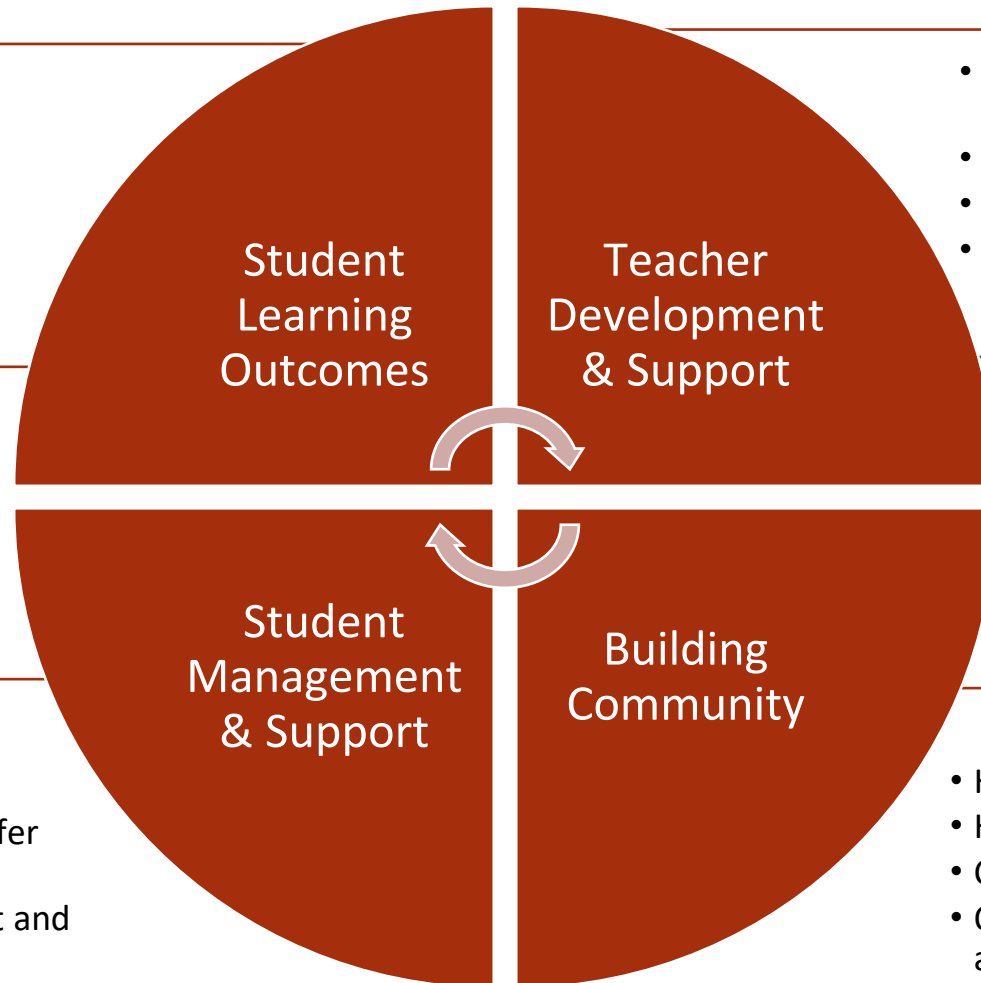
- **Goal 1:** By June 2022, the percent of students who Meet grade level or higher on STAAR Reading will increase from 47% to 60%. Meet goal with 62%. New goal, to increase to 75%
- **Goal 2:** By June 2022, the percent of students who Meet grade level or higher on STAAR Math will increase from 50% to 70%. Made progress with 61%. Goal remains increase to 70%.
- **Goal 3:** By June 2022, the percentage of student currently served in Special Education who Meet grade level will increase from 18% to 50% on STAAR Reading and from 9% to 50% on STAAR math. Reading: Made small progress with 19%, goal remains 50%. Math: Huge gain 36%, goal remains 50%.
- **Goal 4:** By June 2022, the percentage of student currently identifies as EL who Meet grade level will increase from 24% to 50% on STAAR Reading and from 22% to 50% on STAAR Math. Reading: Exceeded our goal 51%, new goal 60%. Math: Huge gain 37%, goal remains 50%.

# Focus Areas

IB Implementation	Literacy	Data Driven Instruction	Technology Integration
<ul style="list-style-type: none"> <li>Curriculum mapping with all staff members creating unit plans that are rigorous, relevant and related.</li> <li>Weekly collaborative meetings with teachers to support instruction and build relationships.</li> <li>Continue the use of restorative discipline and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Campus-wide Writing Plan</li> <li>School wide training on ELPS integrations &amp; Literacy Routine.</li> <li>School non-negotiables will include the use of a word walls, a focus on vocabulary, and incorporating listening, speaking and writing into daily lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a strong data management system to monitor and support instruction and planning.</li> <li>Small group pull out and push in instruction will be provided for struggling students with a focus on students with special needs, and English language learners.</li> <li>Teacher Specialist will focus on RTI/IAT and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>PowerUp Campus: All students will have a device.</li> <li>CANVAS</li> <li>Instructional Technologist</li> <li>UID</li> <li>Tailored staff professional development</li> </ul>



# Our Four-Prong approach to school improvement helps us to focus our efforts on what matters most – **students!**



- IB Implementation
- Literacy Rich Classrooms
- Data Driven Instruction
- Intervention Plan
- Integrating Technology

- Pair lead teachers with new teachers and teachers in need of improvement
- Teachers attend IB trainings
- Career Pathways
- PLC's - Action oriented & purposeful

- Continue with home visits and attendance contracts
- Hold check in meetings for students on transfer growth plans
- Use Restorative Discipline to support student and teacher relationships

- Host Literacy Night for families
- Host Hispanic Heritage & Black History Night
- Continue work with our PTA to build community
- Offer a variety of clubs and extra-curricular activities

**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.

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## 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.**

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*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"/>

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## SIP APPROVAL 2022-2023

**School Name and Campus #:** Hogg Middle School 053

**Principal Name:** Vanessa Saldaña

**School Office:** Middle School Office (MSO)

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on September 12, 2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

Vanessa Saldaña  
Principal

9/12/22  
Date

*Signatures below indicate review and approval of this document.*

Cheryl Hensley  
PTO/PTA or other Parent Representative

9/12/22  
Date

L. Warrick  
SDMC Teacher Representative

9/12/22  
Date

DU  
School Support Officer/Lead Principal

9.13.22  
Date

CAH  
School Office Assistant Superintendent

9/19/22  
Date

\_\_\_\_\_  
Effective Schools Facilitator (ESF) or Professional  
Service Provider (PSP)  
(if applicable or still in use under grant contract)

\_\_\_\_\_  
Date