

East Central Independent School District

Heritage Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Vision

The Heritage Middle School family empowers each and every student by building their social and emotional learning, while creating a safe and nurturing environment where all students feel a sense of belonging which empowers them to excel academically in preparation of college, military, and career readiness.

Value Statement

We Value:

- Growth mindset
- Goal setting
- Collaboration
- Open line of communication
- Strong work ethic
- Customer service
- Sense of belonging
- Service and contribution
- Individuality/Diversity

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Comprehensive Needs Assessment

Revised/Approved: June 20, 2023

Engaged, Well Rounded Students

Engaged, Well Rounded Students Summary

Engaged, Well Rounded Students Strengths

HMS offers three CTE courses, All 8th grade students declare an endorsement and create a four year plan along with a counseling session for finalization. Developed a Teen Leadership class to provide a space for students who are in need of finding a voice for sensitive subjects, CIS counselor available for students as needed. 6th grade Encore class focuses on health education at that supports physical, mental, and emotional well being. DTL/RTL programming is available to all students. GT WIN is an option as well as Odyssey of the Mind competition. Special Olympics is supported on campus. Students have access to Yearbook, Band, Theatre, Choir, Art, and Athletic programs (11 programs), FCA offered on campus as well. Academic UIL competition in the Spring. Girls Inc (STEM for Girls), Tech Club (Robotics and Engineering).

Problem Statements Identifying Engaged, Well Rounded Students Needs

Problem Statement 1 (Prioritized): 33% of HMS students do not feel connected to school or community. Service Learning opportunities have ceased. **Root Cause:** Adults are not finding ways to connect with their students. Adults don't see the value. Focus is on academics not social and emotional.

Problem Statement 2 (Prioritized): 93% attendance goal were not met. **Root Cause:** School has not done enough to communicate the value of school. Communication is not personable.

Problem Statement 3 (Prioritized): 27% of students report they are engaged in classes and classwork. **Root Cause:** Content delivery is not engaging or interactive. Teachers are focused on covering the content. Cause it is easier than create or do they know how to create an engaging lesson. - How do teachers create a sense of not wanting to miss the beginning of class.

Student Safety & Well Being

Student Safety & Well Being Strengths

Counselors and CIS are available for students and families as needed. Campus safety and security plans are in place and have been rehearsed to ensure a smooth transition if an emergency arose. Use of Character Strong program through WIN for the majority of students. Student assemblies were held for students this school year to promote student well being and good decision making. Students are encouraged to report things they hear and see that might be harmful to themselves or others.

Problem Statements Identifying Student Safety & Well Being Needs

Problem Statement 1 (Prioritized): 11% of referrals are in the hallway and 29% is during transition. **Root Cause:** Too many students in hallway. Lack of fidelity to a system of students out of class. Lack of fidelity to the Tier 1 system in classrooms, bathrooms, hallways, cafeteria.

Student Learning and Progress

Student Learning and Progress Strengths

Common planning periods. PLC agendas utilized to maximize the meeting minutes. Use of Common Formative Assessments (STAAR readiness). Daily formative assessments and data reviews. WIN intervention resources to support student progress. Use of HQIM in Math.

Discipline referrals have decreased. Out of placement days decreased. Sped referrals decreased.

Problem Statements Identifying Student Learning and Progress Needs

Problem Statement 1 (Prioritized): Special Education students are not performing within 10% of General population **Root Cause:** 1. Quality planning between CoT/Gen Ed and implementation of those plans in the classroom are not evident with fidelity. Content teachers are not ready to share with CoT. Not using planning time efficiently. 2. Support required for our SpEd IA's. SpEd IA's more effective, engaged, prepared to assist in classrooms. Not enough intentional training for the IA's.

Problem Statement 2 (Prioritized): EB students are not performing at the same rate as general population in Math and within 10% in Reading. **Root Cause:** 1. Inconsistent use of high yield strategies during instruction. 2. Not enough intentional training for the ESL IA's.

Problem Statement 3 (Prioritized): Students are performing more than 13 percentage points lower in 8th SS and 45 percentage points lower in 8th Sc than campus goals on STAAR. (approaches) **Root Cause:** 1. SS -Teachers did not internalize the content prior to lesson. 2. Rehearsals were not part of PLC. PLC was focused on the "What" not the "How". 2. Social Studies lessons should include application, connections, and a well throughout DFA. 1. Sc - 1. Stability of team (mid year vacancy). Planning materials were utilized but not with team fidelity. Data was not analyzed and Summit K-12 use

Problem Statement 4 (Prioritized): 21 percentage points below campus goal in 7th grade Math. (approaches) **Root Cause:** New curriculum introduced. Internalization of lessons. Rehearsal of lessons.

Problem Statement 5 (Prioritized): Tier 1 system not established or implemented in the classroom. 368 HMS students received office referrals. Males account for 75% of discipline referrals. 9/10 most referred are 504 or Spec Ed males. **Root Cause:** Tier 1 team is not established. Tier 1 fidelity checks not frequent enough. No accountability or value placed in the system.

Post-Secondary Readiness

Post-Secondary Readiness Summary

HMS offers several CTE courses but when measuring post secondary readiness by way of NWEA there is disparity in our student performance. Students do not show their college readiness in these assessments. There is a need to not only prepare the students for their four year transition plans but prepare all of them academically for college readiness exams in middle school and in high school.

Post-Secondary Readiness Strengths

HMS offers three CTE courses, All 8th grade students declare an endorsement and create a four year plan along with a counseling session for finalization. Provide opportunity to have speakers in classrooms during Career Week to discuss professional journeys. 8th grade tests PSAT and discusses results in high school transition class. High school credit courses available for 7th and 8th graders as well as two EOC exams for 8th graders.

Problem Statements Identifying Post-Secondary Readiness Needs

Problem Statement 1: Students are not meeting CCMR indicators for graduation as evidenced by current assessments that measure college readiness given in the middle school.
Root Cause: Students do not see the value in the PSAT. Teachers are not teaching and assessing at the rigor or level of the PSAT or PACT.

Quality/Commitment of Staff

Quality/Commitment of Staff Strengths

Induction program for 0-1 teachers in place. Grade Level leads and Department lead meetings on a monthly basis. The beginning of the Leadership pipeline in the district. Several teachers going through their masters program. Provide many PD opp when appropriate. TOT model when appropriate. Encourage EC Summit presenters on HMS staff. Opportunity culture option in place starting 2022-2023.

Problem Statements Identifying Quality/Commitment of Staff Needs

Problem Statement 1 (Prioritized): 23% of staff/faculty resigned or transferred for the 23-24 SY. **Root Cause:** New teacher support not consistent throughout the year. Difficulties in education profession. Student behaviors are have become difficult to manage.

Community Engagement & Partnerships

Community Engagement & Partnerships Strengths

Career Week held each year. Involving teachers and students in Career Week. Community engagement and mutually beneficial partnerships are longtime standing. Raise your hand Texas, Be a Champ, UIL, ECHS. Career Week is celebrated every year in February with a Career Week.

Problem Statements Identifying Community Engagement & Partnerships Needs

Problem Statement 1 (Prioritized): Currently four mutually beneficial partnerships that impact students. **Root Cause:** Location of campus out of San Antonio. Personnel to go out and solicit partnerships not connected to SA community.

Fiscal & Operational System

Fiscal & Operational System Summary

Fiscal & Operational System Strengths

Long standing campus systems are in place. Monthly reports are available and discussed to ensure fidelity to the expenditures based on needs. Catalog and Circulation process and responsibilities are outlined and communicated.

Priority Problem Statements

Problem Statement 1: 27% of students report they are engaged in classes and classwork.

Root Cause 1: Content delivery is not engaging or interactive. Teachers are focused on covering the content. Cause it is easier than create or do they know how to create an engaging lesson. - How do teachers create a sense of not wanting to miss the beginning of class.

Problem Statement 1 Areas: Engaged, Well Rounded Students

Problem Statement 2: Special Education students are not performing within 10% of General population

Root Cause 2: 1. Quality planning between CoT/Gen Ed and implementation of those plans in the classroom are not evident with fidelity. Content teachers are not ready to share with CoT. Not using planning time efficiently. 2. Support required for our SpEd IA's. SpEd IA's more effective, engaged, prepared to assist in classrooms. Not enough intentional training for the IA's.

Problem Statement 2 Areas: Student Learning and Progress

Problem Statement 3: EB students are not performing at the same rate as general population in Math and within 10% in Reading.

Root Cause 3: 1. Inconsistent use of high yield strategies during instruction. 2. Not enough intentional training for the ESL IA's.

Problem Statement 3 Areas: Student Learning and Progress

Problem Statement 4: Students are performing more than 13 percentage points lower in 8th SS and 45 percentage points lower in 8th Sc than campus goals on STAAR. (approaches)

Root Cause 4: 1. SS -Teachers did not internalize the content prior to lesson. 2. Rehearsals were not part of PLC. PLC was focused on the "What" not the "How". 2. Social Studies lessons should include application, connections, and a well throughout DFA. 1. Sc - 1. Stability of team (mid year vacancy). Planning materials were utilized but not with team fidelity. Data was not analyzed and Summit K-12 use

Problem Statement 4 Areas: Student Learning and Progress

Problem Statement 5: 21 percentage points below campus goal in 7th grade Math. (approaches)

Root Cause 5: New curriculum introduced. Internalization of lessons. Rehearsal of lessons.

Problem Statement 5 Areas: Student Learning and Progress

Problem Statement 6: Tier 1 system not established or implemented in the classroom. 368 HMS students received office referrals. Males account for 75% of discipline referrals. 9/10 most referred are 504 or Spec Ed males.

Root Cause 6: Tier 1 team is not established. Tier 1 fidelity checks not frequent enough. No accountability or value placed in the system.

Problem Statement 6 Areas: Student Learning and Progress

Problem Statement 7: 23% of staff/faculty resigned or transferred for the 23-24 SY.

Root Cause 7: New teacher support not consistent throughout the year. Difficulties in education profession. Student behaviors are have become difficult to manage.

Problem Statement 7 Areas: Quality/Commitment of Staff

Problem Statement 8: Currently four mutually beneficial partnerships that impact students.

Root Cause 8: Location of campus out of San Antonio. Personnel to go out and solicit partnerships not connected to SA community.

Problem Statement 8 Areas: Community Engagement & Partnerships

Problem Statement 9: 93% attendance goal were not met.

Root Cause 9: School has not done enough to communicate the value of school. Communication is not personable.

Problem Statement 9 Areas: Engaged, Well Rounded Students

Problem Statement 10: 33% of HMS students do not feel connected to school or community. Service Learning opportunities have ceased.

Root Cause 10: Adults are not finding ways to connect with their students. Adults don't see the value. Focus is on academics not social and emotional.

Problem Statement 10 Areas: Engaged, Well Rounded Students

Problem Statement 11: 11% of referrals are in the hallway and 29% is during transition.

Root Cause 11: Too many students in hallway. Lack of fidelity to a system of students out of class. Lack of fidelity to the Tier 1 system in classrooms, bathrooms, hallways, cafeteria.

Problem Statement 11 Areas: Student Safety & Well Being

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Effective Schools Framework data
- Community Based Accountability System (CBAS)

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 failure and/or retention rates
- Observation Survey results
- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: July 17, 2023

Goal 1: Engaged, Well Rounded Students

Key Question 1: To what degree does ECISD provide diverse experiences to meet the needs and interests of all students?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 1: Engaged, Well Rounded Students

Key Question 2: To what degree is student voice valued and reflected in student experiences?

Initial Status: Maintain





Summative Evaluation: Q1: On Track

Q2: On Track

Goal 1: Engaged, Well Rounded Students

Key Question 3: To what degree are all students engaged in our schools and the community?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: HMS will create systems to minimize the amount of time students are out of class and create learning opportunities for all students that will maximize student participation in every class, every day.</p> <p>Evidence of Success: HMS students will reach 94% attendance rate for the 2023-2024 school year.</p> <p>Staff Responsible: Principal</p> <p>Problem Statements: Engaged, Well Rounded Students 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: A weekly report will be generated and shared with administrators and counselors to be utilized for parent contact for any student falling below 94% cumulative attendance.

Expected outcome: Q1 - 70% of identified students will be contacted personally; remainder will be contacted via Talking Points and/or parent link. Q2/Q3/Q4 - 50% of identified students will be contacted personally; remainder will be contacted via Talking Points and/or parent link.

Provider / Presenter / Person Responsible: Associate Principal

Date(s) / Timeframe: August 2023- May 2024: Weekly report reviewed by administrators/counselors. Parent communication will be initiated.

Staff Responsible: Associate Principal

Targeted Support Strategy

Strategy 2: Attendance forums will be held throughout the year.

Expected Outcome: One meeting per quarter for any student with 7 or more absences for Q1 and 10 or more absences for Q2-Q4.

Provider / Presenter / Person Responsible: Associate Principal

Date(s) / Timeframe: October: 1 attendance forum
December: 1 attendance forum

February: 1 attendance forum

May: 1 attendance forum

Staff Responsible: Associate Principal

Targeted Support Strategy

Key Question 3 Problem Statements:





Engaged, Well Rounded Students

Problem Statement 2: 93% attendance goal were not met. Root Cause: School has not done enough to communicate the value of school. Communication is not personable.
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Goal 2: Student Safety & Well Being

Key Question 1: To what degree are students safe and feel secure at school, physically and socially/emotionally?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: HMS will create conditions where students feel safe and secure physically, emotionally and socially/emotionally through intentional planning of lessons and creation of systems to monitor in class and out of class experiences while on campus.</p> <p>Evidence of Success: HMS BOY Panorama Data under "School Climate" for students will score at 36% and maintain or increase at the MOY and EOY screeners.</p> <p>Staff Responsible: Associate Principal</p> <p>Problem Statements: Student Safety & Well Being 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<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>				

Strategy 1: The Tier 1 Behavior System will be implemented with fidelity.

Expected Outcome:

Quarter 2: 60% Fidelity to Tier 1 Behavior Checks

Quarter 3: 70% Fidelity to Tier 1 Behavior Checks

Quarter 4: 80% Fidelity to Tier 1 Behavior Checks

Provider / Presenter / Person Responsible: Assistant Principal

Date(s) / Timeframe: June 2023- August 2023: Write Tier 1 Handbook; Tier 1 team established; training materials created for teachers; develop rubric for classroom observations.

August 2023: Train teachers on SWE

September 2023 - Meet with Tier 1 team; establish Tier 1 protocols and develop the fidelity tool; reteach behavior matrix; SWE lessons for students.

October 2023-May 2024 - Weekly fidelity checks, weekly coaching for teachers on Behavior Management and Tier 1 behavior as needed.

December 2023 Monthly Classroom Management PD sessions offered

Staff Responsible: Assistant Principal

Targeted Support Strategy

Key Question 1 Problem Statements:

Student Safety & Well Being

Problem Statement 1: 11% of referrals are in the hallway and 29% is during transition. **Root Cause:** Too many students in hallway. Lack of fidelity to a system of students out of class. Lack of fidelity to the Tier 1 system in classrooms, bathrooms, hallways, cafeteria.

Goal 2: Student Safety & Well Being

Key Question 2: To what degree are we able to respond, both proactively and re-actively, to crisis situations?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 2: Student Safety & Well Being

Key Question 3: To what degree do we provide support services for staff, students, and families on an ongoing basis and in a crisis?

Initial Status: Maintain but Consider a Change





Summative Evaluation: Q1: On Track

Q2: On Track

Goal 3: Student Learning and Progress

Key Question 1: To what degree do we support student learning and progress?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We will help students that are struggling close the gap by identifying struggling students and providing high quality interventions.</p> <p>Evidence of Success: 42% of students identified for Math or Reading Tier 2 or Tier 3 services will close their achievement gap by increasing their scores from BOY to EOY by 3 percentile rank.</p> <p>Staff Responsible: Academic Dean</p> <p>Problem Statements: Student Learning and Progress 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Create, implement and monitor a plan for BOY, MOY, EOY screenings.

Expected Outcome:

A minimum 10 EC Cares meeting per semester.

Date(s) / Timeframe: August 2023 PF attend training BOY training and complete BOY plans

August 2023 Train staff on BOY MAP, Panorama, and Bubs and EC Cares/MTSS student meeting process

August 2023 Train AI teachers on Interventions and distribute Week at a Glance for WIN

September 1, 2023 Create schedule for EC Cares/MTSS student meetings

Create schedule MTSS Quarterly Fidelity Checks

September 29, 2023 Train AI teachers on Branching Minds and

September 2023 - May 2024 conduct fidelity checks in WIN weekly on rotation basis

September 2023 - May 2024 conduct EC Cares/MTSS student meetings monthly regroup students in AI or MTSS as needed based on progress monitoring.

Staff Responsible: Program Facilitator

Targeted Support Strategy

Strategy 2: ILT will look at multiple data sources to track progress towards intended outcomes and makes modifications and report back to teachers and/or create coaching cycles for targeted teachers.

Expected Outcome: ILT will engage in reviewing student work and or data during 85% of the meetings each quarter

Date(s) / Timeframe: August 2023 Create protocol to add to ILT weekly agenda and develop a system to report back to teachers.
September 2023 - May 2024 ILT will engage in the reviewing of student work and/or student outcome data using the CID, Eduphoria, screener, and Interim data to Tier teachers and create coaching cycles.

Staff Responsible: Principal

Targeted Support Strategy

Key Question 1 Problem Statements:

Student Learning and Progress
<p>Problem Statement 1: Special Education students are not performing within 10% of General population Root Cause: 1. Quality planning between CoT/Gen Ed and implementation of those plans in the classroom are not evident with fidelity. Content teachers are not ready to share with CoT. Not using planning time efficiently. 2. Support required for our SpEd IA's. SpEd IA's more effective, engaged, prepared to assist in classrooms. Not enough intentional training for the IA's.</p> <p>Problem Statement 2: EB students are not performing at the same rate as general population in Math and within 10% in Reading. Root Cause: 1. Inconsistent use of high yield strategies during instruction. 2. Not enough intentional training for the ESL IA's.</p>

Goal 3: Student Learning and Progress

Key Question 2: To what degree is a growth mindset a part of how we do business?

Initial Status: Maintain





Summative Evaluation: Q1: On Track

Q2: On Track

Goal 3: Student Learning and Progress

Key Question 3: To what degree are students growing and achieving academically and behaviorally?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We will engage in rigorous learning utilizing high quality instruction and frequently progress monitoring and adjusting so that students perform on level.</p> <p>Evidence of Success: By September 2025, HMS will earn a "met standards rating C" with at least 70% approaches, 40% meets, 20% masters on STAAR.</p> <p>Staff Responsible: Principal</p> <p>Problem Statements: Student Learning and Progress 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Train, and implement with fidelity Carnegie Math

Expected Outcome: 100% of classroom visits show evidence of HQIM implementation (teachers using TE, students using student materials) Q1 - 60 % of the time Lesson Rehearsals are conducted in Math PLC's. Q2-Q4 - 75% of the time Lesson Rehearsals are conducted in Math PLC's.

Date(s) / Timeframe: August 2023 Onboard new Math teachers on Carnegie Math, Math department training, Mathia training
 August 2023 Create fidelity check document August - October 2023 conduct fidelity checks focused on pacing, materials usage, Mathia, annotations, Coaching directly related to fidelity check with observation opportunity

Staff Responsible: Academic Dean

Targeted Support Strategy

Strategy 2: Utilization of Summit K-12 Science with fidelity.

Expected Outcome: Each student will engage in Summit K-12 Science with a minimum of 180 of minutes per quarter.

Date(s) / Timeframe: September 2023 Train all Science teachers and access to Summit K-12 Science.
 September 2023- May 2024 check lesson plans; monitor usage; walk throughs

Staff Responsible: Academic Dean

Targeted Support Strategy

Strategy 3: Daily utilization of the Instructional Playbook in the classroom.

Expected Outcome:

Quarter 1 - 75% fidelity use of in classroom

Quarter 2 - 80% fidelity use of in classroom

Quarter 3 & 4 - 90% fidelity use of in classroom

Date(s) / Timeframe: August 2023 - Teacher review and training on Instructional Playbook with resources

August 2023 Create and Calibrate on Data Collection tool

August 2023 - April 2024 monthly teacher training

August 2023- May 2024 Classroom fidelity checks on a two week rotation basis

Staff Responsible: Academic Dean

Targeted Support Strategy

Strategy 4: SMARTER Process implemented and aligned to Quarterly (SM) planning, Weekly (ART - ER), and Data Talks (ER)

Expected Outcome: 80% of teachers quarterly planning will be aligned to the SMARTER process as outlined in the HMS Quarter planning agenda, 90% of teachers weekly planning will be aligned to the SMARTER process as outlined in the Weekly PLC Agenda , 90% of teachers data talks will be aligned to the SMARTER process as outlined in the Data Talk Agenda

Date(s) / Timeframe: August 2021 Teachers trained on the SMARTER process, include roles and reflection

August 2023 Create scorecard to track SMARTER fidelity data Quarterly, Weekly, Data Talks

Bi Weekly review of SMARTER scorecard with reflection in ILT meetings.

Quarterly share data with teams for reflection and refinement

Staff Responsible: Academic Dean

Targeted Support Strategy

Strategy 5: High Yield Strategy training for targeted Core Content LP teachers.

Expected Outcome:

100% of targeted Core Content Teachers will be trained in EB High Yield Strategies.

Date(s) / Timeframe: August 2023 - schedule teachers for High Yield Strategies session through Strive

October 2023 - November 2023

Training completed by all teachers

Strategy 6: Coaching and Feedback based on the needs of identified teachers

Expected Outcome: 75% Identified teachers will be taken through the entire coaching cycle.

Date(s) / Timeframe: August 2023 Create a plan for weekly classroom observations for each administrator based on teacher roster (Core and New to HMS teachers)
August 2023 Create a system of collecting classroom observation data
August 2023 Train admin team on coaching cycle and create a system of weekly coaching and feedback for identified teachers using ECISD coaching models.
August 2023 - May 2024 Coaching cycle utilized for identified teachers

Staff Responsible: Principal

Targeted Support Strategy

Strategy 7: SDI will be incorporated into planning for Special Education Students

Expected outcome:

100% of CoT submit lessons plans for 66% of classes September - October

100% of CoT submit lesson plans for 100% of classes November - May

Date(s) / Timeframe: August 2023 - All Special Ed CoT and Gen Ed teachers receive training and CoT SDI plan calibration
Sept 2023 - May 2024 CoT plans will be checked for fidelity to the model by IS and SpEd Facilitator with feedback
Sept 2023 - May 2024 - Classroom observation with feedback to observe implementation of SDI plans.

Staff Responsible: Academic Dean

Targeted Support Strategy

Key Question 3 Problem Statements:

Student Learning and Progress

Problem Statement 1: Special Education students are not performing within 10% of General population **Root Cause:** 1. Quality planning between CoT/Gen Ed and implementation of those plans in the classroom are not evident with fidelity. Content teachers are not ready to share with CoT. Not using planning time efficiently. 2. Support required for our SpEd IA's. SpEd IA's more effective, engaged, prepared to assist in classrooms. Not enough intentional training for the IA's.

Problem Statement 2: EB students are not performing at the same rate as general population in Math and within 10% in Reading. **Root Cause:** 1. Inconsistent use of high yield strategies during instruction. 2. Not enough intentional training for the ESL IA's.

Problem Statement 3: Students are performing more than 13 percentage points lower in 8th SS and 45 percentage points lower in 8th Sc than campus goals on STAAR. (approaches) **Root Cause:** 1. SS -Teachers did not internalize the content prior to lesson. 2. Rehearsals were not part of PLC. PLC was focused on the "What" not the "How". 2. Social Studies lessons should include application, connections, and a well throughout DFA. 1. Sc - 1. Stability of team (mid year vacancy). Planning materials were utilized but not with team fidelity. Data was not analyzed and Summit K-12 use

Problem Statement 4: 21 percentage points below campus goal in 7th grade Math. (approaches) **Root Cause:** New curriculum introduced. Internalization of lessons. Rehearsal of lessons.

Student Learning and Progress

Problem Statement 5: Tier 1 system not established or implemented in the classroom. 368 HMS students received office referrals. Males account for 75% of discipline referrals. 9/10 most referred are 504 or Spec Ed males. **Root Cause:** Tier 1 team is not established. Tier 1 fidelity checks not frequent enough. No accountability or value placed in the system.

Goal 3: Student Learning and Progress

Key Question 4: To what degree do we assure student success by building on student strengths?

Initial Status: Maintain





Summative Evaluation: Q1: On Track

Q2: On Track

Goal 4: Post-Secondary Readiness

Key Question 1: To what degree are students ready to make a meaningful life and living?

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: We will align students' academic requirements, career interests, and postsecondary goals to ensure that all students are college, career, and military ready, preparing them to choose their future.</p> <p>Evidence of Success: 37% of 8th grade students will score college ready (22+) on the PreACT.</p> <p>Staff Responsible: Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Administer the PreACT to 8th grade students for February.

Expected Outcome:

Q3 - 8 PreAct sessions are facilitated to all 8th grade students in WIN class.

Provider / Presenter / Person Responsible: Academic Dean

Date(s) / Timeframe: January 2024- present PreACT overview during WIN.
 January 2024-February 2024- Once a week, every Friday, students will practice ACT questions.
 February 2024- communication out to 8th grade parents about upcoming assessment.

Staff Responsible: Academic Dean

Strategy 2: Target students and place in rigorous courses based on 2024 EOY scores.

Expected Outcome: Top 25% of rising 6th - 8th grade students will be enrolled in Humanities and Pre-Bio and 26%-50% will be enrolled in Honors RLA, Social Studies, and Pre-Bio the 2024-2025 school year.

Provider / Presenter / Person Responsible: Counselors

Date(s) / Timeframe: January 2024 - Letters will be mailed home to students who meet requirements based on district data.
 February 2024- Communicate with parents and make schedule adjustments, where needed.
 March 7, 2024 - All student schedules solidified in Ascender.

Staff Responsible: Counselors

Goal 4: Post-Secondary Readiness

Key Question 2: To what degree are students planning for post-secondary and executing their plans?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 4: Post-Secondary Readiness

Key Question 3: To what degree are students ready for citizenship and civic duty?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 4: Post-Secondary Readiness

Key Question 4: To what degree does the system reflect "all means all"?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 5: Quality/Commitment of Staff

Key Question 1: To what degree does staff positively impact students according to need?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 5: Quality/Commitment of Staff

Key Question 2: To what degree do our staff members exemplify the Profile of an EC Learning Leader?

Initial Status: Maintain but Consider a Change





Summative Evaluation: Q1: On Track

Q2: On Track

Goal 5: Quality/Commitment of Staff

Key Question 3: To what degree do we train and develop new and existing staff?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: We will train, develop, and hire quality staff.</p> <p>Evidence of Success: From Jul 3, 2023, 90% of the exempt staff and 85% nonexempt that was employed on Jun 3, 2024 will be retained with the intent of returning for the 24-25 school year (Current status 78% exempt and 60% nonexempt).</p> <p>Staff Responsible: Principal</p> <p>Problem Statements: Quality/Commitment of Staff 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Scheduled observations and meetings with Mentors and Mentees.

Expected Outcomes:

Bi-Weekly Meetings (0-1 year)

Quarterly (Week 9, 18, 27, 36) - Mentor check in

Date(s) / Timeframe: August 2023 - Strategically assign Mentor and Buddies
 August 2023 Induction Program training
 August 2023 - May 2024 - Bi Weekly - Coaching cycle (0 and 1 year teachers)
 Quarterly Meetings with Mentors

Targeted Support Strategy

Strategy 2: Mid Year reviews with all exempt staff to review SLO and professional goal progress.

Expected Outcome:

100% of teachers will meet with TTESS appraiser

Date(s) / Timeframe: August 2023 SLO training
 October 2023 SLO goals due

Mid Year review due Feb 2024

Staff Responsible: TTESS appraiser

Targeted Support Strategy

Key Question 3 Problem Statements:

Quality/Commitment of Staff
Problem Statement 1: 23% of staff/faculty resigned or transferred for the 23-24 SY. Root Cause: New teacher support not consistent throughout the year. Difficulties in education profession. Student behaviors are have become difficult to manage.

Goal 5: Quality/Commitment of Staff

Key Question 4: To what degree is staff empowered to realize the mission of the district?

Initial Status: Maintain





Summative Evaluation: Q1: On Track

Q2: On Track

Goal 6: Community Engagement & Partnerships

Key Question 1: To what degree do we cultivate mutually beneficial partnerships?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: HMS will focus on establishing and maintaining quality relationships with community partners that will help our campus reach our goals as well as our partners goals while positively impacting our students.</p> <p>Evidence of Success: HMS will increase their mutually beneficial partnerships by two for the 2023-2024 SY.</p> <p>Staff Responsible: Academic Dean</p> <p>Problem Statements: Community Engagement & Partnerships 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<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>				

Strategy 1: Research and recruit mutually beneficial partnerships.

Expected Outcome:

Increase mutually beneficial partnerships by two this school year.

Date(s) / Timeframe: August - September 2023 - Research options in San Antonio Community partner with Region 20, CIS, CCMR Department
 October 2023 - December 2023 - Recruit new mutually beneficial partnerships
 March 2024 - Host MASTERS night and invite new partners

Staff Responsible: Academic Dean

Targeted Support Strategy

Key Question 1 Problem Statements:

Community Engagement & Partnerships
<p>Problem Statement 1: Currently four mutually beneficial partnerships that impact students. Root Cause: Location of campus out of San Antonio. Personnel to go out and solicit partnerships not connected to SA community.</p>

Goal 6: Community Engagement & Partnerships

Key Question 2: To what degree do our partnerships positively impact stakeholders?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 6: Community Engagement & Partnerships

Key Question 3: To what degree do we connect with workforce needs?

Initial Status: Maintain





Summative Evaluation: Q1: On Track

Q2: On Track

Goal 7: Fiscal & Operational System

Key Question 1: To what degree do we align resources to high priority goals?

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: HMS will align our needs assessments, goals strategies, and budgets when appropriating expenditures. Evidence of Success: 100% of the 2023-24 budget will be aligned to the identified needs and 75% spent in achieving identified goals. Staff Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<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>				

Strategy 1: Utilize district budget worksheets in conjunction with the campus improvement plan to determine the alignment of all expenditures.

Expected Outcome: 100% of all expenditures are aligned to identified needs and goals .

Date(s) / Timeframe: August 2023 - evaluate campus needs and generate PO's
 Sept - March 2024 - purchases of qualified resources and expenditures





Staff Responsible: Principal

Targeted Support Strategy

Goal 7: Fiscal & Operational System

Key Question 2: To what degree are we fiscally and operationally efficient and transparent?

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: We will establish a baseline in all inventory management systems so that we ensure efficient operations and regularly verify our PEIMS coding is accurate to ensure our internal systems are accurate so that we can meet student needs and guarantee accurate and timely reporting to the state.</p> <p>Evidence of Success: 100% of non-consumable and fixed assets will be accounted for in inventory management systems by June 3, 2024.</p> <p>Staff Responsible: Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: HMS will utilize the Follett Management System to track and manage assets.

Expected Outcome: 100% of newly acquired assets or resources will be cataloged and circulated through Follette.

Date(s) / Timeframe: August 2023 - May 2024 - all new resources will be cataloged and circulated through the Follette system.

Staff Responsible: Academic Dean

Strategy 2: Verify reports each six weeks. makes necessary corrections, and edits codes in ASCENDER. Annotated reports and signature sheets are returned to the Information Systems office by the due date.

Expected Outcome: 99% of key student's records will be accurate to include to the following codes: 504

Date(s) / Timeframe: September 21, 2023 1st Six Weeks

September 25, 2023 Reports distributed

October 6, 2023 Due back to Information Systems

Staff Responsible: Academic Dean

Targeted Support Strategy

Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
1	3	1	1	A weekly report will be generated and shared with administrators and counselors to be utilized for parent contact for any student falling below 94% cumulative attendance. Expected outcome: Q1 - 70% of identified students will be contacted personally; remainder will be contacted via Talking Points and/or parent link. Q2/Q3/Q4 - 50% of identified students will be contacted personally; remainder will be contacted via Talking Points and/or parent link.
1	3	1	2	Attendance forums will be held throughout the year. Expected Outcome: One meeting per quarter for any student with 7 or more absences for Q1 and 10 or more absences for Q2-Q4.
2	1	1	1	The Tier 1 Behavior System will be implemented with fidelity. Expected Outcome: Quarter 2: 60% Fidelity to Tier 1 Behavior Checks Quarter 3: 70% Fidelity to Tier 1 Behavior Checks Quarter 4: 80% Fidelity to Tier 1 Behavior Checks
3	1	1	1	Create, implement and monitor a plan for BOY, MOY, EOY screenings. Expected Outcome: A minimum 10 EC Cares meeting per semester.
3	1	1	2	ILT will look at multiple data sources to track progress towards intended outcomes and makes modifications and report back to teachers and/or create coaching cycles for targeted teachers. Expected Outcome: ILT will engage in reviewing student work and or data during 85% of the meetings each quarter
3	3	1	1	Train, and implement with fidelity Carnegie Math Expected Outcome: 100% of classroom visits show evidence of HQIM implementation (teachers using TE, students using student materials) Q1 - 60 % of the time Lesson Rehearsals are conducted in Math PLC's. Q2-Q4 - 75% of the time Lesson Rehearsals are conducted in Math PLC's.
3	3	1	2	Utilization of Summit K-12 Science with fidelity. Expected Outcome: Each student will engage in Summit K-12 Science with a minimum of 180 of minutes per quarter.
3	3	1	3	Daily utilization of the Instructional Playbook in the classroom. Expected Outcome: Quarter 1 - 75% fidelity use of in classroom Quarter 2 - 80% fidelity use of in classroom Quarter 3 & 4 - 90% fidelity use of in classroom
3	3	1	4	SMARTER Process implemented and aligned to Quarterly (SM) planning, Weekly (ART - ER), and Data Talks (ER) Expected Outcome: 80% of teachers quarterly planning will be aligned to the SMARTER process as outlined in the HMS Quarter planning agenda, 90% of teachers weekly planning will be aligned to the SMARTER process as outlined in the Weekly PLC Agenda , 90% of teachers data talks will be aligned to the SMARTER process as outlined in the Data Talk Agenda
3	3	1	6	Coaching and Feedback based on the needs of identified teachers Expected Outcome: 75% Identified teachers will be taken through the entire coaching cycle.
3	3	1	7	SDI will be incorporated into planning for Special Education Students Expected outcome: 100% of CoT submit lessons plans for 66% of classes September - October 100% of CoT submit lesson plans for 100% of classes November - May

Goal	Key Question	System Response	Strategy	Description
5	3	1	1	Scheduled observations and meetings with Mentors and Mentees. Expected Outcomes: Bi-Weekly Meetings (0-1 year) Quarterly (Week 9, 18, 27, 36) - Mentor check in
5	3	1	2	Mid Year reviews with all exempt staff to review SLO and professional goal progress. Expected Outcome: 100% of teachers will meet with TTESS appraiser
6	1	1	1	Research and recruit mutually beneficial partnerships. Expected Outcome: Increase mutually beneficial partnerships by two this school year.
7	1	1	1	Utilize district budget worksheets in conjunction with the campus improvement plan to determine the alignment of all expenditures. Expected Outcome: 100% of all expenditures are aligned to identified needs and goals .
7	2	1	2	Verify reports each six weeks. makes necessary corrections, and edits codes in ASCENDER. Annotated reports and signature sheets are returned to the Information Systems office by the due date. Expected Outcome: 99% of key student's records will be accurate to include to the following codes: 504

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
C. Cook	Middle School Academic Dean	Title I	1
S. Ramirez	Middle School Academic Dean	Title I	1