

Houston Independent School District
045 Deady Middle School
2022-2023 Campus Improvement Plan



Mission Statement

The mission of James S. Deady Middle School is to achieve academic and social excellence by providing collaborative and inquiry-based opportunities within a nurturing and community-supported learning environment.

Vision

The vision of James S. Deady Middle School is to provide authentic and diverse learning experiences for every student by working with all stakeholders to foster successful advocacy and agency to compete in a global society.

Core Beliefs

Safety Above All Else: We strive to create and promote a safe and respectful space for our community. Safety refers to physical, emotional, mental, and social well-being of all within our community. We must respect our differences and diversity that include differences in viewpoint, differences in perspective, differences in ability, just to name a few. In order to progress and be successful, all within our community must know that they can be vulnerable without harm. Treat others with the same respect with which you wish to be treated.

Growth: We strive to be better than we were the day before. Our community focuses on daily progress knowing that everyday builds upon the previous one. We are committed to trying our best and understand that it is our collective responsibility to support all individuals in our community in the effort of progress. We believe in each other and our community.

Integrity: We strive to keep open and honest communication within our community. With a commitment to each other and our work, we seek to make the best decisions possible with the information provided and consider all within the community.

Community: We recognize that community is not a place, a building, or an organization. It is both a feeling and a set of relationships that exists among people. People form and maintain communities to meet common needs. Our common goal is meeting the needs of students and families through an inclusive and collaborative learning environment. Members of a community build a trusting and nurturing relationship that includes belonging, safety, and genuine care for each other. We are better as a community than we are as individuals that is why we help and encourage each other in the work.

Excellence in Everything we Do: Excellence begins with a standard of expectation that we strive to meet through hard work, teamwork, effort and consistency. It includes a commitment to our goals and mission as well as holding our community accountable to the high expectations established. Excellence includes giving the maximum effort in everything that we do.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

James S. Deady Middle School is located in the Southeast part of Houston near Hobby Airport and the Johnson Space Center. We are a whole-campus STEM magnet program with a focus on Energy, Medicine, and Aerospace and an enrollment of 660 students. Deady's population consists of ninety-six (96%) percent Hispanic, with three (3%) percent being African American and one (1%) percent White and Asian combined. Fifteen (15%) percent of our students receive Special Education support which includes students in the RDSPD. Fifty-seven (57%) of our population are Emergent Bilingual and twelve (12%) percent of our student population receive Gifted and Talented support. One hundred (100%) percent of our students participate in magnet programming as offered and funded by the MSAP grant. Forty-two (42%) percent of our student population is considered At-Risk. Our student population primarily matriculates from our feeder pattern elementary schools (Crespo ES, Davila ES, JR Harris ES, Sanchez ES, Southmayd ES) although we are increasing our out of zone magnet enrollment. We offer a variety of academic programs which include: Art, Music, Robotics, Honors and High School credit courses in addition to the S.T.E.M. Magnet program. The campus is a Verizon Innovative Learning Schools which provides for students to have access to Wi-Fi enabled devices. Technology access ensures that teachers are incorporating blended learning techniques into their daily curriculum. Deady Middle School offers tutorials and clubs throughout the week and on Saturdays.

Demographics Strengths

The performance of the economically disadvantaged students and Hispanic students are in alignment with the performance of all students in all grades and content areas. The percentage of students at the Meets level in each area is as follows:

6th Grade Reading - 30%

6th Grade Math - 16%

7th Grade Reading - 38%

7th Grade Math - 11%

8th Grade Reading - 42%

8th Grade Math - 25%

8th Grade Science - 11%

8th Grade Social Studies - 6%

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): With greater than a 50% population of English Learners, our assessment data (TELPAS, STAAR) indicates a need to provide increased opportunities for students to speak and read during instruction in a structured and monitored manner. The overwhelming majority of classes allow students to engage in talking opportunities, but student talk is not monitored and feedback is not provided. **Root Cause:** The campus lacks a focus on exemplars to serve as a model for students to respond and the teacher to monitor the student response so that coaching and feedback can be provided during instruction.

Student Learning

Student Learning Summary

Spring 2022 STAAR Results

Grade	Content	Number Tested	Approaches Meets	Masters	STAAR Participation
6th	Math	213	51%	18% 7%	98%
	Reading	212	56%	31% 16%	98%
7th	Math	191	40%	12% 5%	99%
	Reading	191	60%	38% 20%	99%
8th	Math	218	61%	27% 6%	99%
	Reading	218	74%	43% 25%	99%
	Science	217	44%	16% 5%	99%
	Social Studies	212	23%	7% 4%	97%
Algebra 1		20	100%	85% 35%	100%

As shown in the table above, strengths are Algebra 1, 8th Grade Math, Reading (All Grade Levels). The percentage of students at Meets & Masters were the highest in these areas for the campus. The projected ratings for the campus in each domain are as follows in comparison to 2018-2019 ratings:

Domain 2018-2019 Projected 2021-2022

1	57 F	59 F
2A	58 F	
2B	66 D	79 C
3	56 F	72 C

There was an increase in student achievement and student progress from 2018-2019 to 2021-2022. Student participation was above 95% for 2021-2022 in all tested areas.

Student Learning Strengths

Student learning strengths are Algebra 1, 8th Grade Math, Reading (All Grade Levels).

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): With greater than a 50% population of English Learners, our assessment data (TELPAS, STAAR) indicates a need to provide increased opportunities for students to speak and read during instruction in a structured and monitored manner. The overwhelming majority of classes allow students to engage in talking opportunities, but student talk is not monitored and feedback is not provided. **Root Cause:** The campus lacks a focus on exemplars to serve as a model for students to respond and the teacher to monitor the student response so that coaching and feedback can be provided during instruction.

School Processes & Programs

School Processes & Programs Summary

Deady Middle School is a STEM magnet campus and a Verizon Innovative Learning School (VILS). Our campus also has a Fine Arts component which includes Band, Dance, and Visual Arts. Students have the opportunity to explore and participate in STEM and Fine Arts programming. Teachers are provided opportunities to provide input and engage in professional learning that supports effective instruction and campus programming. Teacher leaders are identified and tasked with providing support in various areas of campus and instructional operations.

School Processes & Programs Strengths

As a STEM magnet and new VILS campus, we promote opportunities for teachers and students to engage in project-based learning and field experiences related to our magnet focus. These programs provide students with opportunities to explore and engage in hands-on, open-ended projects related to the content being taught. It also provides opportunities for teachers to collaborate and offer interdisciplinary support for student learning. The magnet program partners with NASA and utilizes curriculum from Project Lead the Way and Project STEM. As a transformation campus, Math will utilize Carnegie Math curriculum and English Language Arts and Reading will utilize Amplify curriculum which is a TEKS-aligned and rigorous curriculum.

Perceptions

Perceptions Summary

Deady has established its mission and vision through a collaborative effort with faculty, staff, and the SDMC. The **mission** is:

To achieve academic and social excellence by providing collaborative and inquiry-based opportunities within a nurturing and community-supported learning environment.

The campus **vision** is:

To provide authentic and diverse learning experiences for every student by working with all stakeholders to foster successful advocacy and agency to compete in a global society.

The values established by the campus were a collaborative effort during teacher pre-service 2021. The campus values as included in our campus culture are:

Safety Above All Else: We strive to create and promote a safe and respectful space for our community. Safety refers to physical, emotional, mental, and social well-being of all within our community. We must respect our differences and diversity that include differences in viewpoint, differences in perspective, differences in ability, just to name a few. In order to progress and be successful, all within our community must know that they can be vulnerable without harm. Treat others with the same respect with which you wish to be treated.

“Respect is appreciation of the separateness of the other person, of the ways in which he or she is unique.” ~Annie Gottlieb

Growth: We strive to be better than we were the day before. Our community focuses on daily progress knowing that everyday builds upon the previous one. We are committed to trying our best and understand that it our collective responsibility to support all individuals in our community in the effort of progress. We believe in each other and our community.

“In any given moment we have two options: to step forward into growth or step back into safety.” ~Abraham Maslow

Integrity: We strive to keep open and honest communication within our community. With a commitment to each other and our work, we seek to make the best decisions possible with the information provided and consider all within the community.

“Integrity is doing the right thing even when no one is watching.” ~C.S. Lewis

Community: We recognize that community is not a place, a building, or an organization. It is both a feeling and a set of relationships that exists among people. People form and maintain communities to meet common needs. Our common goal is meeting the needs of students and families through an inclusive and collaborative learning environment. Members of a community build a trusting and nurturing relationship that includes belonging, safety, and genuine care for each other. We are better as a community than we are as individuals that is why we help and encourage each other in the work.

“Alone we can do so little; together we can do so much.” ~Helen Keller

Excellence in Everything we Do: Excellence begins with a standard of expectation that we strive to meet through hard work, teamwork, effort and consistency. It includes a commitment to our goals and mission as well as holding our community accountable to the high expectations established. Excellence includes giving the maximum effort in

everything that we do.

“We are what we repeatedly do. Excellence, therefore, is not an act but a habit.” ~Aristotle

Our goal is to communicate our mission, vision, and values by our campus actions that can be observed in campus visits and parent interactions with the campus and campus faculty & staff.

The attendance is currently 87%. In the last three years, the attendance rate has been below 95% with an increasing discipline rate. The campus will focus on aligning The Deady Way expectations, T-TESS rubric, and SEL practices to support social and emotional health for students. Our Social & Emotional department, which is comprised of the counselor, CIS, and Wraparound Specialist, works with our students that need to develop strategies that will allow them to be more responsible with their academic work.

Perceptions Strengths

The campus strengths are a welcoming and supportive environment. We seek to arrive at the root cause of issues with students, parents, faculty, staff, and the community. Once we are able to determine the root cause, we activate resources to support the identified needs. The incorporation of services from Communities in Schools and Wraparound Services provides additional supports beyond the campus reach for stakeholders.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The campus does not communicate in multiple ways that will foster effective collaboration with the campus community. The campus does not effectively communicate events, celebrations and resources. **Root Cause:** The campus utilizes School Messenger as the primary means of communication and needs to extend community outreach beyond the one form of communication.

Priority Problems of Practice

Problem of Practice 1: With greater than a 50% population of English Learners, our assessment data (TELPAS, STAAR) indicates a need to provide increased opportunities for students to speak and read during instruction in a structured and monitored manner. The overwhelming majority of classes allow students to engage in talking opportunities, but student talk is not monitored and feedback is not provided.

Root Cause 1: The campus lacks a focus on exemplars to serve as a model for students to respond and the teacher to monitor the student response so that coaching and feedback can be provided during instruction.

Problem of Practice 1 Areas: Demographics - Student Learning

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By the end of the 2022-2023 school year, the percentage of students attaining Meets or better in STAAR will be 50% (up from 40% in 2021-2022). The percentage of students attaining Masters will be 32% (up from 22% in 2021-2022).

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percent of students scoring at or above grade level will increase by 2% quarterly.

Evaluation Data Sources: Monthly progress monitoring through Renaissance 360 and Amplify assessments to note student movement and progress through tiers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have an instructional priority focused on creating exemplar responses for rigorous, TEKS-aligned and authentic questions, allowing students to model higher-order thinking promoting structured student discussion and collaboration using sentence stems, sentence frames, and graphic organizers.</p> <p>Strategy's Expected Result/Impact: Support feedback and instructional adjustment to ensure student mastery and teacher coaching of students toward mastery resulting in increased student outcomes and closing gaps.</p> <p>Staff Responsible for Monitoring: Principal, Content Area Administrators, Content Specialists, Teachers</p> <p>Action Steps: 1. Mastery questions will be planned utilizing the CAPS questioning rubric to construct adjust and deliver questions that assess student mastery within the lesson. 2. Feedback will be provided to teachers so that questions can be revised and edited based on the CAPS questioning rubric. 3. Write and utilize exemplar responses to gauge student understanding and support students in closing the gap between their responses and the exemplar response.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Embed literacy in daily planning to provide an opportunity for students to read, write, listen, and speak at least once in each instructional period per content area.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for students to engage in thinking and application of content resulting in increased mastery and identification of student misconceptions.</p> <p>Staff Responsible for Monitoring: Principal, Content Area Administrators, Content Specialists, Teachers</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Review Amplify curriculum and Scope & Sequence in planning. 2. Identify activities that support students reading, writing, listening and speaking in class. 3. Utilize resources such as Literacy Routines for planning and implementation. 4. Review student responses and feedback to ensure understanding of content. 5. Support students in appropriate use of academic language and concepts. 6. Provide interventions for students as determined by engagement and responses. <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: With greater than a 50% population of English Learners, our assessment data (TELPAS, STAAR) indicates a need to provide increased opportunities for students to speak and read during instruction in a structured and monitored manner. The overwhelming majority of classes allow students to engage in talking opportunities, but student talk is not monitored and feedback is not provided. Root Cause: The campus lacks a focus on exemplars to serve as a model for students to respond and the teacher to monitor the student response so that coaching and feedback can be provided during instruction.</p>
Student Learning
<p>Problem of Practice 1: With greater than a 50% population of English Learners, our assessment data (TELPAS, STAAR) indicates a need to provide increased opportunities for students to speak and read during instruction in a structured and monitored manner. The overwhelming majority of classes allow students to engage in talking opportunities, but student talk is not monitored and feedback is not provided. Root Cause: The campus lacks a focus on exemplars to serve as a model for students to respond and the teacher to monitor the student response so that coaching and feedback can be provided during instruction.</p>

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By the end of the 2022-2023 school year, the percentage of students attaining Meets or better in STAAR will be 32% (up from 22% in 2021-2022). The percentage of students attaining Masters will be 17% (up from 7% in 2021-2022).

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percent of students scoring at or above grade level will increase by 3% quarterly.

Evaluation Data Sources: Monthly progress monitoring through Renaissance 360 and Carnegie Math assessments as well as Mathia to note student movement and progress through tiers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have an instructional priority focused on creating exemplar responses for rigorous, TEKS-aligned and authentic questions, allowing students to model higher-order thinking promoting structured student discussion and collaboration using sentence stems, sentence frames, and graphic organizers.</p> <p>Strategy's Expected Result/Impact: Support feedback and instructional adjustment to ensure student mastery and teacher coaching of students toward mastery resulting in increased student outcomes and closing gaps.</p> <p>Staff Responsible for Monitoring: Principal, Content Area Administrators, Content Specialists, Teachers</p> <p>Action Steps: 1. Mastery questions will be planned utilizing the CAPS questioning rubric to construct adjust and deliver questions that assess student mastery within the lesson. 2. Feedback will be provided to teachers so that questions can be revised and edited based on the CAPS questioning rubric. 3. Write and utilize exemplar responses to gauge student understanding and support students in closing the gap between their responses and the exemplar response.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Renaissance and Mathia data to effectively group students based on skill needs and implement structured intervention opportunities during the instructional period.</p> <p>Strategy's Expected Result/Impact: Provide targeted support to students based on skill needs to close gaps for the student resulting in student progress.</p> <p>Staff Responsible for Monitoring: Principal, Content Area Administrator, Content Specialist, Teachers</p> <p>Action Steps: 1. Administer Renaissance BOY assessment. 2. Utilize Renaissance BOY and weekly Mathia data to group students by tier, by period. 3. Plan and implement tiered instruction during independent practice time to accommodate for the needs of students. 4. Document student interventions. 5. Progress monitoring will be administered monthly and tier groups adjusted. 6. The action steps will start over at Step 2 after each progress monitoring period.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Provide and track targeted support for students based on data to push students toward mastery of TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Content Area Administrator, Content Specialist, Teachers</p> <p>Action Steps: 1. Complete data disaggregation after assessment administration. 2. Determine root cause of missed questions including misconceptions. 3. Identify instructional plan and supports for students who did not master objectives. 4. Create timeline of implementation of instructional plan and including date of assessment for mastery.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: By the end of the 2022-2023 school year, all special populations at Deady Middle School will increase at least 10% in Meets and Masters respectively as measured by STAAR performance.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percent of students scoring at or above grade level will increase by 3% quarterly.

Evaluation Data Sources: Monthly progress monitoring through Renaissance 360, Amplify and Carnegie Math & Mathia assessments to note student movement and progress through tiers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have an instructional priority focused on creating exemplar responses for rigorous, TEKS-aligned and authentic questions, allowing students to model higher-order thinking promoting structured student discussion and collaboration using sentence stems, sentence frames, and graphic organizers.</p> <p>Strategy's Expected Result/Impact: Support feedback and instructional adjustment to ensure student mastery and teacher coaching of students toward mastery resulting in increased student outcomes and closing gaps.</p> <p>Staff Responsible for Monitoring: Principal, Content Area Administrators, Content Specialists, Teachers</p> <p>Action Steps: 1. Mastery questions will be planned utilizing the CAPS questioning rubric to construct adjust and deliver questions that assess student mastery within the lesson. 2. Feedback will be provided to teachers so that questions can be revised and edited based on the CAPS questioning rubric. 3. Write and utilize exemplar responses to gauge student understanding and support students in closing the gap between their responses and the exemplar response.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Renaissance and Mathia to effectively group students based on skill needs and implement structured intervention opportunities during the instructional period.</p> <p>Strategy's Expected Result/Impact: Provide targeted and individualized support to students based on skill and accommodation needs and implement structured intervention opportunities during the instructional period.</p> <p>Staff Responsible for Monitoring: Principal, Content Area Administrators, Special Education Department Chair & Case Managers, Content Specialists, Teachers</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Administer Renaissance BOY assessments. 2. Utilize Renaissance BOY and weekly Mathia data to group and support students based on their tiering. 3. Plan and implement tiered instruction with accommodations during independent practice time to accommodate for the needs of students. 4. Document student interventions and accommodations. 5. Progress monitoring will be administered monthly and tier groups adjusted. 6. The action steps will start over at Step 2 after each progress monitoring period. <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: With greater than a 50% population of English Learners, our assessment data (TELPAS, STAAR) indicates a need to provide increased opportunities for students to speak and read during instruction in a structured and monitored manner. The overwhelming majority of classes allow students to engage in talking opportunities, but student talk is not monitored and feedback is not provided. Root Cause: The campus lacks a focus on exemplars to serve as a model for students to respond and the teacher to monitor the student response so that coaching and feedback can be provided during instruction.</p>
Student Learning
<p>Problem of Practice 1: With greater than a 50% population of English Learners, our assessment data (TELPAS, STAAR) indicates a need to provide increased opportunities for students to speak and read during instruction in a structured and monitored manner. The overwhelming majority of classes allow students to engage in talking opportunities, but student talk is not monitored and feedback is not provided. Root Cause: The campus lacks a focus on exemplars to serve as a model for students to respond and the teacher to monitor the student response so that coaching and feedback can be provided during instruction.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: By the end of the 2022-2023 school year , the student attendance rate will increase from 87% to 92%.

Evaluation Data Sources: PEIMS data, ADA

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance meetings will be held bi-weekly to discuss and plan interventions for students who have accumulated absences.</p> <p>Strategy's Expected Result/Impact: Increase student attendance through targeted supports and intervention plans implemented by committee.</p> <p>Staff Responsible for Monitoring: Principal, Grade Level Assistant Principals, Attendance Clerk, Wraparound Specialist, CIS, Counselor, Special Education Department Chair</p> <p>Action Steps: 1. Schedule recurring attendance meetings. 2. Run attendance reports to identify students with accumulated absences. 3. In meeting, identify resources appropriate for student(s) and families based on identified root causes. 4. Contact parent(s) to discuss supports and interventions to support student and family with attendance in school. 5. Schedule follow up to monitor and measure success of intervention.</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: By the end of the 2022-2023 school year, there will be a 10% decrease in the number of OSS incidents compared to the 2021-2022 school year.

Evaluation Data Sources: PEIMS discipline consequence data

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: By the end of the 2022-2023 school year, the number of bullying cases on campus will decrease by 10%.

Evaluation Data Sources: PEIMS discipline data, Counselor Recorded Reports, See Something/Say Something Data

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: By the end of the 2022-2023 school year, Special Education students will increase in STAAR achievement in Meets and Masters by 10%.

Evaluation Data Sources: STAAR Summary Report, TEA Interim Assessment data

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: By the end of the 2022-2023 school year, all special populations at Deady Middle School will increase at least 10% in Meets and Masters respectively as measured by Spring 2023 STAAR performance.

Evaluation Data Sources: STAAR Summary report

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: By the end of the 2022-2023 school year, parent and community involvement attendance at campus activities will increase by 10%.

Evaluation Data Sources: Parent Sign-In Sheets, VIPS Registration, Title 1 Coding in HISD Connect

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide an engagement opportunity for parents and community at least once per month to promote learning and increased modes and variation for participation.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for parents to engage with the campus and support students and campus in attaining student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Wraparound Specialist, CIS, Project Explore Advisor, Counselor, Teachers</p> <p>Action Steps: 1. Identify needs and learning supports of parents and students. 2. Schedule and plan parent engagement opportunities. 3. Advertise and communicate engagement opportunities. 4. Host the engagement opportunity. 5. Solicit feedback to adjust future events and topics for the needs and learning supports identified.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Connect the school community by providing resource fliers and engagement opportunities through a community walk at least once per semester to connect with and engage stakeholders outside of the school building.</p> <p>Strategy's Expected Result/Impact: Engage families who may be unable to come to the campus resulting in</p>	Formative			Summative
	Nov	Jan	Mar	June

increased support of student goals and achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Wraparound Specialist, Teachers, Support Staff, CIS, Counselor

Action Steps: 1. Identify neighborhoods/apartment complexes that have indicated needs and/or are demonstrating decreased attendance.

2. Schedule a date and time to leave door hangars and resource fliers that the families can connect with/to.

3. Follow up with parents and students who indicate specific needs or need additional resources.

Title I:

4.2

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening, Hearing Screening, Type 2 Diabetes, Spinal Screening, Medication Administration and AED Maintenance Checks.

Evaluation Data Sources: Health Coding in HISD Connect, ImmuTrax

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will have an instructional priority focused on creating exemplar responses for rigorous, TEKS-aligned and authentic questions, allowing students to model higher-order thinking promoting structured student discussion and collaboration using sentence stems, sentence frames, and graphic organizers.
1	1	1	2	Embed literacy in daily planning to provide an opportunity for students to read, write, listen, and speak at least once in each instructional period per content area.
2	1	1	2	Utilize Renaissance and Mathia data to effectively group students based on skill needs and implement structured intervention opportunities during the instructional period.
2	1	1	3	Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
4	1	1	1	Teachers will have an instructional priority focused on creating exemplar responses for rigorous, TEKS-aligned and authentic questions, allowing students to model higher-order thinking promoting structured student discussion and collaboration using sentence stems, sentence frames, and graphic organizers.
4	1	1	2	Utilize Renaissance and Mathia to effectively group students based on skill needs and implement structured intervention opportunities during the instructional period.

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD’s External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus’s needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

- Indicate the programs and resources that are being purchased out of Title I funds.

- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

**2022-2023 Title I, Part A Campus Improvement Plan (CIP) —
Schoolwide and Targeted Assistance, continued**

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

*NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.***

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

**2022-2023 Title I, Part A Campus Improvement Plan (CIP) —
Schoolwide and Targeted Assistance, continued**

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

