

Houston Independent School District
042 Black Middle School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Frank Black Middle School is located in the Oak Forest community in the North-West area of Houston. Frank Black was built to accommodate 1350 students and is a fully equipped school with a separate fine arts building, two full academic buildings, a gymnasium that includes an Olympic sized swimming pool, and a multi-purpose building that currently houses a newly remodeled community center, and art tech classroom and the kick start program karate room. With the addition of the vanguard magnet program, Frank Black's population has grown over the last 10 years from 539 students in 2011 -2012 to 1313 students in 2022-2023. As the school has grown so has the programming, a comprehensive sports program has been fully funded as well as all areas of fine arts. In addition Frank Black now offers many academic electives that were previously not available such as debate, science fair, history fair, thinking skills, creative writing, and Math/ELA intervention classes, Span 1,2,3 and AP, Principles of Info Tech and Principles of Applied Engineering. We are also in our third year as a Dual Language campus. We currently have 68 certified teachers with an average of 7.8 years of experience. Our teachers include 27 African Americans, 22 White, 14 Hispanic, and 5 Asian. 13 of our teachers hold a Master's Degree. We have 10 members on our clerical staff who are fluent in Spanish. FBMS also has 12 members on the Leadership Team consisting of a Principal, 4 Assistant Principals, 2 Teacher Specialists, 2 Counselors, 1 Special Education Chairperson, Magnet Coordinator./EB Counselor and a Media Specialist. The school demographics have changed as well with a large increase in the GT population and an influx of local community members that have brought their students to the school. Our enrollment for the 2022-23 school year is at 1313. Last years demographics were 13% African American, 2% Asian, 27% White, 57% Hispanic, and 3% Two/Plus Races. 10% of our population is in our Special Education Program, 21% of our students are identified as LEP, 6% Dyslexic, 44% At-Risk, 54% of our population is Economically Disadvantaged, and 33% of our population is identified as Gifted and Talented and is in the Vanguard Magnet Program. This robust program provides accelerated instruction to students in Math and Science, including Algebra, Geometry, Integrated Physics and Chemistry, and Biology. We also offer Principles of Applied Engineering, Principles of Information Technology, and Spanish as high school credit courses. Students may leave this program in middle school with multiple high school credits. Our parental and community involvement is a key factor in the success of the school. Our parents/community (PTO) volunteer on campus weekly, support campus events with volunteers, and fundraise each semester to support our mission statement of developing students of excellence in Academics, Athletics, and the Arts.

Demographics Strengths

Our diverse population in both staff and students is a strength of our school demographics. We have cultural, socio-economical, and academic diversity on campus. Students from diverse backgrounds interact on the same campus during classes, at lunch, and after school. The staff is a representation of our student population. Diversity fosters cultural knowledge and every culture is acknowledged and celebrated on campus.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Diminishing the inequalities that exist on the Social Economic Status spectrum and diminishing the disparities of out of school suspensions with our Hispanic and African American Males. **Root Cause:** Rapid demographic changes in the community, and personal biases.

Student Learning

Student Learning Summary

Reading Department

School Year	Grade 6	Grade 7	Grade 8	Dept. Total
2020-21	68%/39%/20%	72%/51%/30%	74%/52%/26%	71%/46%/25%
2021-22	74%/55%/37%	81%/64%/48%	83%/65%/47%	79%/62%/44%

Math Department

School Year	Grade 6	Grade 7	Grade 8	Algebra 1	Dept. Total
2020-21	66%/36%/19%	46%/16%/2%	62%/41%/14%	99%/91%/70%	63%/38%/19%
2021-22	76%/47%/23%	56%/28%/16%	82%/61%/30%	100%/97%/88%	72%/47%/20%

Science Department

School Year	Grade 8
2020-21	53%/31%/15%
2021-22	70%/43%/22%

Social Studies Department

School Year	Grade 8
2020-21	54%/33%/21%
2021-22	62%/38%/26%

Biology Department

School Year	Grade 8
2020-21	100%/100%/85%
2021-22	100%/100%/82%

Student Learning Strengths

Frank Black Middle School students outscored HISD and the state in 6,7 and 8th grade reading.

Frank Black Middle School students outscored HISD and the state in 6 and 8th grade math and Alg.1.

Frank Black Middle School students outscored HISD and the state in Biology and US History and outscored HISD in 8th grade Science.

Last year, we received 5/7 Distinctions: ELA/Reading, Mathematis, Social Studies, Comparative Academic Growth and Post-Secondary Readiness.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Moving our science and social studies scores to the level of our math and ELA scores. **Root Cause:** In social studies, there are many TEKS which are tested and this material does not build. In science, our top 60 students are pulled for Biology so they do not count in our science test scores.

School Processes & Programs

School Processes & Programs Summary

Campus Programs include Vanguard Magnet, Dual Language, ESL, SPED SLL, SPED TREK, SPED Co-Teacher Inclusion. We offer three academic strands:

1. Academic (On or below grade level)
2. PreAP (Above grade level; accelerated curriculum)
3. Vanguard (Accelerated curriculum for high school credits; GT labeled)

We set performance goals for each academic strand and provide interventions within each strand when students are not reaching goals.

Intervention classes are embedded in the Master Schedule for both Math and ELA. Vanguard students can take Creative Writing and Thinking Skills when interventions are needed.

Vanguard teachers are all GT certified, ESL teachers hold an ESL certification, and all SPED teachers have their appropriate certifications. All of our Dual Language teachers hold a Bilingual certification.

We have a Literacy Specialist on campus who supports and coaches around our campus Literacy Plan.

School Processes & Programs Strengths

Students are placed in the appropriate academic strand based on STAAR performance and/or GT label. However, every students schedule is prescriptive and will be modified to ensure student success and support.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: All tier 2 and 3 students do not get the adequate additional support of interventions (predominately our Academic strand). Teachers do not have a lot of extra time to collaborate **Root Cause:** Human capital and not enough space in the master schedule.

Perceptions

Perceptions Summary

Our Core Values: Integrity, Respect, Ownership, Community, Kindness

Community Businesses

Parent Involvement & Support (Fundraising & Volunteers), Claw Patrol, VIPS, SDMC, PTO

Partnerships

Communication--Monthly via Newsletter; Weekly via Remind, Continually via Twitter

Perceptions Strengths

Community & Staff have a voice and can provide feedback to the campus on procedures, systems, and instruction.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: All academic programs are not created equally. On or below level classes versus advanced courses. **Root Cause:** Perception of academic strand; instruction is not up-to-par; not enough visibility or showcasing.

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
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

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, ELA STAAR result: Approaches Grade Level will increase 1 point from 79% to 80; Meets Grade Level will increase 4 points from 61% to 65% ; Masters Grade Level will increase 6 points from 44% to 50%.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Summative Evaluation: Some progress made toward meeting Goal

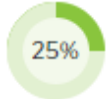
Measurable Objective 1: By May 2023, ELAR GT STAAR results: Approaches Grade Level will increase .5 points from 99.5% to 100%; Meets Grade Level will increase 5 points from 95% to 100%; Masters Grade Level will increase from 84.8% to 85%.

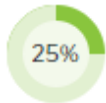





Evaluation Data Sources: Student Data Reflection and Conference

Common Assessments (STAAR released Q)

Academic Vocabulary (by Genre, word wall)

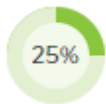
Tutorials Small group instruction (tiered and in the moment)

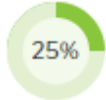





Strategy 1 Details	Reviews			
Strategy 1: VG teachers will push Depth of Knowledge questioning on a daily basis. Students will complete Project Based Learning activities throughout the year and participate in Thinking Skills classes to increase growth performance for the previous year. Strategy's Expected Result/Impact: Increase in overall GT scores Staff Responsible for Monitoring: ELA Teachers, All VG Teachers Reading Specialist Action Steps: Provide PD to teachers, lesson plan with teacher, show the exemplar and continue with the See it, Name it, Do it coaching model. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: GT teachers will offer project choice menus to differentiate for the needs of GT learners. Strategy's Expected Result/Impact: Increase in overall GT scores. Students able to communicate the learning they have done in a variety of ways. Staff Responsible for Monitoring: ELA teachers, All VG Teachers, Reading Specialist Action Steps: Provide PD to teachers, lesson plan with teachers, show the exemplar and continue with See it, Name it, Do it coaching.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: During Academic Discourse, GT students will debate, evaluate other questions, use Socratic Cirlces and discussion stems when answering questions. Strategy's Expected Result/Impact: Increase student dialogue and understanding. Students are able to defend what they know and give the why. Overall increase in GT scores. Staff Responsible for Monitoring: ELA teachers, All VG Teachers, Reading Specialist Action Steps: Provide PD and practice time for teachers to go live with At-Bats on student dialogue in class.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: By May 2023 ELAR STAAR results for SPED: Approaches Grade Level will increase 14 points from 36% to 50%; Meets Grade Level will increase 12 points from 18% to 30%; and Masters Grade Level will increase 5 points from 15% to 20%.


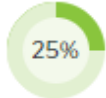





Evaluation Data Sources: Co Teachers in math/ reading class
Case manager track, review data; conference with student
Small group instruction (tiered and in the moment)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement literacy routines across the department and across the school. Sentence stems will be used. QSSA will be modeled and followed. Coaching and Feedback will continually be given to ELA and all core teachers. Students who need reading intervention will be scheduled into an Intervention class. Strategy's Expected Result/Impact: Overall SPED scores will increase. Staff Responsible for Monitoring: All Staff working with SPED students ELA Teachers and Literacy Coach, Co-Teachers Action Steps: Department wide sentence stems will be posted. Teachers will do at-bats in PLC. Teachers will talk about effective strategies in PLC TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Anchor charts with content and concepts will be posted around the room. Vocabulary word walls with visuals will be posted and referenced throughout the lesson. Sentence stems will also be posted and referenced throughout the lessons. Strategy's Expected Result/Impact: Students who need the extra support will feel comfortable using sentence stems and academic vocabulary because it is easily referenced throughout the lesson. Increase in growth for academic level students who have not been successful on state mandated tests. Staff Responsible for Monitoring: ELA/SPED Co-Teachers, Case Managers, Interventionists, and Reading Specialists Action Steps: Provide teachers with materials for word walls, Provide teachers with quality sentence students relevant to their subject area Provide teachers with materials to create anchor charts for students	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Academic and Co-Teachers will scaffold instruction, use visuals, pace and chunk the information for students and use relevant material to keep students interested. Strategy's Expected Result/Impact: Students will gain an overall appreciation for literature. Students will learn at their own pace and get frequent review of material that is difficult for them to comprehend. Staff Responsible for Monitoring: ELA/SPED Co-Teachers, Case Managers, Interventionists, and Reading Specialists Action Steps: Provide PD/Coaching for teachers around scaffolding instruction, Provide PD/Coaching for teachers around pacing Give on-time feedback when coaching	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: By May 2023 ELAR STAAR results for the LEP sub-population: approaches will increase 7 points from 58% to 65%, meets will increase 4 points from 36% to 40%, masters will increase 4 points from 21% to 25%.

Evaluation Data Sources: Summit K12 (instructional and assessment)
Getting Started with CBLI (7 steps)
TELPAS Parent Meeting
Intervention classes

Strategy 1 Details	Reviews			
Strategy 1: Emerging Bilinguals-Teachers will increase language capacity by providing students with instruction using ELPS, academic vocabulary, sentence stems and, language objectives. Strategy's Expected Result/Impact: Increase in speaking and listening TELPAS scores Staff Responsible for Monitoring: ELA Teachers with ANY EB students Reading Specialist Action Steps: Provide campus and district PD around planning with the ELPS Provide real time feedback with doing coaching walks checking for Language Objectives Provide quality sentence stems for EB students	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Anchor charts with content and concepts will be posted around the room. Vocabulary word walls with visuals will be posted and referenced throughout the lesson. Sentence stems will also be posted and referenced throughout the lessons. Strategy's Expected Result/Impact: Students who need the extra support will feel comfortable using sentence stems and academic vocabulary because it is easily referenced throughout the lesson. Increase in growth for academic level students who have not been successful on state mandated tests. Staff Responsible for Monitoring: ELA Teachers, EB Teachers, Interventionists, and Reading Specialists Action Steps: Provide ELA teachers with materials they need to create word walls, Provide ELA teachers with appropriate visuals and sentence students for our EB students	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Academic and Co-Teachers will scaffold instruction, use visuals, pace and chunk the information for students and use relevant material to keep students interested Strategy's Expected Result/Impact: Students will gain an overall appreciation for literature. Students will learn at their own pace and get frequent review of material that is difficult for them to comprehend. Staff Responsible for Monitoring: ELA Teachers, EB Teachers, Interventionists, and Reading Specialists Action Steps: Teachers will plan together and do At-Bats to test appropriate pacing and chunking Real time feedback will be given on lesson planning by Literacy Coach	Formative			Summative
	Nov	Jan	Mar	June
				
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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, Overall Math department scores will move from 72% to 82% at the Approaches Grade Level, 47% to 57% at the Meets Grade Level and, 26% to 36% at the Masters Grade Level.

Strategic Priorities:

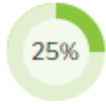
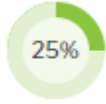
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

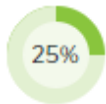




Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Increase overall SPED scores in math from: Approaches Grade Level 29% to 34%, Meets Grade Level 13% to 18%, Masters Grade Level 5% to 10%

Evaluation Data Sources: Assessment Padfolios

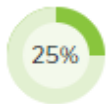
Common Assessments

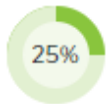
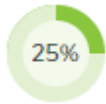




Strategy 1 Details	Reviews			
Strategy 1: 100% of students will set individual goals at the beginning of the year; they will create individual data trackers and review results after each assessment. Strategy's Expected Result/Impact: Increase in overall student understanding of concepts according to data, and increase in overall scores in SPED students Staff Responsible for Monitoring: Math Dept. Administrator Math Dept. Chair All Math Teachers and Co-Teachers Action Steps: Provide data trackers and folders for students to create data folders	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of math teachers will backwards plan common assessments, benchmarks, and instruction based on STAAR data with an emphasis on processes. Usage will be evident in the students' portfolios after every assessment. Math teachers will meet to review Carnegie lessons and overall unit objectives as they are planning the daily units to cover. Strategy's Expected Result/Impact: Increased overall scores. Staff Responsible for Monitoring: Math Department Administrator Math Department Chair All Math Teachers Action Steps: Carnegie Coach will meet with Math Dept weekly. Coaching will be provided by Math administrator. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teachers of students in our academic level courses will scaffold lessons according to the Carnegie scaffolding, they will have academic conversations in class using appropriate sentence stems and post anchor charts will relevant content as well as vocabulary. Strategy's Expected Result/Impact: Students who have not been successful on district or state assessments will show overall growth and mastery of objectives as they begin to get more familiar with the content and concepts they are studying. Overall scores for our academic strand will increase. Staff Responsible for Monitoring: Math Department Administrator, Math Department Chair, Math Teachers, SPED Co-Teachers Action Steps: Feedback and coaching from Carnegie Coach, Feedback and coaching from Department Administrator Feedback and coaching from Department Chair		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: Increase overall Emerging Bilingual scores in math from : Approaches Grade Level from 47% to 57%, Meets Grade Level from 22% to 32%, and Masters Grade Level from 5% to 15%.

Evaluation Data Sources: Assessment Padfolios
Common Assessments
SummitK12

Strategy 1 Details		Reviews			
Strategy 1: Students will set individual goals at the beginning of the year; they will create individual data trackers and review results after each assessment. Strategy's Expected Result/Impact: Increase in overall student understanding of concepts according to data, and increase in overall scores in EB students Staff Responsible for Monitoring: Math Department Chair Math Department Administrator All Math Teacher Action Steps: Provide teachers and students with data trackers and folders		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: 100% of math teachers will backwards plan common assessments, benchmarks, and instruction based on STAAR data with an emphasis on processes. Usage will be evident in the students' portfolios after every assessment Strategy's Expected Result/Impact: Overall increased scores and understanding of concepts Staff Responsible for Monitoring: Math Department Administrator Math Department Chair All Math Teachers Action Steps: Provide time for teachers to plan together and review overall arching concepts which need to be taught daily.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers of students in our academic level courses will scaffold lessons according to the Carnegie scaffolding, they will have academic conversations in class using appropriate sentence stems and post anchor charts will relevant content as well as vocabulary. Strategy's Expected Result/Impact: Emerging Bilingual students will grow in their academic vocabulary and overall vocabulary by using the vocabulary and sentence stems provided. Emerging Bilingual students will increase their scores on district and state level assessments, such as TELPAS and STAAR. Staff Responsible for Monitoring: Literacy Coach, Math Department Administrator, Math Department Chair, All Math Teachers, and Emerging Bilingual Teachers Action Steps: Provide PD around academic discourse in a math class, Provide PD on appropriate use of sentence stems and relevant vocabulary	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 1: By the end of the 2023 school year, 17% more students will participate in our High School credit courses moving from 55% in the 2022 school year to 73% in the current school year to earn High School Credits.


Strategic Priorities:

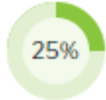





Expanding Educational Opportunities, Transforming Academic Outreach

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Increase the number of students who are earning high school credit for Algebra and IPC from 9% to 18% and maintain the number of students who are paired and scheduled in Geometry and Biology at 5%.






Evaluation Data Sources: STAAR EOC's

Strategy 1 Details	Reviews			
<p>Strategy 1: Pair and schedule students who qualify for Algebra and IPC together in a cohort so the courses are able to support one another. Schedule students who qualify for Algebra into IPC as well and have students attend an Algebra Bridge over the summer to reinforce algebra concepts.</p> <p>Strategy's Expected Result/Impact: Students will get Algebra reinforcement in IPC and students in Algebra will use their skills in working IPC problems.</p> <p>Staff Responsible for Monitoring: Algebra teachers, IPC teacher Math and Science Administrators Math and Science Dept Chair</p> <p>Action Steps: Use Cross-curricular Instruction in Algebra and IPC to strengthen both programs and give students a conceptual knowledge of real world math and science.</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Pair and schedule students who qualify for Geometry with Biology in a cohort so those teachers may support one another in curriculum planning and cross curricular projects. Strategy's Expected Result/Impact: Increased student collaboration. Increased product and choice menus for student output. Increased student dialogue. Increased overall scores at the Meets and Masters level due to students competing and pushing one another. Staff Responsible for Monitoring: Geometry and Biology Teachers, Department Chairs, and Department Administrators Action Steps: Use cross-curricular instruction and planning to strengthen both programs	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase the number of students who remain in the CTE Technology cohort from 6th to 7th grade moving from 7% in the 2022 school year to 12% in the 2023 school year and continue to move those students to take the Principles of Applied Engineering Class in the 2024 school year. Strategy's Expected Result/Impact: Increase the number of students who are taking CTE courses in middle school. Increase the number of students who remain in the cohort after 7th grade. Provide more opportunities for students to gain high school credit courses. Staff Responsible for Monitoring: Master scheduler, CTE Department Administrator, CTE teachers Action Steps: Make available more higher level courses in the CTE cohort, Schedule students who are academically capable and interested in technology in these courses Provide resources for teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Students enrolled in Dual Language will be given the opportunity to enroll in Spanish 2,3 and AP. Students completing AP spanish will receive HS and college credit for Spanish.

Evaluation Data Sources: Common Assessments
AP exam

Strategy 1 Details	Reviews			
Strategy 1: Track students who enter the Dual Language program. Ensure they are getting the support to complete AP Spanish successfully. Strategy's Expected Result/Impact: Students will be successful on AP exam. Students will get high school and college credit but students will also become biliterate and bilingual. Staff Responsible for Monitoring: Dual Language Teachers Dual Language Administrators Action Steps: PD for administrators and teachers Provide AP curriculum TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Goal 1: By the end of the 2023 school year, student sub-populations (SPED) will increase their overall state assessment scores at the Meets and Masters level ELA from 18% at the Meets Grade Level to 30% and from 15% at the Masters grade level to 25%.

Strategic Priorities:


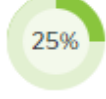
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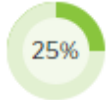




Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: 6th grade ELA SPED students will increase from 12% at the Meets Grade level to 20%, and from 9% at the Mastery level to 15%.

Evaluation Data Sources: TEA Interim assessments

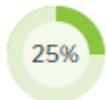
Common Assessments

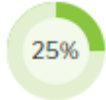





Strategy 1 Details	Reviews			
Strategy 1: Students will track data throughout the year and set individual goals. Teachers will use data trackers to drive instruction and review. Strategy's Expected Result/Impact: Overall increased Meets and Mastery scores in ELA Staff Responsible for Monitoring: Department administrator Department Chair ELA teachers and students Action Steps: Provide tracking systems, train teachers on how to properly use ontrack, set dates for progress monitoring, tutorials TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers with SPED students will scaffold instruction. Visuals will be used in every classroom and lessons will be paced accordingly for learning and review. Strategy's Expected Result/Impact: Students with disabilities will be given appropriate accommodations. Students will be given academic scaffolds to increase understanding. Overall SPED scores will improve. Staff Responsible for Monitoring: ELA teachers and Co-Teachers, Case Managers, SPED Dept Chair, ELA Department leads and Literacy Specialist Action Steps: IEPs are given out with appropriate accommodations and scaffolds, Teachers are trained using specially designed instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers who teach SPED students will differentiate instruction, provide small group instruction and use different types of questioning to engage our SPED students and provide opportunities for growth. Strategy's Expected Result/Impact: All students are able to talk about what they are learning. Students will get extra support in their most vulnerable areas. Staff Responsible for Monitoring: ELA teachers, Co-Teachers, Case Managers, SPED Dept Chair, ELA team leads and Literacy Specialists Action Steps: Provide time for planning with teachers and co-teachers to provide extra support Have teachers practice supports they will use in class--AT Bats	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 7th grade scores for SPED students will increase from 23% at the Meets Grade level to 30% and from 23% at the Mastery level to 35%.








Evaluation Data Sources: TEA Interim Assessments
Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: Students will track data throughout the year and set individual goals. Teachers will use data trackers to drive instruction and review. Students will do more hands on activities and teachers will be facilitators of the learning. Strategy's Expected Result/Impact: Increase in overall scores. Increase in scores at the Meets and Masters level Staff Responsible for Monitoring: Department administrator Instructional Coach Students 7th grade ELA Teachers and Department Chair Action Steps: Provide data trackers and folders for students Review data protocols TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers who have SPED students will differentiate instruction, provide small group instruction and use different types of questioning to engage our SPED students and provide opportunities for growth. Strategy's Expected Result/Impact: All students are able to talk about what they are learning. Students will get extra support in their most vulnerable areas. Staff Responsible for Monitoring: ELA teachers, Co-Teachers, Case Managers, SPED Dept Chair, ELA team leads and Literacy Specialists Action Steps: Provide time for planning with teachers and co-teachers to provide extra support Have teachers practice supports they will use in class--AT Bats	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers with SPED students will scaffold instruction. Visuals will be used in every classroom and lessons will be paced accordingly for learning and review. Strategy's Expected Result/Impact: Students with disabilities will be given appropriate accommodations. Students will be given academic scaffolds to increase understanding. Overall SPED scores will improve. Staff Responsible for Monitoring: ELA teachers, Co-Teachers, Case Managers, SPED Dept Chair, ELA team leads and Literacy Specialists Action Steps: Provide PD on scaffolding instruction Provide planning time Give real time feedback on coaching walks	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of ELA teachers will increase the rigor in class and have students work more multi-step problems. Students will write about, speak about and defend their answers in class throughout the year.

Evaluation Data Sources: TEA Interim Assessments
Common assessments
Lesson Plans

Strategy 1 Details		Reviews			
Strategy 1: 100% of ELA teachers will incorporate discovery questions in ELA to align with the newly redesigned STAAR 2.0 Strategy's Expected Result/Impact: Students will have a better grasp of concept and content bc they understand the process Staff Responsible for Monitoring: ELA department Administrator ELA department Chair Literacy Specialists Action Steps: Continual PD, PLC at-bats, Collaborative planning time. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: 100% of Teachers in Intervention and Academic ELA classes will use Novel studies to promote literacy and comprehension. Strategy's Expected Result/Impact: Students will read for understanding and comprehension. Literacy across the curriculum will be promoted. Overall literacy will increase Staff Responsible for Monitoring: ELA department Administrator ELA department Chair Literacy Specialists Action Steps: Provide rigorous but relevant literature (just right books) Provide planning and collaboration time		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: 100% of teachers will use data when planning their instruction and intervention for our highest needs students and use district level resources to ensure readiness TEKS are covered and spiraled. Strategy's Expected Result/Impact: Tier 1 instruction as well as review will be targeted at specific student needs. Teachers are able to successfully remediate learning gaps for our high needs students. Scores will increase. Staff Responsible for Monitoring: FAC, Data Specialists ELA department Administrator ELA department Chair Literacy Specialists Action Steps: Teachers will have data conferences with all students (SPED included) Teachers will have training on the use of On-track reports and Ren360 reports for planning		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE--will increase to 96.5%



Strategic Priorities:

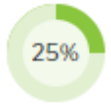




Ensuring Student Health, Safety and Well-Being

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Weekly meetings of attendance committee. Tracking of attendance via phone calls from clerks.

Evaluation Data Sources: Weekly attendance reports from MSO

Strategy 1 Details	Reviews			
Strategy 1: Verify student absences daily to limit errors in attendance reporting. Strategy's Expected Result/Impact: Reduce attendance errors Staff Responsible for Monitoring: Attendance clerk Action Steps: Verify student absences	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Weekly attendance committee meetings to catch student attendance problems quickly and remediate if possible. Strategy's Expected Result/Impact: Get help for attendance issues from wrap around, transportation, community resources Staff Responsible for Monitoring: AP's, Deans, Wrap-around specialist, attendance clerk Action Steps: Report attendance corrections to attendance clerk Attendance Interventions for students who are in need.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Have counselors meet with students who have 5 absences, 8 absences and 10 absences for Interventions. Strategy's Expected Result/Impact: Counselors will put students/parents on attendance contract at 5 absences. Counselors/Deans will do home visit and give warning letter at 8 absences.	Formative			Summative
	Nov	Jan	Mar	June

<p>Counselors/Deans will follow up final time at 10 absences.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Action Steps: Home visits Warning letters Contracts</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE--overall PEIMS offenses will decrease by 10% for the 2022-23 school year.



Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Summative Evaluation: Significant progress made toward meeting Goal

Measurable Objective 1: Weekly discipline and intervention tracker is available to all leadership. Leadership will log interventions and discipline.

Evaluation Data Sources: Weekly discipline reports from MSO.

Strategy 1 Details	Reviews			
Strategy 1: Leadership team created discipline log to track behaviors, interventions and counselors bridge in/out. Strategy's Expected Result/Impact: Reduce number of high level offenses. Keep everyone in the loop of behavior issues and what is being done Staff Responsible for Monitoring: Dean's Counselors Action Steps: Track behavior and consequences	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Have Counselors do weekly check in with students who have frequent behavior issues. Strategy's Expected Result/Impact: Students will find different outlets instead of acting out. Students will find alternatives to misbehavior if they have an adult to check in with. Staff Responsible for Monitoring: Counselors, Deans Action Steps: Schedule counselor check ins for students who have been suspended or received ISS	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Add parents on campus to be an extra set of eyes and ears. Claw Patrol. Strategy's Expected Result/Impact: More adults on campus equals fewer places where students will not be watched. Lower discipline instances	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Dean's Principal Action Steps: Create a parent group--Claw patrol Set expectations for parents while monitoring	<div><div></div><div>25%</div></div>			
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION--Overall High level PEIMS offenses including fighting and physical abuse will decrease 10%.



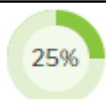




Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Students will go to enrichment period daily and learn about core values of the school. Students will spend time working on rethink ed and character strong. Core values will be embedded into core curriculum of the school.

Evaluation Data Sources: Weekly reports from MSO

Strategy 1 Details	Reviews			
Strategy 1: Students and teachers have been using Rethink Ed and Character Strong to review lessons on Community, Kindness, Respect, Ownership, and Integrity--Our Core Values Strategy's Expected Result/Impact: Students are taught proper behaviors, not left to their own devices. Students are highlighted and rewarded when they behave properly Staff Responsible for Monitoring: All staff Action Steps: Continually set and review expectations with students	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: HISD's SEL department will provide PD for teachers to implement not only the character ed lessons in Enrichment but in class throughout the day. Strategy's Expected Result/Impact: Fewer overall high level offenses. Staff Responsible for Monitoring: All staff Action Steps: Set up times for PD throughout the year to revisit Character Ed	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will highlight other students on campus who exemplify CORE values. Strategy's Expected Result/Impact: Peer support for good behavior Overall misbehavior will decrease Staff Responsible for Monitoring: All staff and student body Action Steps: Provide times for good behavior and character to be highlighted Highlight that on daily announcements	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION--All SPED paperwork will be in 100% compliance weekly.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Summative Evaluation: Some progress made toward meeting Goal

Board Goal 5: N/A - Additional Campus Goals

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

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT--FBMS will be a platinum school with parent and community engagement.

Strategic Priorities:

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

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Mandatory engagement meetings will be held for Title 1, FACE and Emerging Bilinguals. Programs will be brought on to campus to support our EB parents and Community members will be used to provide mentorships to needy students.

Evaluation Data Sources: FACE status

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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: Some progress made toward meeting Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Addendums

2022-2023

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

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

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

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

Capital Outlay Requested (Y/N)?

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

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

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

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

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

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

Rev. 01/13/2022

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

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

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

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