

Houston Independent School District
072 Fondren Middle School
2023-2024 Campus Improvement Plan



Mission Statement

"To give each child intellectual, moral, and social instruction that will inspire academic achievement, creativity, compassion, and global-mindedness; thus transforming them into independent thinkers and life-long learners."

Vision

“Empowering highly effective global leaders for today and beyond.”

Value Statement

Excellence: Everyone-Everything- Everyday

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Data is rooted in all Instructional decisions at Fondren MS. Formal and informal data is gathered throughout the school year. Teachers and administrators analyze the data to make sound instructional decisions to ensure that students meet their goals, show growth, and meet campus and district achievement expectations.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Student data shows growth in all subjects by 5 to 10% in all grade levels on the 2021-2022 TAPR report.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Teacher capacity affects consistent instructional delivery. African American students perform lower than their Hispanic counterparts Principal and teacher turnover All students perform lower than the district average by almost 20% in standardized and common assessments. **Root Cause:** Root Cause Teachers are not delivering effective critical reading and math skills during Tier 1 and Tier 2 lessons. Teachers are not effectively using student assessment data throughout the year to provide targeted small group instruction.

School Culture and Climate

School Culture and Climate Summary

The school culture at Fondren MS parallels the shared vision of HISD of high-performance culture. We strive every day to be better than the day before by relying on our vision and mission:

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: MS maintains connections and a sense of community with our students and faculty. Our goal is to always provide real life application to the skills students are learning. We give our students a sense of structure, established routines and purpose each day.

Our strengths include:

- Providing a nurturing environment with high expectations for our teachers, students and families.
- Engaged staff, engaged students, and engaged parents throughout the school year
- A commitment to lifelong learning for teachers and students.
- A holistic sense of responsibility that includes our staff, parents and the community
- Addressing parent concerns in a timely manner
- FACE Gold School
- Special Programs/Celebrations (Hispanic Heritage, Winter, Black History)
- Monthly Parent Meetings
- Differentiated instruction

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Student attendance leads to student learning gaps. **Root Cause:** Parents do not understand the importance of attendance for their children who attend Fondren and the impact it has on student success.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Principal and teacher turnover is high.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data: Returning teachers embrace the new principal. The teachers support each other.

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

Problem of Practice 1: The inconsistency of leadership has created a lack of trust in the teachers and the community. **Root Cause:** Because the school has been underperforming in state tests, the incoming leadership is expected to make huge/impactful decisions, but good change does not happen overnight. The expectation does align with the amount of work and time that it will take to profoundly change the dynamics of the school.

Parent and Community Engagement

Parent and Community Engagement Summary

The parental engagement at Fondren is low due to the inconsistency of communication and parental contact information.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Parents are willing to be involved.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Inconsistent communication between the parents and the school **Root Cause:** Our parents do not keep accurate records of their contact information, and the information changes frequently.

Priority Problems of Practice

Problem of Practice 1: Teacher capacity affects consistent instructional delivery. African American students perform lower than their Hispanic counterparts Principal and teacher turnover All students perform lower than the district average by almost 20% in standardized and common assessments.

Root Cause 1: Root Cause Teachers are not delivering effective critical reading and math skills during Tier 1 and Tier 2 lessons. Teachers are not effectively using student assessment data throughout the year to provide targeted small group instruction.

Problem of Practice 1 Areas: Student Achievement

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)

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Other additional data

Key Actions

Key Action 1: (Student Achievement)

Cultivate the capacity of the instructional staff to deliver high-quality instruction to students.

Indicator of Success 1: Cultivate the capacity of the instructional staff to deliver high-quality instruction to students.

Indicator 1: By December 2023, 60% of teachers will be rated proficient or higher as evidenced by on-the-spot observations conducted by the Unit Support Team; the percentage of teachers will increase to 80% by May 2024.

Indicator 2: Through the implementation of T-TESS along with the spot observations provided 80% of teachers will be rated proficient or higher in the execution and monitoring of high-quality instruction by May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Cultivate the capacity of the instructional staff to deliver high-quality instruction to students.</p> <p>School Leaders' Actions</p> <p>Provide on-the-spot coaching and feedback daily (sometimes multiple depending on the proficiency of the teacher) along with written feedback a minimum of once per week for every teacher using the spot observation form.</p> <p>Facilitate effective weekly Professional Learning Communities (PLC) connected to data and specific best practice strategies aligned with high-quality instruction.</p> <p>Conduct calibration walks amongst the Leadership Team and the Division Leadership and Support to align with the campus and district priorities, with feedback provided to teacher within a 24-hour turnaround.</p> <p>Staff Actions</p> <p>Teachers will participate in Professional Development as provided by the district and engage in scheduled Professional Learning Communities that align High Quality Instructional Materials (HQIM) best practice that are evidenced to increase student outcomes.</p> <p>Internalize lessons using annotation techniques and review the written feedback from instructional leadership after review of lesson internalization and At-bats, prior to lesson facilitation.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 2: (Campus Culture and Climate)





Improve daily student attendance (ADA)

Indicator of Success 1: Improve daily student attendance (ADA)

Indicator 1: By September 2023, 100% of teachers and staff will be provided in-depth training and expected to follow campus attendance guidelines with fidelity as outlined in the Fondren Middle School Faculty and Staff Handbook and Federal and State Guidelines.

Indicator 2: By October 2023, 100% of teachers will be provided in-depth training and expected to document attendance concerns and communication with families and students; teachers will meet with instructional leadership, office staff, and Wraparound Services to review documentation and determine the best intervention and supports to increase student achievement.

Indicator 3: By December 2023, Fondren MS average daily attendance will increase from 88.7% to 93%; the average daily attendance will increase to 95% by May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Improve daily student attendance (ADA)</p> <p>School Leaders' Actions</p> <p>Develop an attendance committee including high-stakes individuals such as parents, Principal, Dean of Students, ADA Clerk, Counselor, Wraparound Specialist, and Teachers.</p> <p>Incorporate and monitor systems for tracking attendance both daily and weekly</p> <p>Provide monthly student-centered incentives for students with regular and/or increased attendance in students and homeroom.</p> <p>Staff Actions</p> <p>Teachers, the Dean of Students, and the Attendance Clerk will track student attendance daily using the systems implemented during August Pre-Service in alignment with Federal and State Guidelines.</p> <p>Teachers, Dean of Students, and the Attendance Clerk will communicate with families regarding attendance through both written and verbal communication, with evidence of documented efforts.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
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Key Action 3: (Staff Quality, Recruitment, and Retention)





Low turnover of high quality staff who is willing and capable to implement the necessary changes

Indicator of Success 1: Staff attendance will be above 85% daily

Indicator 1: High quality staff will be retained each year

Indicator 2: High quality staff will be given opportunities to spotlight their work

Indicator 3: High quality staff will be given opportunities to be campus leaders

Specific Action 1 Details	Reviews			
<p>Specific Action 1: High quality staff will be retained each year</p> <p>School Leaders' Actions</p> <p>Rewards and incentives will be given to staff for their contributions to the Fondren MS community</p> <p>Staff who is ineffective will be coached up or reassigned by guidance from the Executive Director</p> <p>Crucial conversations will be held with staff who struggle to adapt to changes</p> <p>All staff will be held accountable to HISD Board Policy and the Fondren MS Handbook</p> <p>Staff Actions</p> <p>Follow HISD Board Policy and Fondren Staff Handbook</p> <p>Attend professional development and staff meetings</p> <p>Hold each accountable for their roles and responsibilities</p> <p>Be receptive to feedback with in the moment coaching and modeling</p>	Formative			Summative
	Feb	Mar	Apr	June
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Key Action 4: (Parent and Community Engagement)





Improve parental engagement and support

Indicator of Success 1: Improve parental engagement and support

Indicator 1: Initiate active PTO, 23-24 Face Gold/Diamond Campus

Indicator 2: Parent meeting attendance, rewards families for attendance,

Indicator 3: Increased student attendance





Specific Action 1 Details	Reviews			
Specific Action 1: Improve parental engagement and support School Leaders' Actions Monthly Parent/Title 1 Meetings Wraparound and FACE Community Outreach for special Utilize Class DOJO, School Messenger, and our social media platforms to increase parent outreach Parent Communication Form (online with QR code) used for when parents have a concern that needs to be addressed by the principal Staff Actions Attend Meet the Teacher, Back to School Night Communicate with parents regularly (Logs will be turned into administration per six weeks) Host parent conferences Send home notes for positive behavior Communicate with counselor and wraparound to express student needs that are non-academic	Formative			Summative
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Key Action 5: (Curriculum, Instruction, and Assessment)

Indicator of Success 1: Cultivate the capacity of the instructional staff to deliver high-quality instruction to students.

Indicator 1: By December 2023, 60% of teachers will be rated proficient or higher as evidenced by on-the-spot observations conducted by the Unit Support Team; the percentage of teachers will increase to 80% by May 2024.

Indicator 2: Through the implementation of T-TESS along with the spot observations provided 80% of teachers will be rated proficient or higher in the execution and monitoring of high-quality instruction by May 2024002E

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Cultivate the capacity of the instructional staff to deliver high-quality instruction to students.</p> <p>School Leaders' Actions</p> <p>Provide on-the-spot coaching and feedback daily (sometimes multiple depending on the proficiency of the teacher) along with written feedback a minimum of once per week for every teacher using the spot observation form.</p> <p>Facilitate effective weekly Professional Learning Communities (PLC) connected to data and specific best practice strategies aligned with high-quality instruction.</p> <p>Conduct calibration walks amongst the Leadership Team and the Division Leadership and Support to align with the campus and district priorities, with feedback provided to teacher within a 24-hour turnaround.</p> <p>Staff Actions</p> <p>Teachers will participate in Professional Development as provided by the district and engage in scheduled Professional Learning Communities that align High Quality Instructional Materials (HQIM) best practice that are evidenced to increase student outcomes.</p> <p>Internalize lessons using annotation techniques and review the written feedback from instructional leadership after review of lesson internalization and At-bats, prior to lesson facilitation.</p>	Formative			Summative
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Key Action 6: (Technology)





Teachers will use technology to enhance their instruction. Teachers will give students the opportunity to use technology to increase engagement.

Indicator of Success 1: Teachers will use technology to enhance their instruction. Teachers will give students the opportunity to use technology to increase engagement.

Indicator 1: Technology will become a part of the lesson as teachers deliver instructional content to students that is of interest to them.

Indicator 2: Technology will be used to challenge students who need rigorous instruction to push their learning above what is required.

Indicator 3: Students NWEA scores will improve by 10% from the BOY to MOY with the effective use of technology.





Specific Action 1 Details	Reviews			
<p>Specific Action 1: Teachers will use technology to enhance their instruction. Teachers will give students the opportunity to use technology to increase engagement.</p> <p>School Leaders' Actions</p> <p>Leaders will monitor the effective use of teachers' proficient use adapting instructional materials that are technology based to increase student engagement in lessons and workstations.</p> <p>Staff Actions</p> <p>Teachers will learn to adapt lessons using technology to enhance content and increase rigor.</p> <p>Teachers will use student devices during LSAE reteach time periods</p> <p>Teachers will create rigorous activities for students above benchmark to complete once Tier 1 instruction is complete</p>	Formative			Summative
	Feb	Mar	Apr	June
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Key Action 7: Increase the percentage of students reading at proficiency.

Indicator of Success 1: By January 2024 students will demonstrate an increase of 5% mastery on fundamental literacy skills; increased by 8% by EOY (End of Year) as demonstrated on NWEA MMAP assessments.

* Increase the percentage of students by 10% from Learning to Accelerating within the LSAE Model by Dec. 2023

* By May 2024, Fondren Middle School will increase the number of students performing at or above grade level by 10% from the 2022-2023 school year on the State of Texas Assessment of Academic Readiness (STAAR).





Specific Action 1 Details	Reviews			
<p>Specific Action 1: -</p> <p>School Leaders' Actions</p> <p>-Develop data-driven Professional Learning Communities, aligned with HQIM, that include best practices to increase student engagement and mastery of Demonstration of Learning (DOL). -Monitor the execution of best practices reviewed within Professional Learning Communities to ensure students' demonstration of learning is meeting grade-level expectations. -Track and analyze data within DOL and End of Unit Assessments to determine student progress and growth metrics. -Monitor teacher's use of lesson internalization protocol through observation and feedback and spot observation forms.</p> <p>Staff Actions</p> <p>-Use daily monitoring techniques to determine students' progression within the LSAE model. -Implement best practices within classroom instruction with fidelity as evidenced by the spot observation form feedback. -Track and analyze DOL and End of Unit data, with evidence of lesson adjustments and spiraled TEKS. -Internalize Reading lessons to ensure alignment with STAAR and Lead4ward prior to instruction as evidenced through written feedback from Demo Day and on the spot coaching from instructional administrators.</p>	Formative			Summative
	Feb	Mar	Apr	June
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Key Action 8: Increase the percentage of students performing at or above grade level in Math.

Indicator of Success 1: -By January 2024 students will demonstrate an increase of 5% mastery on fundamental math skills; increased by 8% by EOY as demonstrated on NWEA MAP assessment.

-By January 2024 students will demonstrate a growth of 5% on end of unit assessments; increased by 8% by EOY.

-By May 2024, Fondren Middle School will increase the number of students performing at or above grade level by 10% from the 2022-2023 school year on the State of Texas Assessment of Academic Readiness (STAAR).





Specific Action 1 Details	Reviews			
<p>Specific Action 1: -</p> <p>School Leaders' Actions</p> <p>-Develop data-driven Professional Learning Communities, aligned with HQIM, that include best practices to increase student engagement and mastery of DOL. -Monitor the execution of best practices reviewed within Professional Learning Communities to ensure students' demonstration of learning is meeting grade-level expectations. -Track and analyze data within DOL and End of Unit Assessments to determine student progress and growth metrics. -Monitor teacher's use of lesson internalization protocol through observation and feedback and spot observation forms.</p> <p>Staff Actions</p> <p>-Implement best practices within classroom instruction with fidelity as evidenced by the spot observation form feedback. -Track and analyze DOL and End of Unit data, with evidence of lesson adjustments and spiraled TEKS. -Internalize Math lessons utilizing annotation techniques learned within August Professional Development and PLC prior to instruction as evidenced through written feedback.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Key Action 9: Increase writing, listening, and speaking across all contents (TELPAS correlation)

Indicator of Success 1: * By January 2024, students will demonstrate an increase in evidence-based writing proficiency demonstrated by grading writing assignments using the STAAR & TELPAS (Texas English Language Proficiency Assessment System) Writing Rubric and ELD assessments.

* By January 2024, students will demonstrate growth in writing as evidenced by the MOY (Middle of the Year) NWEA result.

* By May 2024, students will demonstrate the use of language acquisition supports and grade-appropriate spoken English used in academic and social settings as indicated TELPAS and ELD assessments.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * Instructional Leaders will facilitate Professional Learning Communities focused on language acquisition and evidence-based writing, with exemplar products to model student mastery. * Monitor student growth and develop interim action plans, by teacher, through the assessment of data as evidence in district-wide assessments. * Support and monitor teachers in the implementation and facilitation of HQIM, with embedded linguistic support. * Collaborate with the Multilingual Department to ensure appropriate support for teachers</p> <p>School Leaders' Actions</p> <p>* Instructional Leaders will facilitate Professional Learning Communities focused on language acquisition and evidence-based writing, with exemplar products to model student mastery. * Monitor student growth and develop interim action plans, by teacher, through the assessment of data as evidence in district-wide assessments. * Support and monitor teachers in the implementation and facilitation of HQIM, with embedded linguistic support. * Collaborate with the Multilingual Department to ensure appropriate support for teachers</p> <p>Staff Actions</p> <p>Monitor student outcomes through DOL and unit assessments through the campus-wide data tracking systems and internalization in Professional Learning Communities. * Implement language acquisition strategies and annotate checking for understanding/student engagement strategies in the lesson internalization guides.</p>	Formative			Summative
	Feb	Mar	Apr	June
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Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Lakia Jackson	Principal
Administrator	Sharmen Rogers	Assistant Principal
Administrator	William Mitchell	Assistant Principal
Administrator	Veshanda Hall	Assistant Principal
Administrator	Cinthia CondeCalvo	Assistant Principal
Classroom Teacher	Tiffany Carr	
Community Representative	Brandon Day	
Classroom Teacher	Enrique Warnell	
Classroom Teacher	Amanda Williams	