Houston Independent School District

078 Fleming Middle School

2022-2023 Campus Improvement Plan

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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: ELAR: By 2022-2023 STAAR, Reading scores will improve in sixth grade 46% to 65% in Approaches, 22% to 35% Meets and 7% to 15% Masters; seventh grade will improve 65% to 70% Approaches, 34% to 35% in Meets, 15% to 20% and in eight grade 67% to 70% in Approaches, 38% to 40% in Meets and 19% to 20% in Masters.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of students will engage in a minimum of 90 minutes of Freckle weekly.

MOY 01/19/2023

No

Evaluation Data Sources: MOY 01/19/2023

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Designated uninterrupted intervention time built into the master schedule at 3 days a week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: None	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Grade Level Intervention Teacher, Dean of Instruction, Teacher Specialist, IAT Manager, IAT TDS **Action Steps:** On Track training for teachers on pulling reports and tracking student data. Train students on tracking their Freckle data. Intervention teachers will assess students' daily trackers and contact families of students who are under the 90 minutes at the end of each week. Administrators will provide teachers with support for monitoring data. Administrator pulls report. Bi-weekly progress monitoring **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Measurable Objective 2: 100% of students will participate in a minimum of 30 hours of small group pull outs.

Evaluation Data Sources: Renaissance 360, Achieve 3000, Freckle 01/19/2023

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Small groups are built into the virtual master schedule covering supporting standards from the English teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: None	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Grade Level Intervention Teacher, Dean of Instruction, Teacher Specialist, IAT Manager, IAT TDS, Reading Intervention TDS **Action Steps:** Teachers will incorporate a streamline text strategy for student annotation of authentic text. Incorporate intervention classes for Reading into the master schedule. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Measurable Objective 3: To support Tier 1 instruction through project based learning, rigorous instruction and increase the number of gifted and talented students in our program.

Evaluation Data Sources: District assessments, campus interim assessments and project rubric starting 9/29/2022

Strategy 1 Details	Reviews			
Strategy 1: Skills - summarizing text	**Formative**			**Summative**
Standards Strategy - annotate text, literacy in the middle	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: None **Staff Responsible for Monitoring:** GT administrator, all grade level teachers, Content PLC training **Action Steps:** Tier 1 students will work in small groups on special project based assignments, receive differentiated instruction and GT curriculum within the master courses. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	30%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 2: The campus will use a daily data tracking system, implement classroom instructional routines to increase student achievement and engagement.

    Strategic Priorities:
Increasing Organizational Efficiency

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 2022-2023 STAAR, Math scores will improve in sixth grade from 56% to 65% in Approaches, 18% to 35% Meets and 3% to 15% Masters; seventh grade will improve from 37% to 63% in Approaches, 9% to 35% in Meets, 2% to 15% and in eighth grade from 58% to 65% in Approaches, 22% to 35% in Meets and 3% to 15% in Masters. Algebra I will maintain improve from 81% to 85% in approaches in Approaches, 76% to 80% in Meets and improve from 38% to 40% in Masters.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of students will engage in a minimum of 90 minutes of Freckle mathematics weekly.

Evaluation Data Sources: 1/17/2023

Strategy 1 Details	Reviews			
Strategy 1: Designated uninterrupted intervention time built into the master schedule at least 2 days a week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: It will increase proficiency in mathematics and improve assessment outcomes.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Grade Level Intervention Teacher, Math Specialist, Dean of Instruction, **Action Steps:** "On Track training for teachers on pulling reports and tracking student data. Train students on tracking their imagine learning data Intervention teachers will assess students' daily trackers and contact families of students who are under the 90 minutes at the end of each week. Administrators will provide teachers with support for monitoring data Administrator pulls report bi-weekly progress monitoring"	100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue	

Measurable Objective 2: 100% of students will participate in a minimum of 30 hours of small group pull outs.

Evaluation Data Sources: Renaissance 360, Freckle Math, ST Math 1/17/2023

Strategy 1 Details	Reviews			
Strategy 1: Small groups are built into the virtual master schedule covering supporting standards from the Math teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: It will increase proficiency in mathematics and improve assessment outcomes. **Staff Responsible for Monitoring:** Grade Level Intervention Teacher, Math Specialist, Dean of Instruction, **Action Steps:** Teachers will incorporate a streamlined problem solving strategy to help them think through their solution Incorporate intervention classes for math into the master schedule. **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Measurable Objective 3: 100% of students will increase their disciplinary literacy in math during Tier I instruction by correctly using academic vocabulary in written and oral response in all of their discourse.

    Evaluation Data Sources: Campus Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Students will respond to the essential question each day in writing. There will be a sentence stem/frame provided as well as a vocabulary bank.	**Formative**			**Summative**
Strategy's Expected Result/Impact: It will increase proficiency in mathematics and improve assessment outcomes. **Staff Responsible for Monitoring:** Grade Level Teacher, Math Specialist, Math Dean **Action Steps:** "Students will use various virtual platforms to respond to text; Flipgrid, Padlet, Whiteboard" **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**
	50%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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.

Goal 1: SCHOOL PROGRESS

Strategic Priorities:
Expanding Educational Opportunities

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: CLOSING THE GAPS: The percentage of students receiving special education services reading at or above grade level measured by the Meets Grade Level Standard on STAAR 3-8 Reading will increase 5 percentage points from 20% to 25% in Spring 2023.

Strategic Priorities:
Transforming Academic Outreach

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE By June 2023, the average daily attendance rate will increase to 96%

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

Measurable Objective 1: To impact student achievement positively by increasing the average daily attendance from 94% to 96%

Evaluation Data Sources: Increased ADA for campus wide 2022-2023 SY; EOY Campus Survey

Strategy 1 Details	Reviews			
Strategy 1: Identify students at risk for attendance issues from previous year's data. Grade level deans will meet with students/parents and develop an attendance agreement	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: To increase student achievement and academic success by attending school . **Staff Responsible for Monitoring:** Leadership Team; Teachers/Staff; Deans; Attendance Clerk **Action Steps:** Attendance will be monitored every three weeks with grade level clusters and the Dean of Students. Repeated attendance concern will be called by the team and addressed during the grade level meeting. Students will failed contact information will be provided to the campus attendance committee. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	100%	100%	100%	
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Measurable Objective 2: To impact student achievement positively and increasing average daily attendance.

Evaluation Data Sources: Daily attendance percentage calculator, Daily ADA percentages.

Strategy 1 Details	Reviews			
Strategy 1: Create awareness of status and progress by providing a dashboard that will be prominently posted.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To be able to detect students with chronic absenteeism.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Leadership Team; Teachers/Staff; Attendance Clerk; Wraparound **Action Steps:** The FACE, Wraparound and attendance clerk will provide biweekly communication on students with sporadic attendance. **TEA Priorities:** Improve low-performing schools	50%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 3: To impact student achievement positively by increasing average daily attendance by grade by 5%

    Evaluation Data Sources: Increased ADA for 2022-2023 SY; EOY Campus Survey

Strategy 1 Details	Reviews			
Strategy 1: Create incentives for good attendance and attendance improvement (academic pep rallies and surprise announcements)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To increase student attendance by using incentives as motivation for learning. **Staff Responsible for Monitoring:** Leadership Team; Teachers/Staff; Attendance Clerk; Students, Wraparound Specialists, FACE, Ascend to Men and Roses **Action Steps:** Students who have more than 3 absences and who are submitted to the attendance team will receive a home visits from FACE, Wrapround and the campus officer. **TEA Priorities:** Improve low-performing schools	100%	100%	100%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: By June 2023, the number of ISS and OSS offenses/infractions will decrease by 45% along with ISS referrals.

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

Measurable Objective 1: Reduce the number of ISS/OSS infractions by 45%.

Evaluation Data Sources: Campus support documentation; PEIMS Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Fleming leadership and team will participate in professional development in sensitivity training and classroom best practices to decrease/ defuse classroom incidents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To keep students actively engaged in learning. **Staff Responsible for Monitoring:** Principal, Leadership Team; Counselor, Teachers/Staff **Action Steps:** 100% of teachers will implement a fair, consistent, and thorough discipline / classroom management plan to assist with the organization of their classroom setting. **TEA Priorities:** Improve low-performing schools	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2: Reduce the number of ISS/OSS infractions
 by utilizing social support and SEL providers

Evaluation Data Sources: Restorative Circles documentation; PEIMS Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: FACE Specialist and SEL support teams will be utilized to intervene when conflicts arise between students	**Formative**			**Summative**
Strategy's Expected Result/Impact: To reduce student to student conflict.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Leadership Team; CHAMPS, Counselor, Teachers/Staff **Action Steps:** Repeat offenders will participate in a team meeting and issue a behavior contract with expectations and milestones to support the student. Parent will also play a part in the meeting as a support. Students will have time during homeroom for restorative circles and work on communication supports for all of the students. **TEA Priorities:** Improve low-performing schools	40%			
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Measurable Objective 3: To reduce the number of ISS/OSS infractions by instituting The PBIS program.

   Evaluation Data Sources: PBIS data and ISS/OSS information.

Strategy 1 Details	Reviews			
Strategy 1: Develop strong school-wide system for PBIS program and consistently modeling appropriate behavior.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To reduce conflict and increase school pride.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Leadership Team; Counselors, PBIS support, Teachers/Staff **Action Steps:** Student that do not display appropriate school behavior will be recommended for alternative school for 30 /45 days. Upon return students will be monitored after completing a re-entry plan. Students will meet with the counselor to discuss any issues or situations. **TEA Priorities:** Improve low-performing schools	50%			
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: By June 2023, the positive public perception of Fleming Middle School will increase by 20%. To improve the public support and confidence of safety measures on campus. Surveys will be used to assess this area.

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

Measurable Objective 1: To improve the public perception/confidence in school safety measures by 55%

Evaluation Data Sources: Parent and community surveys will be used to assess this area.

Strategy 1 Details	Reviews			
Strategy 1: School-wide expectations will be communicated with students, parents, and staff: PBIS and campus initiatives	**Formative**			**Summative**
Strategy's Expected Result/Impact: To develop a community that fosters positive behaviors in education. **Staff Responsible for Monitoring:** Principal, Leadership Team; FACE, Wraparound, Teachers/Staff **Action Steps:** Counselor will participate in monthly topics with students during 1st period. One grade level each week. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	**Nov**	**Jan**	**Mar**	**June**
	75%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2: To improve the public perception/confidence increasing administrator, teacher relationships with the community.

Strategy 1 Details	Reviews			
Strategy 1: All staff will be trained on Leader In Me, PBIS, SEL trainings, de-escalation and TEACH/ model to reduce the number of infractions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Less discipline documentation and situation deescalating.	**Nov**	**Jan**	**Mar**	**June**

| **Staff Responsible for Monitoring:** Principal, Leadership Team; FACE, Wraparound, Teachers/Staff
Action Steps: Nurse will execute monthly health information regarding safety, drug awareness, hygiene and Covid protocol measures.

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools | 100% | 100% | 100% | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Measurable Objective 3: To inform students virtually about cyber bullying, dating apps, drug awareness and health safety precautions.

Strategy 1 Details	**Reviews**			
Strategy 1: Teachers/staff will intervene early to develop areas to build relationships through callouts, group me and quarterly high interest parent nights.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To foster a community partnership with parents. **Staff Responsible for Monitoring:** Principal, Leadership Team; FACE, Wraparound, Teachers/Staff **Action Steps:** All campus and support personnel will include staff, students in community in campus health fairs, coffee with the principals ,campus Tweets and Instagram. **TEA Priorities:** Improve low-performing schools	50%			

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Board Goal 5: N/A - Additional Campus Goals
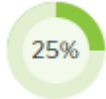
Goal 4: SPECIAL EDUCATION: As the campus continues to grow, specified data systems will be adjusted to ensure that the planning is tailored to the needs of individual students, the appropriate instructional practices are executed consistently, and effective targeted interventions are implemented for overall student success by June 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: To improve literacy deficiencies for SPED Students by 15%.

Evaluation Data Sources: Student evaluations BOY, STAAR, Ren 360, District assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will continue to develop a common language for instruction so that students are able to gain a rich vocabulary.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will build students academic vocabulary across all contents. **Staff Responsible for Monitoring:** Leadership Team; ELAR Teachers/Staff **Action Steps:** Special Education Teachers and General Education teachers will collaborate in the least restrictive educational setting. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	25%			
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Measurable Objective 2: To improve literacy deficiencies for SPED Students by 15%.

Evaluation Data Sources: Teacher Resources; Lead4Ward; STAAR Resources-General Funds and Title I

Strategy 1 Details	Reviews			
Strategy 1: Continued professional development on reading instruction and assessment. Best practices for instruction will be reviewed.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: To assist teachers with implementing innovative teaching practices. **Staff Responsible for Monitoring:** Leadership Team; ELAR Teachers/Staff **Action Steps:** Teachers will ensure compliance with state and federal regulations regarding students' annual IEP reviews, re-evaluation procedures, and periodic program updates. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	50%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 3: To improve literacy deficiencies for SPED Students by 20%.

    Evaluation Data Sources: Teacher Resources; Lead4Ward; STAAR Resources-General Funds and Title I

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will utilize collaborative practices across educational settings between regular staff, special educators and related service providers.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teacher collaboration to improve instructional practices. **Staff Responsible for Monitoring:** Leadership Team; ELAR Teachers/Staff **Action Steps:** Teachers and staff will utilize collaborative practices across educational settings between regular staff, special educators and related service providers. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	25%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals
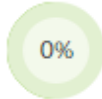
Goal 5: SPECIAL POPULATIONS: To increase the number of ELL students to exit the program by 3%, to increase the number of disadvantage and at-risk from approaches to meets or masters and to increase the number of gifted and talented students in our program by 5% through interventions, progress monitoring and advance program testing.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: To improve literacy deficiencies for ELL Students by 15%.

Evaluation Data Sources: Formative/Summative Assessments; 2023 STAAR Data; 2023 STAAR Data, TELPAS

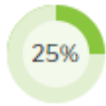| Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will continue to develop a common language for instruction so that students are able to gain a rich vocabulary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student vocabulary. **Staff Responsible for Monitoring:** Leadership Team; ELAR Teachers/Staff **Action Steps:** Special Education Teachers and General Education teachers will collaborate in the least restrictive educational setting. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	0%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2: To improve literacy deficiencies for ELL Students by 15%

Evaluation Data Sources: Teacher Resources; Lead4Ward; STAAR Resources-General Funds and Title I

Strategy 1 Details	Reviews			
Strategy 1: Continued professional development on reading instruction and assessment. Best practices for instruction will be reviewed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To assist teachers with creating assessments that target specific content taught. **Staff Responsible for Monitoring:** Leadership Team; ELAR Teachers/Staff **Action Steps:** Teachers will ensure compliance with state and federal regulations regarding students' annual IEP reviews, re-evaluation procedures, and periodic program updates. **TEA Priorities:** Recruit, support, retain teachers and principals	30%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Measurable Objective 3: To improve literacy deficiencies for ELL Students by 20%.

    Evaluation Data Sources: Teacher Resources; Lead4Ward; STAAR Resources-General Funds and Title I

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will focus making the writing process enjoyable and a place that supports student creativity. Teacher will use a number of instructional techniques to support the writing process. Instruction will be differentiated.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To increase students writing scores and improve their writing. **Staff Responsible for Monitoring:** Leadership Team; ELAR Teachers/Staff **Action Steps:** Teachers and staff will utilize collaborative practices across educational settings between regular staff, special educators and related service providers. **TEA Priorities:** Recruit, support, retain teachers and principals	50%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: By June 2022, the rate of parent and community attendance at school events will be increased by 10%. Surveys will be provided to assess this area.

Strategic Priorities:
Increasing Organizational Efficiency

Measurable Objective 1: To increase parent and community attendance at school events by 20%

Evaluation Data Sources: Surveys and attendance logs from community events will be used to measure engagement.

Strategy 1 Details		Reviews			
Strategy 1: To create an environment that strongly encourages parent and community participation in school activities.		**Formative**			**Summative**
Provide educational opportunities for parents through the creation of a parent center that will support literacy and language acquisition.		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase parental support. **Staff Responsible for Monitoring:** Leadership Team; Title I Coordinator; Teachers/Staff **Action Steps:** FACE and Wraparound will assist in building a calendar of events for building capacity and sustain involvement. Such as coffee with the principal, Donuts with Dads and grade level celebrations. **TEA Priorities:** Improve low-performing schools		60%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Measurable Objective 2: To increase parent and community confidence in the school.

Evaluation Data Sources: Student Progress; Volunteer Attendance; Sign-in Sheets.

Strategy 1 Details	Reviews			
Strategy 1: To increase opportunities for parents to visits the campus, participate in parent programs and provide incentives for parent attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To increase parental involvement in a positive atmosphere. **Staff Responsible for Monitoring:** Leadership Team; Title I Coordinator; Teachers/Staff **Action Steps:** HISD students will participate in special programs to serve the needs of the students such sports, extra-curricular activities, sponsored clubs and other student opportunities. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	40%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 3: To increase student attendance and retention for the following school year by 15%.

   Evaluation Data Sources: Sign-in Sheets; PTO Calendar; Agendas; Evaluations

Strategy 1 Details	Reviews			
Strategy 1: To create an environment that strongly encourages parent and community participation in school activities, increase and celebrate students every six weeks and begin an early recruitment plan in conjunction with the Magnet Coordinator and other outreach programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To build campus culture and provide parents with social resources.. **Staff Responsible for Monitoring:** Leadership Team; Title I Coordinator; Teachers/Staff **Action Steps:** Develop classes to support parents in English, support with supporting their students and to provide any health and welfare services. **TEA Priorities:** Improve low-performing schools	100%	100%	100%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

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

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 28, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 1, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the 2022-2023 school year.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report summitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus:

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

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students.

The comprehensive needs assessment (CNA) at this campus was developed by community and campus stakeholders.

The Title I, Part A Campus Improvement Plan is based on the Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented. The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA is documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The campus goal is to conduct at least 2 meetings during the 2022-2023 fall semester (July 2022-December 2022) and at least 2 meetings during the 2022 - 2023 spring semester (January 2023-July 2023).

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

1. The SDMC committee comprised of various stakeholders met to develop the SIP using current school data (assessments, financial, enrollment and staffing)

2. The plan was created to meet the needs of the campus and to build on the campuses strengths while addressing areas that require maintnance.

2.2: Regular monitoring and revision

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

 The plan and its implementation that is regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards.(ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].
The date the CIP was developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the campus.

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

The SIP is available to parents in the following locations: District office, Campus Main Office and Fleming's online website.

The SIP was made available to parents by: Mr. Adams, campus principal

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: Fleming will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

Fleming will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which include programs, activities, and courses necessary to provide a well-rounded education.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include, improving access to visual arts and music education:

• Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups

• Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and credit recovery

• Strengthening instruction in American history, civics, economics, geography, government education, and environmental education

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

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

- Building teacher capacity in their content and instructional areas that lead to building student capacity in all subjects
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs with all teachers

- Small Group Instruction based on student data needs using the most current data

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

The plan and its implementation that is regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards.(ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

In the final SDMC meeting of the year, the plan is evaluated to determine goals for the following year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent
- Student
- Teacher

The PFE was distributed

- On the campus website
- To each parent during the annual meeting.

The languages in which the PFE was distributed include

- English
- Spanish

Strategies to increase Parent and Family Engagement include:

1. Meetings may include refreshments, childcare, and such services that relate to family engagement and encourage participation. Scheduled family meetings will occur on a regular basis throughout the school year.
2. Fleming will educate school staff in the valuable contributions of families and work with families as equal partners in implementing family programs to build strong ties between families and the school.
3. Fleming will provide timely information about the Title I program and assistance with understanding state and local academic standards, assessments, and expected proficiency levels of students, and how to monitor student achievement through varied activities including newsletters, brochures, report cards, workshops, Title I planning meetings, PTO, family conferences, web pages, and phone calls.

4. Fleming will provide an annual meeting to inform parents of the school's participation in the Title I program and to explain the requirements of the program and the family's right to be involved.
5. Fleming will ensure that parents are involved in the planning, review, and improvement of the school's Title I program, including the development of the Schoolwide Plan under Section 1114.
6. Fleming will promote a shared responsibility for high student performance with families, the entire school staff, and students through developing a partnership to help children achieve the State's high academic standards. The partnership will include activities to:
7. Aid participating families in such areas as understanding Texas' academic standards, how to monitor a child's progress and work with educators to improve the performance of their children, the achievement levels of the challenging State Academic Standards.
8. Jointly develop the Family-School Compact, evaluate the school-wide plan and the Family Engagement Policy with families to outline the shared responsibilities for improving student academic achievement.
9. Provide opportunities for regular parent meetings where parents can formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Fleming will respond to any suggestions within a designated time frame. Meetings will include disbursement of materials and training, such as literacy and technology training, to help families work with their children to improve achievement.
10. Educate teachers, staff, and families, in the value of teamwork and open communication. Teachers, specialized instructional support personnel, principals, and other school leaders and staff, with the assistance of parents, will receive training in the value and utility of contributions of parents; how to reach out, communicate, and work with parents as equal partners; implement and coordinate parent programs; and build ties between parents and the school.
11. Coordinate and integrate family engagement programs.
12. Ensure that information related to school and family programs, meetings, and other activities is sent to the families of participating children in their home language. Additionally, the school will ensure parent understanding by providing opportunities for the informed participation of parents and family members in the decision-making process, (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents of family members of migratory children), where appropriate.
13. Allow families/guardians reasonable access to staff, as well as opportunities to volunteer, participate, and observe in their child's classroom.
14. Provide opportunities for families to meet as requested to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children, and respond to any suggestions as soon as practically possible.
15. Offer conferences at flexible times during the day.
16. Ensure, to the extent possible, that families, school staff, and students share in the responsibility for improved student achievement by distributing information regarding the school's curriculum assessments and expected proficiency levels. Assistance will be provided to families in understanding the state's academic standards and how to monitor student progress through written communications, conferences, and school reports.

When possible, Fleming may:

1. Share with families regarding the types of training staff and other educators participate in to improve instruction.
2. Pay reasonable and necessary expenses associated with school-based family engagement activities.
3. Adopt and implement model approaches to improving family engagement.
4. Establish a family advisory council to provide advice on all matters related to family engagement.
5. Develop appropriate roles for community-based organizations; other federal, state, and local programs; and businesses in family activities.

4.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - September 29, 2022 (PM) | September 30, 2022 (AM)
- Meeting #2 - December 15, 2022 (PM) | December 16, 2022 (AM)
- Meeting #3 - February 16, 2023 (PM) | February 17, 2023 (AM)
- Meeting #4 - April 20, 2023 (PM) | April 21, 2023 (AM)

Fleming provides a flexible number of meetings for parents. The parents meet 4 times annually and serve on a Parent Advisory Council. At Fleming we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the parent center in areas, such as reading in the classroom, participating in College and Career Days.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

African American students will be targeted in Math and Reading student achievement.

Title I Personnel

Name	Position	Program	FTE
LaKenya Rogers	Reading Interventionist	Title I	100%