

Houston Independent School District
068 Tanglewood Middle School
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Tanglewood Middle School is a Targeted school for 2023-2024, based on performance in Math, Science and History. Asian students failed to meet state accountability standards in Math and Reading; EB students failed to meet standards in Reading, Math, Science and Social Studies; and Special Education students failed to meet state accountability standards in Reading and Math. A lack of familiarity with students impacts the academic expectations of content knowledge each year, There is a necessary restarting of content knowledge each year. There is a need to identify as much academic history as possible for each student and to make that available to instructional staff. This includes identified students receiving special education services and EB accommodations necessary with their identified tests to be taken. There is a need to drill down into the history of each student to provide individualized support.

Tanglewood MS is currently awaiting our accountability ratings for 2022-2023. By our calculation, we will receive a C rating. This is comparable to our previous year's rating of a C. Where our school will normally have high ratings for School Progress, it's our results in Student Achievement and Closing the Gap that have historically been where we want the most improvement.

Student Achievement Strengths

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

The English Language Arts work together to foster our students' love of reading and inquiry. This is done by literary content chosen in part by student interest, open conversation with peers and whole class about connecting to the literature and thinking critically about the author's purpose. Students actively use the school library and the campus hosts a book fair each fall and spring. Using an IB curriculum, skills learned in their ELA class supports other content areas via interdisciplinary units.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: We do see an increase in the number of Did Not Meet for both Math and Reading. Within those numbers are our Students in Special Education served in a General Education setting and our Emergent Bilingual. While we are doing our best to ensure they are getting the support they need, we must take additional steps to guarantee their success. **Root Cause:** For our Students in Special Education served in a General Education setting and our Emergent Bilinguals, tutoring and small grouping has been effective but not enough to see the growth and achievement we know our students can accomplish. More intervention is needed to help close the gap.

School Culture and Climate

School Culture and Climate Summary

In partnership with parents and community, Tanglewood Middle School provides a quality education by empowering individuals to become caring, self-sufficient, globally conscious citizens, who value innovation and sustainability as a lifelong process.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: As we move out of the pandemic era, we are noticing that our students are struggling to meet social and emotional milestones due to abnormal gaps brought on by the sudden move to online schooling. Students are developing unhealthy fixations with social media. Students also lack proper coping mechanism when faced with obstacles.

Root Cause: Failure to adapt to the changing demographics of Tanglewood Middle School and the needs of our changing student population.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teaching staff has approximately 50 teachers with 38% males and 62% females. Of which, 8% are African American, 27% are Hispanic, 61% are Anglo-American, and 4% are Asian Pacific Islander.

Staff Quality, Recruitment, and Retention Strengths

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

The strength in our school processes and programs are due to 91% teacher retention of effective teachers.

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

Problem of Practice 1: Due to a change in living arrangements and staff transitioning into leadership positions, our retention rate is not 100% of effective teachers. **Root Cause:** Quality of human capital recruitment.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community engagement has been positive for our campus since it's reopening in 1992. Parents were the guide to provide a neighborhood middle school.

Parent and Community Engagement Strengths

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

Parents have opportunities to support the campus through PTO, parent lunch and learns, Coffee with the Principal, supporting the arts and athletics, and participating in fundraisers. Parents have also been key in SDMC and IB.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Due to the diversity of our school community, there exists language and cultural barriers. **Root Cause:** Changing demographics of the student population.

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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

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

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

Key Actions

Key Action 1: Key Action (Briefly state the specific goal or objective.)

Improve and maintain consistency of Quality of Instruction while implementing International Baccalaureate (IB) Middle Years Programme (MYP) systems and standards.





Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Student Achievement

Indicator 1: In October, 70% of Teachers will receive a rating of Developing or above in the areas of Communication (Dimension 2.3) and Monitor and Adjust (Dimension 2.5) as noted in their classroom walkthrough, this percentage increases to 90% by February 2024.

Indicator 2: 100% of teachers will collaborate weekly to create high-quality, IB-aligned lesson plans. By December 2023, 60% of teachers will be creating cross-curricular MYP unit plans. In June 2024, 100% of teachers will collaborate and create a cross-curricular MYP unit.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Student Achievement</p> <p>School Leaders' Actions</p> <p>Specific actions - school leaders (What specific action steps will the building leaders take to accomplish the objective?) Train and collaborate with staff on Multiple Response Strategies, Demonstrations of Learning, Exit Tickets, Small Groups and Workstations (Admin and Teacher Leaders) Utilize data to incorporate targeted interventions (in-class, SPED and subject intervention course) - Plan with Teachers and oversee utilization of Study Hall time utilized for tiered and targeted content specific intervention time. (Admin, SPED Chair, Co-Teachers, Dept Chairs, Grade Level Chairs) Monitor use of High-Quality Questions, Small Group and MRS through observation and lesson plans -IB Coordinator to support staff during bi-weekly team and department development (Admin)</p> <p>Staff Actions</p> <p>Specific actions - staff (What specific action steps will the staff take to accomplish the objective?) Staff have students practicing writing their responses before speaking Preplanned cycle recovery on Saturdays will have instruction provided to have students master objective. The teachers will collaborate to plan and facilitate learning experiences through which students explore, develop, and reflect upon their conceptual understanding. Ensure math teachers attend Carnegie Training and implement curriculum. Teachers observing other teachers model lessons in targeted areas specific to teacher needs Exemplary model during PLC time Teacher led professional development based on teacher strengths Data Dig Days across department Teachers will plan curriculum horizontally and vertically. Teachers will attend Texas IB Schools IB training to further develop their understanding of IB philosophy and standards, emphasizing the student-centered approach to learning.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: Key Action (Briefly state the specific goal or objective.)

Improve student culture, specifically by decreasing discipline infractions and improving teacher capacity

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent





Indicator of Success 1: CAMPUS CULTURE AND CLIMATE

Indicator 1: The number of Out-of-School (OSS) suspensions decreases by 5% in December 2023. The number of Out-of-School (OSS) suspensions will decrease for a total of 10% by the end of the year compared to 2022-2023 school year.

Indicator 2: Increase Thinkery effectiveness to reduce the number of office referrals for Level 1 and 2 infractions by 25% in December 2023 and 50% by May 2024.

Indicator 3: By December 2023, 90% of staff and students will participate in IB Learner Profile activities every six weeks. By the end of school year 2024, 100% of staff and students will participate in IB Learner Profile activities every six weeks.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * Train Thinkery staff on process of restorative practices and support by August 2023. * Train campus staff in increasing teacher capacity for Level I infractions and utilizing the 3-5-7 protocols by August 2023 with review every six weeks.</p> <p>School Leaders' Actions</p> <p>Specific actions - school leaders (What specific action steps will the building leaders take to accomplish the objective?) Collaborate strategies to improve effectiveness of Thinkery including adding weekly Thinkery topic to Admin meetings (Admin, Counselor, and Wrap-Around Specialist) Calibrate discipline procedures across Deans and Principal (Admin, Counselor and Grade Level Chairs) Train/re-train on Campus Discipline ladder (3/5/7) with specificity on when students are removed, Thinkery calls and administrative calls by August 2023 (Admin, Counselor and Grade Level Chairs) Empathy and Trauma training with all staff during Pre-service in August 2023(Counselor) Monthly meeting with grade level teams discussing student behavior, grade level needs and checking temperature of parent communications (Deans)</p> <p>Staff Actions</p> <p>Specific actions - staff (What specific action steps will the staff take to accomplish the objective?) Teachers are effectively documenting student infractions in 3/5/7. (teachers) Positivity tickets distributed to students based on team guide. (Teachers and admin) Documentation agenda for parent meetings so all stakeholders receive copies (Team Leads) Teacher partners create plan for supporting students who need a "time-out" from class. (Teacher partners) Data Dig Days across department (Admin and teachers) Teachers will provide students with opportunities within the curriculum to reflect on their demonstration of the Learner Profile. (IB coordinator and team leads)</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Key Action 3: Key Action (Briefly state the specific goal or objective.)

Improve Special Education Student Academic Achievement

Strategic Priorities:





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

Indicator of Success 1: SPECIAL EDUCATION

Indicator 1: 97% of ARDs are held by due date, with 95% fully closed (all signatures) within 48 hours by December 2023, increasing to 100% by June 2024.

Indicator 2: SPED growth on NWEA - 75% of SPED students will show 3% increased NWEA scores from BOY to MOY and an additional 5% increased score into EOY, totaling 8% from BOY to EOY in Math and Reading

Indicator 3: 60% of all teachers will fully implement Special Education accommodations as measured through appropriate documentation in Power Teacher Pro gradebook by end of October 2023, increasing to 100% by June 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * Our mainstreamed special education students will receive a minimum of 45 minutes (110 minutes weekly) in-class support every other day from SpED co-teachers in Math and Reading classes. * 100% of the teachers will be trained and implement their students' IEP supports and accommodations to meet their academic, annual goals daily. By implementing this instructional need, SpED students will increase 10% on the STAAR by the end of the 2023-2024 school year.</p> <p>School Leaders' Actions</p> <p>* Oversee and participate in training of General Education Teachers by SPED Dept of accommodations and differentiation strategies during preservice in August 2023, September 2023 and October 2023 (Admin and SPED Chair) * Attend all ARDs with proper preparation to ensure individualized and specific accommodations meet student's needs daily (Deans) * Monitor accommodation implementation daily (Admin and SPED Chair) * Monitor and Communicate with SPED Dept Chair compliance requirements weekly (Ivory) * Effectively scheduling students to increase in-class support August 2023, January 2024, and May 2024 (SPED Chair)</p> <p>Staff Actions</p> <p>* Include Differentiation in lesson plans weekly. (Teachers) * Planning with content specific co-teachers and teachers twice a week. * Collaborating with departments to share best practices twice a week. (Co-teachers and teachers) * Co-teachers meet with students three times per week to participate in knowing their accommodations.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
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Key Action 4: Key Action (Briefly state the specific goal or objective.)

Increase student achievement in Math





Strategic Priorities:

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

Indicator of Success 1: STUDENT ACHIEVEMENT FOR MATH

Indicator 1: Total percentage of students who attain the approaches level or above on the On-track formative assessment every six weeks will increase by 3% from the 2022-2023 school year on STAAR.

Indicator 2: 50% of students will meet their Growth Measure goals from BOY to MOY, increasing to 75% of students by EOY as measured by performance on NWEA MAP Assessment.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * Implement Carnegie curriculum in daily instructional Math and include in Math Intervention. * Ensure teachers are collaborating and observing peer classrooms to see model lessons weekly. * Verify that teachers are using Carnegie Teacher Implementation Guide (TIG) as they lesson plan weekly.</p> <p>School Leaders' Actions</p> <p>* Attend School Leader Carnegie Training along with ensure all Math and Math Intervention Teacher attend appropriate trainings before August 2023 (Ivory, Hoffman, and Barnhill) * Implement schedule to be able to meet minimum required instructional time for Carnegie Curriculum by August 2023 (Deans) * Collaborate with Math Department on campus, grade level, teacher and student goals while monitoring progress and implement necessary feedback two times per week (Barnhill and Hoffman) * Implement and oversee plan to utilize Carnegie resources: textbook with lessons, skill practice online and MathIA through class and Intervention Course two times per week (Barnhill and Hoffman)</p> <p>Staff Actions</p> <p>* Collaborate amongst grade levels to ensure preparation for students in advanced Math course two times per week (math teachers) * Incorporate math word stories across multiple contents bi-weekly (teachers in all curriculums) * Internalize and mark up Teacher Implementation Guide in Carnegie daily (math teachers) * Submit weekly lesson plans with differentiated considerations, work stations and Small Group Instruction (math teachers)</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for 068 Tanglewood Middle School

Total SCE Funds: \$167,822.00

Total FTEs Funded by SCE: 1.3

Brief Description of SCE Services and/or Programs

Tanglewood has one math intervention teacher to support students who were not successful on STAAR. There is also one reading teacher to support students who were not successful on STAAR. The remainder of the funds are used to supplement our Tier 1 instruction with actionable tutorials.

Personnel for 068 Tanglewood Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kenneth Rutherford	Math Intervention Teacher	1
Vivian Martin	ELA Intervention Teacher	0.3

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nykkiesha, Starr de Vera	Teacher, Class-Size ESL		1.0