Below, please provide an executive summary of the School Improvement Plan (SIP) for your campus. This summary is submitted to the HISD Board of Education as part of the public hearing, at which time the Board votes on approval of the SIP.

**Campus Name:** Albert Thomas Middle School

**Principal:** Vernitra B. Shivers

Albert Thomas Middle School is located in the south area of Houston in the South Acres neighborhood. There are several multi-family housing units and residential homes near the school. Educational services are provided to approximately students 537 in grades 6-8. The ethnic breakdown of the student population is African-American, 65% Hispanic, 32% and 3% White and other. The student attendance rate for the 2017 - 2018 school year was 93%.

The professional staff at Albert Thomas consists of 34-Classroom Teachers, 2-Co-Teachers, 5 Teacher Assistants, 7 Clerks, 1 Secretary, 1 Counselor, 1 School Nurse, and 6 Administrators. Approximately 22% of the staff are male and 78% are female. Sixty-six percent of the teaching staff has less than 10 years of experience and thirty-three percent of the teaching staff has more than 10 years of experience. The mobility rate of the students is currently 31.6%. Approximately 15.6% percent of the students are classified as ELL (English Language Learners), while 1% of the students are classified as gifted and talented. Approximately 14.3 % of the students have special needs.

Albert Thomas Middle School is a Title I campus and offers a wide range of programs to meet the needs of all students. Core Enrichment classes consist of Computer Applications, Music, Physical Education, Theater Arts and Fine Arts. Extra-Curricular programs offered at Albert Thomas Middle include basketball, cheerleading, band, dance, volleyball, track along with various clubs and organizations. The Leader in Me program is built into the master schedule as an elective course offered to our 6th grade students. Our 7th grade students have been exposed to the program during the 2017-2018 school year.

**Needs Assessment**

Accountability Ratings for the 2017-2018 school year indicated that Albert Thomas met standard in Domain III *Closing the Gap*. Although standards were not met in Domains 1 & 2, the scaled score indicated target scores of 60 were missed in Domains 1 by 6 points and Domain II by 2 points. With the purpose of meeting the needs of students at Albert Thomas, there is a necessity to refine instructional practices as well as the understanding and use of student data to develop targeted interventions for students performing in the Tier II and Tier III on skill-based progress monitoring assessments. Intentional focus will be centered around specific sub-populations to determine student growth.

The needs for Albert Thomas for the 2018-2019 school year include: Building capacity in our teachers geared towards Social and Emotional Learning with an emphasis on Restorative Practices, Support in lesson plan design, Analysis of various data sources that include but isn’t limited to, On-track, Renaissance, Supplemental online programs, Formative Assessments and previous STAAR data to provide deliberate intervention and re-teaching. Teachers will receive continuous training on the implementation of effective professional learning communities that will be held on Tuesdays of each week. PLC’s will enable teacher collaboration and personalized professional development that will promote building capacity and accountability. In order to meet the needs of teacher development, it will require consistent and actionable feedback from appraisers viewed as support rather than evaluation. Teachers will be encouraged to seek professional development that will aid in their support for our English Language Learners, Gifted and Talented, and Special Education students.

Students with academic deficiencies will receive in-class support from certified staff. The general education teacher and the co-teacher teacher will use planning time to develop tailored instruction for students with accommodations. In addition to providing in-class support, the teachers will engage in research-based co-teaching models that will have the greatest impact on instruction. English Language Learners will be provided
with an additional elective class to support language acquisition. Gifted and Talented students will be required to participate in the school's social studies and science fair to satisfy minimal requirements for pre-advanced placement courses.

Goals and Objectives for the 2018-2019 School Year

Goal 1 –Student Achievement Domain I (Reading): Increase the percentage of students at Albert Thomas meeting Approaches Grade Level by 5% from 50% to 55% Meets Grade Level by a minimum of 10% from 17% to 27% and Masters Grade Level by 5% from 6% to 11% as evidenced stated by the 2018 campus STAAR data.

Goal 1 – Student Achievement Domain I (Math): Increase the percentage of students at Albert Thomas meeting Approaches Grade Level by 5% from 57% to 62% Meets Grade Level by a minimum of 10% from 22% to 32% and Masters Grade Level by 5% from 7% to 12% as evidenced stated by the 2018 campus STAAR data.

Goal 1 – Student Achievement (Domain I): Albert Thomas students will increase Component Score points by a minimum of 5 thus improving the Scaled Score to meet the target of 60 as evidenced by the 2018 campus STAAR data.

Goal 1 – Federal System Safeguards: Albert Thomas students will increase performance rates in the areas of Math and Reading to at least 60%, in order to meet the System Safeguards goal.

Goal 1 – Student Achievement (Attendance): By June 2019, the attendance rate will increase from 93% to 98%

Goal 2 – Improve Safety, Public Support, and Confidence: Focus on Safety and Parent and Community Involvement: Albert Thomas will increase parent and community participation for the 2018-2019 school year.

Goal 3 – Special Populations (Special Education, Gifted and Talented, ELL, Economically Disadvantaged, Dyslexia, and At-Risk – For 2018-2019, the percentage of students served in special populations meeting performance standards on the state assessment will be at or above 50%.

Goal 4-Student Discipline: Albert Thomas will reduce its number of Level 3 or higher infractions by at least 50% for the 2018-2019 school year.

Major Strategies and Initiatives Summary
1. Teachers will use district curriculum planning guides and resources to implement the backward design model to align content objectives and tasks to the desired outcome of learning.
   • Teachers will engage in effective vertical planning with content area teachers.
   • Classroom teachers and students will track student mastery via consistent data tracking consistent across the campus for core content area teachers.
   • Develop goal setting strategies and self-monitoring strategies with students.
2. Teachers will create targeted interventions for students that are identified as TIER II and TIER III.
   • Students will be identified by universal screeners throughout the school year, supplemental online instructional programs that identifies student skill level.
   • The teacher will provide small group, one-on-one assistance and support students based on data tracking using researched-based materials.
   • Students will be required to attend intervention sessions after-school and during school.
   • Parent communications regarding student progress from Renaissance will be sent home each 6 weeks grading period.
3. Teachers will plan with the co-teachers to provided support for students with accommodations.
   • Adjust the general education teachers’ lesson plans to provide accommodations for ELL’s and students with learning disabilities.
   • Provide ELL students opportunities to grapple with authentic text through scholastic readings which include vibrant colors and visuals as they engage in reading.
4. Teachers will spend time learning how to engage in meaningful PLC meetings that focus on helping students arrive at the “Big Idea” of learning and how to provide support for those struggling to meet those needs.
   • Data Analysis (Analyzing various reports to accurately identify the root cause of student deficits.
- Research based article studies on how to effectively support students when they “don’t get it.”

5. All campus stakeholders will engage in restorative practices to support the social and emotional needs of students.
   - Engage in Restorative Circle/Conversations before determining a consequence to remove a student from the learning environment.
   - Incorporate relationship building activities into lessons that will allow students to work in cooperative groups to learn.