Houston Independent School District

010 Madison High School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: October 30, 2023

Student Achievement

Student Achievement Summary

For the 2021-2022 school year, Madison was a C rated campus. Madison is projected to be a F rated campus for the 2022-2023 school year. We are waiting for the final decision from TEA. CCMR is a lagging indicator for accountability purposes. In 2021-2022, 29% of senior graduated with a CCMR point. That percentage more than doubled last year in 2022-2023 as 65% of seniors earned a CCMR point. TELPAS data indicated the percentage of EBs that progressed at least 1 proficiency level increased from 25% in 2022 to 32% in 2023.

For the 2023-2024 school year, core content teachers will meet twice a week for a total of 180 minutes a week to colloborate on upcoming lessons. Tuesdays will be for lesson internalization for the LSAE courses and lesson design for non-LSAE classes. Thursdays will be dedicated to lesson rehearsals or demo lessons to give teachers an opportunity to receive feedback and make adjustments to lessons prior to teaching the lesson to students. PLC time is also being used to discuss data and identify TEKS that need to be retaught.

Below are the domain 1 historical EOC achievement data.

Madison EOC- 2019, 2021, 2022, 2023						
	MADISON DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
Alg 1	Spring 2019	456	29	71	39	20
	Spring 2021	355	67	33	6	2
	Spring 2022	697	57	43	13	6
	Spring 2023	637	49	51	17	6
Biology	MADISON DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
	Spring 2019	475	26	74	38	7
	Spring 2021	448	50	50	19	2
	Spring 2022	730	39	61	31	5
	Spring 2023	643	31	69	25	4

Madison EOC- 2019, 2021, 2022, 2023

	MADISON DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
ELA 1	Spring 2019	714	62	38	21	1
	Spring 2021	499	67	33	17	1
	Spring 2022	822	63	37	22	2
	Spring 2023	730	56	44	24	2
ELA 2	MADISON DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
	Spring 2019	589	57	43	21	1
	Spring 2021	432	55	45	28	1
	Spring 2022	625	55	45	27	1
	Spring 2023	694	54	46	26	1
US Hist	MADISON DATA	Number Tested	STAAR - Did Not Meet - %	STAAR - App - %	STAAR - Meets - %	STAAR - Masters - %
	Spring 2019	380	15	85	45	13
	Spring 2021	351	29	71	34	13
	Spring 2022	460	23	77	52	25
	Spring 2023	442	19	81	38	10

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- 81% of students were at approaches for US History.
- 69% of students were at approaches for Biology.
- CCMR data increased to 65%
- 32% of EBs progressed at least 1 point compared to 25% the year prior

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Lack of quality execution of tier 1 instruction impacted student achievement.   **Root Cause:** Intentional data driven instruction was not occurring.

School Culture and Climate

School Culture and Climate Summary

Although discipline infractions decreased when comparing 2022-2023 data to 2021-2022 data, attendance continues to be a challenge. Attendance for the 2022-2023 school year was 87.8%. Attendance impacts denial of credit based on the 90% rule that says students must be in class at least 90% of the time in order to earn credit for the class regardless of a passing grade. In 2022-2023, 1678 students had an NG for at least one course. Many of these NGs were for first period. Madison has a systemic community challenge with students arriving to school on time. In 2021-2022, there were 604 in-school-suspensions. In-school suspensions decreased to 248 in 2022-2023. In 2021-2022, there were 731 out of school suspensions. It decreased to 507 in 2022-2023. In 2021-2022, there were 40 alternative placements. It decreased to 31 in 2022-2023.

For the 2023-2024 school year, the goal is to build systems in all areas including tardies. Students will be held accountable for coming to school by 8:30am. This will also impact attendance to 1st period.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- EOC participation rate among students was 95%
- Student satisfaction survey showed they really enjoyed Homecoming festivities which included food trucks, a Hispanic Heritage festival, face painting and school spirit dress up days.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Lack of clarity around systems for students and staff impacts attendance, discipline, and school culture. **Root Cause:** Lack of communication and unity among the administration staff to cascade to the staff and students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on EOC data for 2022-2023, more teacher support is needed to increase the quality of tier 1 instruction. The summer of 2023, the admin staff worked on recruiting certified teachers to contribute to a highly effective staff. Training on the NES-A was provided this summer and currently on-going observations with feedback are being conducted on a monthly basis. There is a strong emphasis in the 2023-2024 school year to build capacity among the admin team by providing on-going professional development of lesson internalization and lesson rehearsal to help them better facilitate PLCs. The teaching staff at Madison for the 2023-2024 school year looks like the following:

- Waivers- 16 out of 116 teachers are on a waiver
- 1st Year teachers- 13 out of 116 teachers are new to the teaching profession
- 1st Year at Madison- 19 out of 116 teachers are new to the campus but not to the profession
- Tier 1 Teachers- 28 out of 116 teachers are considered to be tier 1
- Tier 2 Teachers- 66 out of 116 teachers are considered to be tier 2
- Tier 3 Teachers- 19 out of 116 teachers are considered to be tier 3 and require a lot of additional support

For the 2023-2024 school year, core content teachers will meet for 180 minutes a week. This time will allow teachers to collaborate on lesson internalizations (lessons provided by the district) and to rehearse upcoming lessons. The demo lessons will allow teachers to practice multiple response strategies, prepare for student misconceptions and an opportunity to get feedback from peers. Teachers can then adjust their lesson to ensure students get the best version of their teacher.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- 37 out of 116 teachers have been at Madison for 6 or more years and are familiar with the community

For the 2023-2024 school year, teachers will be shown appreciation in the form of hand written notes, shout outs during faculty meetings, receive incentives such as gift cards, and will always be treated with respect. Administrators over LSAE will receive special training on unit and lesson internalization to turn key it with their group of teachers. This will help cascade the learning while increasing the level of support.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: The campus had a high turnover rate. There are 31 new teachers on campus (out of 116) for the 2023-2024 school year.   **Root Cause:** There were a lack of systems in the 2022-2023 school year to support and retain teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Madison has a group of parents that are visible and advocate for their children and community. However, it is the same group of 9 parents that attend the meetings and are the voice of the neighborhood. They attend meetings held after school by the principal and assistant principals. They also provide staff appreciation gifts such as a soda with a smile and treat bags for the custodians.

The Latin families are not as involved in community events. There seems to be a lack of knowledge of the importance of parent meetings. For the 2023-2024 school year, information sent to families will be translated. Phone call outs will also be translated to help Latin families feel more welcomed.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- Alumni association helps with tailgating activities prior to football games
- Community members help with greeting students in the morning
- Bilingual front office staff member to help Spanish speaking parents during the day

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: There is low parent and community engagement for educational resources, parent meetings, informational sessions, etc.   **Root Cause:** Parents are not involved because they lack the understanding of the importance of attending parent meetings.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR 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

Student Data: Assessments

- State and federally required assessment information
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Key Actions

Key Action 1: Increase high quality tier 1 instruction to increase student performance on campus, district and state assessments.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: High quality of instruction impacts student achievement. By May 2024, the percentage of students reaching approaches on the EOC ELA 1 exam will increase from 44% to 54%; ELA 2 will increase from 46% to 56%; Algebra 1 will increase from 51% to 61%. The percentage of students reaching "meets" will increase from 24% to 34% on ELA 1, from 26% to 36% on ELA 2, and 17% to 27% on the Algebra 1 EOC.

Indicator 1: By May 2024, EOY Conference period, 80% of Madison HS teachers will average "proficient" or higher based on the district spot observations and their T-Tess formal observation.

Indicator 2: By December 2023, LSAE model will be impactful and allow for differentiation of instruction. Students in need of small group instruction will stay with the teacher the last 45 minutes of class to receive more focused instruction.

Specific Action 1 Details	Reviews			
Specific Action 1: Student Achievement	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
School instructional team will conduct frequent calibration walks with English and Math teachers twice a month focusing on the following dimensions: Lesson objective and DOL, Purposeful Instruction, Engagement, LSAE model and Classroom management using the Walk-Through/SPOT observation rubric.				
School instructional team will collaborate with district level support to establish a PLC calendar and execute ongoing professional learning communities (PLCs) in which recent student data is analyzed to drive student learning goals and demonstration of learning.				
School instructional team will ensure lesson plans are reviewed and provide feedback/coaching weekly to ensure the plans align to the district's curriculum, and that the demonstration of learning provides focus and coherence to the lessons.				
School instructional team will attend professional development aligned to the LSAE model to ensure teachers are implementing the model daily in class with fidelity.				
School instructional team will meet with district level support specialists to implement campus Data Driven Instructional (DDI) plan. This plan includes analyzing data and developing an action plan to improve daily demonstrations of learning and authentic student engagement.				

Campus administrators will conduct T-TESS teacher observations and offer on the spot and in the moment coaching to help align with campus goals for improving student achievement.

Staff Actions

Teachers will participate in coaching sessions and implement feedback provided by the leadership team.

Teachers will engage in weekly PLCs through collaborative department planning. Based on PLC focus learning, teachers will adjust lessons to improve demonstrations of learning and authentic student engagement.

Teachers will utilize feedback from lesson plans to adjust lessons to address alignment, demonstrations of learning and authentic student engagement. Teachers will ensure instructional strategies are implemented to improve student performance on campus, district and state assessments.

Teachers will attend and engage in all professional development sessions aligned to LSAE model, curriculum implementation, demonstrations of learning and authentic student engagement.

As a result of the data analysis PLCs, teachers will use the data to track whole class/student data to identify instructional deficits and create action plans to reteach target standards.

Key Action 2: Facilitate data driven instructional meetings aligned to campus goals for improving student achievement.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: By April 2024, students will show an increase measure of success on previously low performing TEKS through the implementation of campus created quizzes that encompass spiraled standards.

Indicator 1: ELA 1, ELA 2, and Algebra 1 teacher data will be documented each 6 weeks indicating an increase percentage of students reaching the proficient criteria on district exams by 5% each grading cycle.

Indicator 2: ELA 1, ELA 2, and Algebra 1 teachers will modify district slide decks as needed to fit the need of their students including reviewing spiral material to ensure students get an opportunity to master missed standards.

Specific Action 1 Details		Reviews			
Specific Action 1: Data Driven Instruction		Formative			Summative
School Leaders' Actions		Feb	Mar	Apr	June
School instructional team will collaborate with district level support specialists to establish a PLC calendar and execute ongoing professional learning communities (PLCs) in which recent student data is analyzed to drive student learning goals and demonstration of learning. School instructional team will develop protocols and templates for data meetings to help facilitate DDI meetings. These protocols will allow for teachers to engage in data digs to find root causes for low student achievement on specific TEKS/SEs. School instructional team will support and assist teachers in identifying critical areas of concern related to low student academic achievement. The team will collaborate to develop an intervention plan to improve daily demonstrations of learning and authentic student engagement. **Staff Actions** Teachers will engage in weekly PLCs through collaborative department planning. Based on PLC focus learning, teachers will adjust lessons to improve demonstrations of learning and authentic student engagement. ELA 1, ELA 2 and Algebra 1 teachers will administer common assessments each six weeks to assess appropriate TEKs/SEs aligned to the EOC exams. During the data driven instructional meeting, teachers will analyze their data and adjust curriculum and instruction to ensure mastery of the low TEKS/SEs. Teachers will collaborate to develop academic interventions, instructional plans for re-teaching and embedding the TEKS and low SEs maintaining the fidelity of the curriculum. Teachers will collaborate to develop progress monitoring activities for future instruction including campus created quizzes.					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Key Action 3: Implement high-quality campus CCMR tracking system to ensure 71% of all seniors earn the required CCMR point.

Strategic Priorities:

Expanding Educational Opportunities

Indicator of Success 1: By May 2024, 71% of seniors or 271 seniors will graduate with 1 CCMR point which is an increase of 5% from the graduating class of 2023.

Indicator 1: By September 2023, 85% of all Seniors will be enrolled in a CTE (Career and Technical Education), dual credit, or Advanced Placement course where they can earn a CCMR point by obtaining an Industry Based Certification (IBC), college credit, or a score of three or better on the advanced placement test.

Indicator 2: By December 2023, we will evaluate the CTE academic programs and make the necessary adjustments to the Spring semester master schedule to ensure success in earning a CCMR point for at least 71% of our students.

Indicator 3: By April 2024, we will conduct a comprehensive evaluation of CCMR initiatives implemented throughout the year. We will review individual students' progress toward achieving our goal of 71% and provide the necessary support where needed.

Specific Action 1 Details	Reviews			
Specific Action 1: Increase CCMR	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
School instructional team will establish a CCMR committee that consists of school administrators, teachers, counselors, special education department, and the registrar. This committee is responsible for the planning, implementation, and evaluation of the CCMR standards.				
School instructional team will review existing data on CCMR metrics. The team will identify students that have earned a CCMR point, and which students need to earn a point.				
School instructional team will create a detailed plan that outlines specific strategies, objectives, and timelines for improving CCMR outcomes. The plan will include a roadmap for implementation.				
School instructional team will implement a tracking system in excel to track individual students' progress toward CCMR goals. The team will regularly update student plans, provide feedback to students and teachers, and offer interventions as needed.				
School instructional team will recognize and celebrate student achievements related to CCMR.				
Staff Actions				
CTE teachers will deliver high-quality instruction that aligns with college and career readiness standards. CTE teachers will use instructional strategies that promote critical thinking, problem-solving, and collaboration. CTE teachers will relate classroom content to real-world applications.				
CTE teachers will offer test preparation support for college entrance exams such as the SAT, ACT, and TSI, and the Industry Based Certification exams.				
CTE teachers will incorporate career exploration activities into the curriculum. CTE teachers will invite guest speakers from different professions, organize field trips to local businesses, and facilitate discussions about career pathways and opportunities.				
CTE teachers will encourage students to participate in work-based learning experiences, such as internships, job shadowing, sponsored events like the Houston Rodeo, or volunteer work.				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Key Action 4: Close the English language acquisition learning gap of Emergent Bilingual students to increase student performance on campus, district and state assessments.

Strategic Priorities:
Expanding Educational Opportunities

Indicator of Success 1: By June 2024, the percentage of EBs that progress at least one proficiency level will increase from 32% to 40%, as measured by the state TELPAS assessment; the number of EBs that reclassify (exit) the ESL program will increase from 9 students to 15.

Indicator 1: By January 2024, all campus teachers will participate in Content-Based Language Instruction professional learning to learn and implement EB best practices such as: understanding the Proficiency Level Descriptors (PLDs), language objectives, structured conversations, sentence stems, visuals, etc.

Indicator 2: By February 2024, all EB students will have taken a practice TELPAS exam.

Specific Action 1 Details				Reviews			
Specific Action 1: Increase TELPAS scores				**Formative**			**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
School instructional team will ensure all teachers servicing EB students will receive content-based language instruction professional learning to learn and implement strategies that benefit EB students.							
School instructional team will collaborate with district level Multilingual Programs, curriculum, and data specialists to establish PLC calendar and execute ongoing professional learning communities (PLCs) in which recent EB student data is analyzed to drive student learning goals and demonstration of learning.							
School instructional team will ensure lesson plans are submitted, reviewed, and provide feedback weekly to ensure lesson plans align to EB needs, lesson objectives, demonstration of learning, and authentic student engagement.							
School instructional team will conduct frequent calibration walks with teachers twice a month to ensure learning from PLC is implemented. In the moment coaching will be offered if needed during all calibration walks.							
School instructional team will offer professional development and monitor implementation of Summit K12 as the digital tool for English language acquisition for EBs.							
School instructional team will conduct walk-through/SPOT observations and offer on the spot and in the moment coaching to help align with campus goals for improving EB student achievement using the T-TESS observation rubric.							
Staff Actions							
Teachers will participate in Content-Based Language Instruction professional learning to learn and implement EB best							

practices such as: understanding the Proficiency Level Descriptors (PLDs), language objectives, structured conversations, sentence stems, visuals, etc.

Teachers will participate in weekly professional learning communities, where the needs of EBs will be considered while lesson planning and discussing next steps of support.

Teachers will implement strategies and supports to scaffold EBs language acquisition.

Teachers will encourage usage, progress monitor, and track Summit K12 data.

Teachers will seek ESL Certification by attending available TExES ESL Supplemental Exam (154), preparation training through district offerings (primarily ELA teachers but encouraged through all content areas).

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for 010 Madison High School

Total SCE Funds: $435,500.00
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Madison High School funds are used to fund three history teachers, one English teacher and one social studies teacher. Additionally funds are used for tutorials for students who are at risk of failing. Classroom supplies are used to support student success as well.

Personnel for 010 Madison High School

Name	Position	FTE
ANDERSON, DERRIONA LACHELLE	Tchr, English	1
BAILEY, STEPHANIE ANN	Tchr, Biology	1
COLEMAN, MARGARET ANN	Tchr, History	1
MUMPIRE, CASEY D	Tchr, History	1
PLASTRIK, JEFFREY PRYZANT	Tchr, History	1
PRUETT, DEAN	Tchr, Social Studies	1

Title I Personnel

Name	Position	Program	FTE
DRAKE, ALYSSA DANIELLE	Tchr,ClassSize Reduct Gen-Ttl1		1
ROWLETT, JASMINE	Tchr, Intervention(Genrl)-Ttl1		1