

Garland Independent School District
Houston Middle School
2024-2025 Campus Improvement Plan



Mission Statement

The Sam Houston faculty and staff, in partnership with our students, parents, and the community, will establish meaningful relationships with each other to encourage all students to build strong social and academic foundations, to ensure that students have the necessary skills for college and career readiness for real world endeavors.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sam Middle School serves a diverse population in the east DFW community of Garland. Hispanic children comprise 74.6% of the student population. African- American children comprise of 6.4%. White children comprise of 6.5%, and two or more races along with Pacific Islander at 1.7%.

90.6% of our students are from low socio-economic families.

72.5% of our student population is served under the EB umbrella.

Our Special Education program currently serves 117 students which is 13% of our campus' population. Our demographics are as follows: We have 1 Behavior Academic Supportive Environment (BASE) unit, 2 Alternative Learning Environment (ALE) units, we have co-teach classes for both reading and math, and inclusion services.

Our school has the following academic support programs: AVID, AVID Excel

Our staff includes 3 academic counselors and 1 Responsive Services counselor as well as 1 ELAR Instructional Coach and 1 Math Instructional Coach.

Demographics Strengths

1. Sam Houston has AVID and AVID Excel classes in all grade levels.
2. Sam Houston Algebra students earned a 96% passing rate on the 2024 Algebra EOC exam.
3. 96% of SHMS AVID Excel students were accepted into High School Magnet Programs during the 2023-2024 school year.
4. 53% of the Sam Houston staff is represented by various minority groups, and 37% of the staff is male.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sam Houston currently has 2% of the student body that has been identified as GT. The larger percentage of students that are achieving mastery of the STAAR assessment in all contents are not GT identified and not benefitting from accelerated instruction and advanced placement pathways. Based on student performance levels, students are being under identified for GT programming. **Root Cause:** Due to inconsistent training, implementation, and progress monitoring of GT students. Lack of teacher training regarding identifying GT students for the proper programming.

Student Learning

Student Learning Summary

Overall student achievement decreased as defined by STAAR and MAP scores.

of AP Spanish students passed the AP Spanish Credit by Exam with an average score of ??(July).

96% of Algebra students passed the End of Course exam.

Our results are as follows on the 2024 STAAR:

<i>Meets</i>	Reading	Math	Science	Social Studies
6th Grade	19.9	13.7	N/A	N/A
7th Grade	19.9	0	N/A	N/A
8th Grade	23.1	18.8	13.2	8.3

Student Learning Strengths

1. 96% of Sam Houston Algebra students met meets performance level on the 2023-2024 Algebra EOC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 83.3 % of all student groups did not meet Meets Grade Level on all 2023-2024 STAAR assessments administered. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet set Meets Grade Level goal.

Problem Statement 2: Our Emerging Bilingual population Did Not Meets in each area as follows: Reading (80%), Math (67%), Science (89%), and Social Studies (95%) on 2023-2024 STAAR exams. **Root Cause:** Due to inconsistent training, implementation, and progress monitoring specific to EL students, performance was negatively impacted.

Problem Statement 3: 79% of All Students did not meet, Meets Grade Level on the 2023-2024 Reading STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal.

Problem Statement 4: 83.8% of All Students did not meet Meet Grade Level on the 2023-2024 Math STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal.

Problem Statement 5: 91.7% of All Students did not meet Meets Grade Level on the 2023-2024 Social Studies STAAR exam. **Root Cause:** Due to the insufficient quality of

teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal.

Problem Statement 6: 86.8% of All Students did not meet Meets Grade Level on the 2023-2024 Science STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal.

School Processes & Programs

School Processes & Programs Summary

Sam Houston continued the implementation of PBIS in common areas this year. The PBIS team presented schoolwide procedures and also included a classroom management component so that teachers could plan their expectations and reward and consequence system. Teachers were empowered to enforce their own discipline consequences and use referrals as leverage. This is resulting in lower class incidence. This year the campus is implementing SEL lessons into the WIN period and 6th grade P.E. classes on a weekly basis. This is designed to assist students with SEL concerns and issues.

Sam Houston has incorporated the 7 Steps for Sheltered Instruction schoolwide. Evidence of utilization during lessons is incorporated within the structure of campus and TTESS walkthroughs and observations.

School Processes & Programs Strengths

1. The PBIS program implementation will continue with intentionality schoolwide and included a classroom management component to aide individual teachers.
2. Staff presence during duty and transition times increased.
3. Administration strove to celebrate staff that made an impact through their interactions with students.
4. PBIS team members and administration went around to celebrate students who received PRIDE passes. (Passes identify students who exemplify Pride, Responsibility, Integrity, Determination, Excellence)
5. All classroom teachers have received training in the 7 Steps of Sheltered Instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 81% of student management incidents resulted in exclusionary discipline. **Root Cause:** Insufficient teacher training regarding student behavioral classroom management practices and alternatives to exclusionary consequences have not been fully explored.

Problem Statement 2: The 23-24 end of school year attendance rate was 93.1%. **Root Cause:** Communication to inform parents and students about attendance should have occurred more frequently.

Problem Statement 3: TELPASS scores contributed to lowering our overall student achievement rating. **Root Cause:** 72.5% of our students are classified Emergent Bilingual. Students and teachers needed earlier preparation time.

Perceptions

Perceptions Summary

The Sam Houston Mission Statement is to "Encourage all students to build strong social and academic foundations so that students have the necessary skills for college and career readiness for real-world endeavors."

Sam Houston Middle School believes all students can achieve if provided with equitable resources and opportunities. We strive for academic and holistic student growth by introducing students to multifaceted educational opportunities in order to prepare students for real-world endeavors.

In the past, families did not attend Sam Houston functions at a high rate as evidenced by surveys. Sam Houston has implemented Talking Points to break down language barriers and converse with parents more frequently and efficiently.

Perceptions Strengths

1. When answering the FACE survey, parents responded with "Always" as the majority response for each survey question.
2. 98% of parents who responded reported they receive information in a language they can understand.
3. The majority of parents that responded to the FACE survey reported that they believed SHMS teachers and staff care about their student.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 14% of parents surveyed did not "always" feel that the school encourages them to be involved in activities nor actively recruited to serve on campus or district committees. **Root Cause:** Sam Houston worked to increase parental involvement opportunities during the 2023-2024 school year with the implementation of Talking Points.

Priority Problem Statements

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- 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 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals





Revised/Approved: September 5, 2024

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 1: Percent of students in grades 6-8 demonstrating literacy as measured by Meets Grade Level performance on STAAR Reading will increase from 34% to 40% in 24-25.

Evaluation Data Sources: Spring STAAR Accountability





Strategy 1 Details	Reviews			
<p>Strategy 1: ELAR, RLA, and EB teachers will provide individual and small group instruction using online platforms and resources to provide additional intervention and enrichment focused on reading and writing.</p> <p>Strategy's Expected Result/Impact: Positive impact on student performance to increase percentage of Meets grade level</p> <p>Staff Responsible for Monitoring: ELAR and EB teachers, instructional coach, and assistant principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Flocabulary - 6300 Supplies and Materials- Title I Funds - \$3,950</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Literacy enrichment teachers will frequently and aggressively monitor student's learning of essential reading standards</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Students will be given the opportunity to participate in before school, after school, Saturday tutoring programs, and off campus activities to increase academic performance.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: The instructional coach will work with and coach all teachers on best practices in order to improve student outcomes. Funding Sources: Supplemental Pay - 6100 Payroll- Title I Funds - \$6,000	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 2: At least 80% of participants will indicate that events connecting Sam Houston to external communities had a positive impact on their awareness, understanding, and/or expectations as measured through parent surveys.

Evaluation Data Sources: Parent survey data

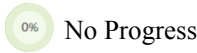
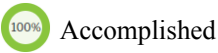
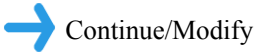
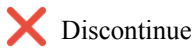
Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will implement effective forms of two-way communication through various methods in parents' native language via Talking Points.</p> <p>Strategy's Expected Result/Impact: At least 80% of participants will indicate that two-way communication had a positive impact on their understanding regarding Sam Houston</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Talking Points - 6300 Parent Involvement. Supplies T1 - \$5,600</p>	Formative			Summative
	Nov	Feb	Apr	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>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 3: Percent of EB students demonstrating English language acquisition, as measure by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS) will increase from 27% to 33% in 24-25.

Evaluation Data Sources: TELPAS spring administration

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use content specific instructional strategies that focus on EB best practices including Lead4ward, AVID, STEM, and dictionary usage that will enhance language acquisition.</p> <p>Strategy's Expected Result/Impact: Increased STAAR results for EB students</p> <p>Staff Responsible for Monitoring: Administrators, EB teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Dictionaries - 6300 Supplies and Materials- Title I Funds - \$3,679.20</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.


Performance Objective 4: Percent of students in grade 8 demonstrating social studies understanding as measured by Meets grade level performance on STAAR social studies will increase from 10% to 40% Meets in 24-25.

Evaluation Data Sources: STAAR Spring Administration

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be given the opportunity to participate in before school, after school. Saturday tutoring programs and of campus activities to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Programs and activities will enhance student learning and create connections between curriculum and the real world.</p> <p>Staff Responsible for Monitoring: Administrators, Social studies department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will utilize Progress Learning program to target weak areas and complete a study plan to reach Meets on 2024 STAAR.</p> <p>Strategy's Expected Result/Impact: Students will increase from 10% Meets to 40% Meets for Social Studies STAAR 2024.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Progress Learning - 6300 Supplies and Materials- Title I Funds - \$11,580</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 5: Percent of students in grade 8 demonstrating science understanding as measured by Meets grade level performance on STAAR science will increase from 17% to 40% Meets in 24-25.

Evaluation Data Sources: STAAR Spring Administration

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use content specific instructional strategies that focus on science best practices, including Summit K12 Science, that will increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increased STAAR performance</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Summit K12 - 6300 Supplies and Materials- Title I Funds - \$2,682.75</p>	Formative			Summative
	Nov	Feb	Apr	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>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 6: Percent of students demonstrating mathematical proficiency as measured by Meets grade level performance on STAAR Math tests and Algebra EOC will increase from 28% to 40% Meets in 24-25.

Evaluation Data Sources: STAAR Spring Administration

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 7: Percent of student management incidents resulting in exclusionary consequences [Out of School Suspension, Alternative Education Center, and JJAEP] will decrease from 32% to 22% by 2025.

Evaluation Data Sources: Review360 Incident Report Summary

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 8: Percent of students in all grades demonstrating proficiency as measured by Meets grade level performance on STAAR assessments will increase from 17% to 40% Meets in 24-25.

Evaluation Data Sources: STAAR spring administration

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 9: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student groups in 2024 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All students: Reading academic achievement from 34% to at least 40% Meets.

All students: Mathematics academic achievement from 28% to at least 40% Meets.

All students: Student success (D1 STAAR Component) from 27% to at least 40% Meets.

Closing Gaps:

African-American Students

African American Students: Reading academic achievement from 47% to at least 40% Meets.

African American Students: Mathematics academic achievement from 32% to at least 40% Meets.

Students who receive Special Education services

Reading: Reading academic achievement will increase grades 6-8 from 18% Meets to 20% Meets.

Math: Mathematics academic achievement will increase in grades 6-8 from 16% Meets to 20% Meets.

ESL Students

Reading: Reading academic achievement from 32% to at least 40% Meets.

Math: Mathematics academic achievement from 28% to at least 40% Meets.

High Priority

Evaluation Data Sources: STAAR spring data

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024