

Houston Independent School District
060 Revere Middle School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 30, 2021

Demographics

Demographics Summary

85% of our student body is African American or Hispanic, 44% are English learners with Spanish and Arabic being the top two home languages. Half of our Economically Disadvantaged students are identified as At-Risk. Approximately 10% are students with special needs and 8% are GT students. We have a very diverse staff as well, some of whom speak multiple languages and have masters or doctorate degrees with a concentration in education. We are a Priority campus in Houston ISD and our staff is determined to impact student outcomes and show growth. Our parents have been engaged in our campus, without a PTO for two years, allowing us to still obtain gold and platinum status with the FACE department. Our community has been very involved in our campus through food drives, donations, after school programming, community events, mentorship and more.

Demographics Strengths

Our greatest demographic strength is our diversity. Our campus truly reflects a global environment, from learning needs and styles, to ethnicity, to socioeconomic backgrounds. We find strength in these differences as we strive to become an IB campus and the middle school of choice in the Westchase area.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Diminishing the inequities in access and opportunity for our sub populations: ELs, SPED, GT, as well as those from various socioeconomic backgrounds and our refugee students. **Root Cause:** Lack of human capital due to shortage of employees, quality of employee pool, rapid demographic shifts in our geographic region, boundary option that does not work in our favor.

Problem of Practice 2: Achievement gap has increased with regression even with our GT students. **Root Cause:** Student and teacher attendance, consistent implementation of instructional best practices across content areas.

Student Learning

Student Learning Summary

We had a low participation rate in the 2020-2021 school year assessments, including STAAR. We can not control how far our students have fallen behind, we will meet them where they are and focus on growth.

When examining student achievement scores, such as the STAAR, students at Revere Middle School scored below the West region's average scores. In 2019-2020, our students showed improvement with student achievement and opportunity for growth in Domain II. Across the board, all grade levels saw a decline in the 2021 student achievement scores. We have identified that EL performance is the key lever in our campus success. Revere is working diligently to address these issues through formative assessment and data discussions on a weekly basis, strategic administrative meetings, and collaboration with district support. We have also built in intervention classes for all grade levels in math and reading this school year for our Tier II and III students. All teachers participate in weekly PLCs to support content literacy, data driven planning and delivery and professional learning. We are also focused on teaching the ELPS in all content areas which will support all our students, not just those who are identified as EL.

Student Learning Strengths

Our 8th graders performed the best in social studies and our 7th graders in reading.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Achievement gap has increased with regression even with our GT students. **Root Cause:** Student and teacher attendance, consistent implementation of instructional best practices across content areas.

Problem of Practice 2: Diminishing the inequities in access and opportunity for our sub populations: ELs, SPED, GT, as well as those from various socioeconomic backgrounds and our refugee students. **Root Cause:** Lack of human capital due to shortage of employees, quality of employee pool, rapid demographic shifts in our geographic region, boundary option that does not work in our favor.

School Processes & Programs

School Processes & Programs Summary

Our campus induction coach holds weekly meetings with our first year teachers to target an instructional indicator and engage in at bats for a TLAC strategy or effective practice. Our administrative team participates in weekly calibration walks to norm our instructional lens and to ensure alignment of feedback. Revere is a STEM magnet school. Prior to Covid we offered the most high school credit courses at an HISD middle school, and we have strategically altered our offers so that we can focus on intervention and closing the achievement gap this school year. Throughout the school year, students will participate in school-based performances as well as compete in UIL tournaments. In the past we have worked with CIS and Wraparound Services to add to our SEL program on campus, and this year we have hired two certified school counselors. We have also been able to provide basic needs to hundreds of families and meet a lot of our students' SEL needs with our programming.

School Mission:

Paul Revere Middle School will ensure every student is College and Professional bound through rigorous instruction, STEM-oriented learning opportunities, and innovative courses. We are a community which values honesty, compassion, hard work, and diversity.

School Vision:

Revere Middle School is the school of choice for the Westchase area and maintains its status as an equal opportunity school through its robust STEM magnet program.

Paul Revere Middle School will ensure every student is College and Professional bound through rigorous instruction, STEM-oriented learning opportunities, and innovative courses. We are a community which values honesty, compassion, hard work, and diversity.

School Processes & Programs Strengths

PBIS has been a part of our campus for the past two years and we have worked to create operational and cultural systems on our campus which include a common language.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: High turnover rate causes these systems to be lost or present a need for constant reestablishment. **Root Cause:** Teachers not receiving the support they need due to administrative capacity being diminished with other tasks, and with a skill deficit as it pertains to time and task management and prioritization.

Problem of Practice 2: The students fight and are not performing well academically. **Root Cause:** SEL needs have increased and administration has inconsistently provided coaching, support, and accountability for instructional expectations.

Perceptions

Perceptions Summary

This year we have implemented a three part statement, that has also become part of our logo and branding: Be Ready. Be Responsible. Be Reflective. We feel that these 'Be' statements really encompass what our focus areas and opportunities are. The perception of our campus in the past has at times been that we are a school with a lot of fights.

We have spent the past three years working to change the climate of the school through mindset work and morale building initiatives because these two things have led to a lack of excellence on the campus.

We are focusing this year on what all our stakeholders had a hand in designing, our aspirational belief statements and our core values (honesty, hard work, compassion, and diversity) and the constant repetition and reference to these beliefs and attributes has already started to make a change within the first three weeks of school, as we noticed that students have had a hard time reacclimating into the school building for face to face instruction, for most after a year and a half.

Our Beliefs:

We believe our **teachers and staff** are compassionate, dedicated, and open-minded professionals who build positive relationships, design engaging experiences, and foster the development of the whole child.

We believe that our **students** are the heart of the school who are engaged, responsible, and independent thinkers destined to become productive leaders.

We believe that our **families** are supportive and collaborative partners who expect a safe, inviting, and academically challenging learning environment for their children.

We believe our **community** is a proactive contributor in developing meaningful relationships with students, parents, and staff while providing them with new and valuable resources and experiences.

Perceptions Strengths

Some of our perception strengths are that we have a strong STEM program and our campus has robust fine arts and athletics programs.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The students fight and are not performing well academically. **Root Cause:** SEL needs have increased and administration has inconsistently provided coaching, support, and accountability for instructional expectations.

Problem of Practice 2: High turnover rate causes these systems to be lost or present a need for constant reestablishment. **Root Cause:** Teachers not receiving the support they need due to administrative capacity being diminished with other tasks, and with a skill deficit as it pertains to time and task management and prioritization.

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)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data





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

Board Goals

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

Goal 1: The percentage of students performing at or above grade level in reading as measured by the meets grade level standard, will increase to 50% by Spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase student reading levels by implementing small groups and reading conferences weekly. Evaluation Data Sources: Ren 360, STAAR, Formative Assessments	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Increase student reading levels by implementing small groups and reading conferences weekly.

Strategy's Expected Result/Impact: The expected result is an increase in student reading comprehension, which translates into an increase in the number of students reading at or above grade level.

Staff Responsible for Monitoring: ELAR Department, IB Coordinator, DOI, Principal.





Action Steps: (1) Identify student reading levels. (2) Create a schedule for small groups. (3) Identify intervention and urgent intervention students. (4) Assess students who are identified as need intervention using ITR and Ren360 data (4) Identify designated supports for SPED and ELL Students.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**

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

Goal 1: MATH The percentage of students performing at or above grade level in math as measured by the meets grade level standard, will increase to 50% by Spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 90% of our GT students will reach mastery level. Evaluation Data Sources: BOY, REN360, Interim Assessments, Common Assessments, STAAR	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Provide quality differentiated instruction based around the district's gifted and talented curriculum on Renzuli.

Strategy's Expected Result/Impact: Increase the number of students that will master the STAAR Math assessment and qualify for Algebra.

Staff Responsible for Monitoring: Math Department, Math Dean, DOI, Principal





Action Steps: Follow District gifted and talented scope and sequence, ensure enrichment opportunities through project based learning, include higher order thinking, offer reteaching and retesting to students who are not mastering, Saturday/after school tutorials.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**

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

Goal 1: SCHOOL PROGRESS Students achieving at least one year of academic growth in grades 6-8 will increase by 5% points as measured by 2022 STAAR Math and Reading Assessment.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of our Tier 2 and Tier 3 students are scheduled to receive additional intervention throughout the school year to address skill deficits as per Ren360 and STAAR (last year or BOY released) data. Evaluation Data Sources: Ren360 BOY, MOY, EOY; STAAR; DLAs; Interim Assessments; Common Assessments.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Master schedule with semester length intervention classes, contracted tutorial services, strategic plan for targeting HB4545 intervention requirements.

Strategy's Expected Result/Impact: Student learning will be accelerated and the need for intervention will decrease.

Staff Responsible for Monitoring: DOI, all intervention teachers, all Deans/AP and teacher appraisers.





Action Steps: Strategic staffing to afford additional intervention classes, ESSER fund leveraged for contracted tutorial services, develop a plan and tracker for to identify students in need of intervention and students who failed/did not test for start to receive additional intervention, ensure the correct students are enrolled in the intervention classes and that the class size is capped at 20.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**

Board Goal 4: CLOSING THE GAPS 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: Students identified as Special Education achieving at APPROACHES level in grades 6-8 will increase by 10 percentage points as measured by 2022 STAAR Reading and Math Assessments.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Student performance levels on campus-based assessments will increase by 7% from Beginning of Year Assessment through End of Year Assessment. Evaluation Data Sources: BOY, MOY, EOY Ren 360; Interim Assessment; Common Assessment	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Identify SPED students who historically have not met their Reading and Math achievement goals and specifically target those students by increasing their goal 7% overall.

Strategy's Expected Result/Impact: Students serviced in special education will meet their IEP goals and increase their performance level by 7%.

Staff Responsible for Monitoring: All SPED TORs, TAs, SPED Dept Chair, Dean over SPED, SPED Co-Teachers





Action Steps: All teachers will participate in a PLC and PD provided by instructional leadership, peers, and/or district. Two of the focus areas will be the co-teacher model and IEPs.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy**

Board Goal 5: Campus Goal

Goal 1: Student attendance will increase to 94.5% for the 2021-2022 school year.

Strategic Priorities: Increasing Organizational Efficiency

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Teachers will document and contact a grade-level administrator when a student has 2 or more unexcused absences per reporting period. Evaluation Data Sources: Reporting cycle reflecting at least a 0.5% increase in attendance each cycle.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Teachers will utilize Power School attendance reports. Teachers will make note of the specific students in a shared document.

Strategy's Expected Result/Impact: An increase in ADA.

Staff Responsible for Monitoring: Attendance clerk, At Risk program administrator, all admin, all teachers, JCM.





Action Steps: assessment, intervention/wellness checks, home visits, SEL support.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools

Board Goal 6: School Goal

Goal 1: Decrease disciplinary infractions by 5% each grading cycle for the 2021-2022 school year.

Strategic Priorities: Increasing Organizational Efficiency

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Discipline referrals will be reduced as a campus will have an understanding of behavior classifications and 100% of faculty will implement and follow the teacher-level interventions before escalating to discipline referral. Evaluation Data Sources: HISD Connect reports, Dean check-ins about SOC, Graduation Support Committee meetings.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Faculty will discuss behavior classifications and generate a menu of teacher-level intervention options, (behavior contracts, mediation, role play, skill building) in addition to teacher assigned detentions and Thinkery and SEL interventions. All teachers will utilize the same consequence menu to address infractions in alignment with our RTI/IAT pyramid for behavior.

Strategy's Expected Result/Impact: Students develop social skills and productive conflict resolution techniques. Students learn ways to regulate their own emotions through support from SEL and restorative practices.

Staff Responsible for Monitoring: All staff.





Action Steps: PD on the Thinkery Model. Regular discussions about SOC. PD on the levels of infractions and best practices for teacher level interventions. Systems in place for all routines to assist students will experiencing behavioral success and to develop habits to meet campus wide expectations. Develop a tracking system for teachers to enter Level 1 and 2 infractions and for administrative reference.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools

Board Goal 7: school goal

Goal 1: Students identified as English Learners achieving at APPROACHES level in grades 6-8 will increase by 5 percentage points as measured by 2022 STAAR Reading and Math Assessment.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase reading comprehension and writing skills by five percent through the regular use of Imagine Literacy, SIOP strategies across content areas and ELD testing data analysis to drive instruction. Evaluation Data Sources: Formative assessments, Imagine Literacy data.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: PLC will provide PD on station rotations 2-3 times a week, SIOP strategies, and administer all ELD assessments.

Strategy's Expected Result/Impact: Increase in EL students' reading comprehension and language acquisition.

Staff Responsible for Monitoring: LPAC Coordinator, DOI, all ELAR/ESL teachers.





Action Steps: Identify students. Administer ELDs and discuss data at PLCs. Provide PD on SIOP (chunked) and provide accountability and support for implementation.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**

Board Goal 8: School Goal

Goal 1: Increase parent engagement by 50% by reestablishing our PTO.

Strategic Priorities: Increasing Organizational Efficiency

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: We will have established a new PTO by the end of the fall semester. Evaluation Data Sources: PTO will have all designated members assigned and our parent engagement rep along with the principal will have regular meetings to discuss the role, needs, and calendar of collaboration.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Hire PER who creates outreach plan for parents to join PTO and focuses on creating a parent engagement center on campus.

Strategy's Expected Result/Impact: Parents' voice is part of decision making and their presence is felt on the campus. Parents who are not proficient in English feel comfortable being engaged with the campus.





Staff Responsible for Monitoring: PER

Action Steps: Hire PER, train PER and have regular check-ins about goals for the week leading up to PTO establishment and engagement center development.

Title I Schoolwide Elements: 3.2 - **TEA Priorities:** Improve low-performing schools

Board Goal 9: School Goal





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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Immunization monitoring will be completed by nurse by the end of October. Evaluation Data Sources: Immunization data entry	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING will be completed by nurse by December 10, 2021. Evaluation Data Sources: Vision screening records.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING will be completed by nurse by December 10, 2021. Evaluation Data Sources: Referral forms, data entry	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING will be completed by nurse by December 10, 2021 Evaluation Data Sources: screening, data entry	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING will be completed by nurse by February 2, 2022. Evaluation Data Sources: data entry	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by nurse for the school year 2021-2022. Evaluation Data Sources: Nurse and wellness team trackers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 9: School Goal

Goal 2: The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of students will complete a nutrition and health unit during physical education classes. Evaluation Data Sources: LP/Unit plans focused on health and nutrition in PE classes.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Dedicate one day a week as health and nutrition days for PE classes.

Strategy's Expected Result/Impact: Decrease the number of students choosing poor eating habits and risking their health by participating in unhealthy choices.

Staff Responsible for Monitoring: Nurse, PE teachers

Action Steps: Work with PE teachers to ensure one day a week is dedicated to this goal.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools

Board Goal 10: School Goal

Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
4	1	1	1	Identify SPED students who historically have not met their Reading and Math achievement goals and specifically target those students by increasing their goal 7% overall.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Increase student reading levels by implementing small groups and reading conferences weekly.
2	1	1	1	Provide quality differentiated instruction based around the district's gifted and talented curriculum on Renzuli.
3	1	1	1	Master schedule with semester length intervention classes, contracted tutorial services, strategic plan for targeting HB4545 intervention requirements.
4	1	1	1	Identify SPED students who historically have not met their Reading and Math achievement goals and specifically target those students by increasing their goal 7% overall.
7	1	1	1	PLC will provide PD on station rotations 2-3 times a week, SIOP strategies, and administer all ELD assessments.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	Master schedule with semester length intervention classes, contracted tutorial services, strategic plan for targeting HB4545 intervention requirements.

State Compensatory

Budget for 060 Revere Middle School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1991010004	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
6100 Subtotal:		\$0.00
6200 Professional and Contracted Services		
1991010004	6216 Professional Services - Locally Defined	\$0.00
6200 Subtotal:		\$0.00
6300 Supplies and Services		
1991010004	6391 General Supplies - Locally Defined	\$28,536.00
6300 Subtotal:		\$28,536.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by campus administration, content department chairs, and SDMC members.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

Department Head collaboration with Deans

Parent meetings

SDMC

Leadership team meetings

Senior leadership input

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

Data analysis using HISD's OnTrack system, check ins with Title I coordinator, SDMC meetings and progress monitoring.

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

The SIP is available to parents in the following locations:

School website

The SIP was made available to parents by:

060 Revere Middle School
Generated by Plan4Learning.com

school messenger call out, parent meeting (Title 1)

We provide the SIP to parents in the following languages:

- English. Executive summary in English and Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

Imagine learning during advocacy and in math and reading classes, adjustments on master schedule for Tier II and III intervention classes.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

Intervention classes built into the master schedule, tutorials

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

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

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

Continued use of OnTrack to identify and monitor student growth. Continued use of district unit planning guides and the staff development which accompanies it. Development of instructional plans that are aligned to IB and include a focus on ELs and SpED students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent - Ashley Gonzalez
- Other Employees- Samantha Naranjo
- Title 1 Coordinator - Ashley Ellison

- Admin - Monijit Katial
- Teachers - all SDMC members
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The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English and Spanish

Four strategies to increase Parent and Family Engagement include:

- Face to Face Orientation
- STEAM + Literacy Night in the spring
- Fine Arts Performances
- Parent Meetings with Principal and Title 1 Parent meetings

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - Orientation on August 3rd
- Meeting #2 - Open House on September 9th
- Meeting #3 - Fine Arts Performance in the Fall - date is TBD
- Meeting #4 - STEAM and Literacy Night in February 2022

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katriska Orville	Tchr, Intervention (Rdng)-Ttl1	Reading Intervention	1.0 (100%)
Samantha Naranjo	Parent Engagement Rep, 10M-Ttl1	Parent Engagement	1.0 (100%)
Terrie Leigh	Tchr, Intervention (Rdng)-Ttl1	Reading Intervention	1.0 (100%)

Addendums