

Houston Independent School District
337 Pin Oak Middle School
2023-2024 Campus Improvement Plan



Mission Statement

We are committed to ensuring equity for all students by providing an environment in which every student can investigate who they are, their impact on the world, and their future as productive, thoughtful, and engaged citizens.

Vision

The vision of Pin Oak Middle School's Language Magnet Program is to cultivate students who are proficient in languages other than English through a rigorous and advanced curriculum using our high technology language lab. Upon completion of three years in the language program, students will be prepared for high school and college. Teachers, parents, and community members will support the students through international performances and language programs over their three years on campus.

Value Statement

The vision of Pin Oak Middle School's Language Magnet Program is to cultivate students who are proficient in languages other than English through a rigorous and advanced curriculum using our high technology language lab. Upon completion of three years in the language program, students will be prepared for high school and college. Teachers, parents, and community members will support the students through international performances and language programs over their three years on campus.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The 2022-2023 School Report Card has not been released to campuses by the Texas Education Agency. Therefore, the data for the previous year has been included. For the 2021-2022 academic year, the school was given an A rating by TEA, earning 7 of 7 Distinction Designations for Academic Achievement in ELA/Reading, Math, Science, Social Studies, Top 25% Closing Performance Gaps and Top 25% Postsecondary Readiness. All Distinctions earned are a result of quartile 1 rankings in all criteria within each distinction category. Performance results are indicative of the mindset of continuous improvement and collaborative planning. LEP Students in grades 7 and 8 showed great progress on TELPAS from year to year, but grade 6 still needs to close some gaps, but does show growth. Special Education students continue to trail the total school population in reading and math performance but are showing an increase.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Pin Oak earned a Scale Score of 93 in the student performance indicator under Domain

1: Students Achievement.

Pin Oak earned a Scale Score of 92 in the Relative Performance indicator under Domain

2: School Progress.

Pin Oak earned a score of 100 in the Closing the Gaps indicator under Domain 3.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: The campus is committed to ensuring that the teachers understand and utilize the district requirements to enhance the learning of all students. The teachers are familiar with Multiple Response Strategies but need assistance in the appropriate implementation of such. The campus also needs to enhance differentiated teaching techniques and ensure to meet the needs of all learners. **Root Cause:** We have a need for more models of differentiation and professional learning. Once techniques are learned, we need to bring back student work and best practices to PLC's and analyze results.

School Culture and Climate

School Culture and Climate Summary

At Pin Oak Middle School, the aim of its educators is establishing and maintaining an environment of safety, altruism, creativity, agency, and collaboration so that its stakeholders – including students, parents, teachers and staff, and community members – are mutually engaged in the progress of the school, not only in test scores and other formative assessments, but in active exploration of knowledge and skills, pursuing intellectual passions, social-emotional awareness, and a commitment to kindness and respect for all voices.

A commitment to equity for our students is present both in the structure of our learning environments and the resources needed to participate and succeed. Pin Oak teachers, administrators, and support staff are committed to creating an environment of care, comfort, and confidence so that our new and returning students can grow and flourish both academically and emotionally.

Voice and choice are especially important on our campus, and students have a multitude of electives to choose from including exercise and recreation, arts and crafts, science and technology, and service clubs. Our HADV program prepares students to qualify for high-school

level coursework and earn credits while still in middle school. Not only do our on-level

students sustain a strong capacity for growth on summative exams, but our students reaching mastery in core subjects continues to rise. As a foreign language magnet campus, students have access to 6 different high school credit language classes: French, German, Italian, Chinese, Latin, and Spanish. Native Spanish speakers and students coming from a dual-language elementary school can participate in Native Speaker and AP level Spanish classes. While magnet students are required to participate in Pin Oak's foreign language program, boundary students are also invited and encouraged to participate.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

As a campus, we use a responsive and proactive approach to teaching and learning in which students learn to be in and of the world around them. Assuming agency over their own learning leads students to view themselves as agents of change, capable of uplifting the campus community as a whole and essential to its overall success. A climate of hope and purpose, combined with focus and discipline, enable the next generation to remain lifelong learners committed to altruism, innovation, and kindness

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Our campus has had an increase in concerns for self-regulation and inappropriate student interactions. **Root Cause:** We believe that some of the behaviors are still remnants from the pandemic. Socio-emotional needs are paramount to facilitate effective learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Pin Oak is dedicated to providing a nurturing and academically enriching environment for our students, and our success hinges on the quality, recruitment, and retention of our exceptional staff. A comprehensive assessment of these critical factors highlights our commitment to ensuring that every child's educational journey is exceptional.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Pin Oak prides itself on having a team of educators who are passionate, experienced, and deeply committed to the success of our students. They are not only knowledgeable but also caring and empathetic, creating a supportive learning environment. To maintain staff quality, we prioritize ongoing professional development, encourage collaborative teaching approaches, and continuously seek opportunities to improve instructional techniques.

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

Problem of Practice 1: The staff is adapting to the new systems and requirements by the district. **Root Cause:** We have staff members that have been in the district for many years and are not familiar with some of the evolving changes.

Parent and Community Engagement

Parent and Community Engagement Summary

Pin Oak wants all families to feel welcomed and involved in the educational process. Our parents receive ongoing information through the weekly Charger Chatter newsletter managed by our excellent PTO, our campus website, school messenger push outs, as well as in school message boards that are displayed throughout the school. Attendance is monitored through our house clerks, which provide support for families in both English and Spanish. Disciplinary issues are addressed through a combination of administrative intervention, counselor support, and parent contact. Wraparound Services will ensure that intervention is ongoing and proactive for student growth and family support. Pin Oak staff responds to the needs and interests of its stakeholders with a commitment to engaging classrooms, rigorous instruction, reflective and thoughtful intervention and support, and a synergistic environment of creative differentiation.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Pin Oak has very high parental involvement and has received the designation as a Platinum Family Friendly Campus

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: As our demographics are changing, we have a higher amount of Emergent Bilingual students. We need to ensure that parents that speak the language other than English are receiving the information necessary for their students to succeed. **Root Cause:** Many parents express fear due to the language barrier and would rather not ask questions.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Key Actions

Key Action 1: Teachers and staff will receive support through professional developments designed by the administration and the instructional leadership team. * Teachers will also receive coaching and feedback support from administration. * Teachers meet with their content administrators for PLC every Tuesday to ensure that the new district requirements are mastered and met.

Strategic Priorities:

Cultivating Team HISD Talent

Indicator of Success 1: * Teachers and staff will receive support through professional developments designed by the administration and the instructional leadership team. * Teachers will also receive coaching and feedback support from administration. * Teachers meet with their content administrators for PLC every Tuesday to ensure that the new district requirements are mastered and met.

Indicator 1: Teachers leaders are developed through coaching style.

Indicator 2: Consistent, strong, and ongoing partnerships are developed that foster collaboration in support of improved academic success.

Indicator 3: Increased teacher retention and decreased absenteeism.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: * Teachers and staff will receive support through professional developments designed by the administration and the instructional leadership team. * Teachers will also receive coaching and feedback support from administration. * Teachers meet with their content administrators for PLC every Tuesday to ensure that the new district requirements are mastered and met.</p> <p>School Leaders' Actions</p> <p>* The administration will ensure to update and train the teachers and staff on implemented changes. * The administration will ensure that teachers collaborate in weekly PLCs. * The administration will coach and provide feedback to teachers in a timely manner. * The administration will observe teachers on a daily basis to ensure that the coaching and feedback takes place.</p> <p>Staff Actions</p> <p>* The staff is committed to adapt to the new implementations of the curriculum. * The staff will be present during professional development and PLC. * The staff will be open and receptive to coaching and feedback and will implement adaptations to their practice based on such.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 2: Pin Oak is committed to engaging the parents of our EB learners by ensuring that communication is readily available and having the staff that can meet those needs.

Strategic Priorities:





Transforming Academic Outreach

Indicator of Success 1: Pin Oak is committed to engaging the parents of our EB learners by ensuring that communication is readily available and having the staff that can meet those needs.

Indicator 1: Increased parental involvement in the campus TELPAS Night

Indicator 2: Increased parental involvement during our school events and Increased visits from parents that normally do not visit the campus to inquire in their home language

Indicator 3: Increased TELPAS scores

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Pin Oak is committed to engaging the parents of our EB learners by ensuring that communication is readily available and having the staff that can meet those needs.</p> <p>School Leaders' Actions</p> <p>* The administration will ensure that parents are able to obtain any pertinent information in their home language. * The administration is ensuring that teachers contact the parents of non-English speaking students by taking advantage of our staff that can provide translation. * The administration is ensuring that parents are aware of district Applications, websites, and resources to better understand their student's academic path.</p> <p>Staff Actions</p> <p>* The campus has a community FACE Parent Liaison from our own staff that is able to: * Host parent meeting to update the community of valuable information disseminated by the district. * Build an environment of trust, where parents are able to ask questions regarding any academic and technology needs to monitor their child's progress. * The staff will continue to reach out to members of the community to promote involvement in academics, extra curricular activities, school events, and other matters that involve all stakeholders.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Key Action 3: The teachers will be trained in the implementation of MRS strategies, writing of effective Learning Objectives that align to State Standards, and the usage of Demonstration of Learning to ensure student mastery in their content areas





Strategic Priorities:

Cultivating Team HISD Talent

Indicator of Success 1: The teachers will be trained in the implementation of MRS strategies, writing of effective Learning Objectives that align to State Standards, and the usage of Demonstration of Learning to ensure student mastery in their content areas

Indicator 1: Teachers will use MRS every 4 minutes based

Indicator 2: LO will align to state standards 100% of the time.





Specific Action 1 Details	Reviews			
<p>Specific Action 1: The teachers will be trained in the implementation of MRS strategies, writing of effective Learning Objectives that align to State Standards, and the usage of Demonstration of Learning to ensure student mastery in their content areas</p> <p>School Leaders' Actions</p> <p>Conduct weekly PLC every Tuesday with their departments to ensure that teachers lesson plans are aligned to state and district standards. * Within the weekly PLC, leadership will ensure that best practices are shared and At Bats is conducted. * School leaders will ensure to observe classrooms daily and give timely feedback to ensure that teachers grow and align their instruction to district standards.</p> <p>Staff Actions</p> <p>Staff will ensure to attend weekly PLC and be prepared to discuss lesson internalization. * Staff will ensure to meet deadlines mandated by the district. * Staff will be updated frequently on training and professional development that aligns to their practice. * Staff will ensure that students are prepared for their daily lesson by ensuring all students have working technology. * Technology Specialist will ensure that all Chromebooks successfully function.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Key Action 4: Collaborate with families and the community to support the academic, physical, emotional, and social well-being of each student.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Collaborate with families and the community to support the academic, physical, emotional, and social well-being of each student.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Collaborate with families and the community to support the academic, physical, emotional, and social well-being of each student.</p> <p>School Leaders' Actions</p> <p>School leaders will provide learning for students regarding strengths and differences that we all have. * School leaders will promote being considerate and accepting to all individuals through Charger Time. * School leaders will ensure that staff is properly trained on how to deliver the Charger time lessons.</p> <p>Staff Actions</p> <p>The counselors will ensure to have open communication with families via the "Counselor's Corner." * Counselors will train and provide guidance lessons each week for every classroom. * Staff will be responsible for ensuring the guidance lessons are delivered daily to the students via Charger Time. * Staff will ensure that the proper avenue is taken for a student based on identifying socio emotional needs versus a discipline concern. * All staff will model expected behavior to students.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Key Action 5: To provide an inclusive and equitable learning environment that maximizes the potential of special education and emergent bilingual students by fostering their academic growth, language development, and social-emotional well-being.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: To provide an inclusive and equitable learning environment that maximizes the potential of special education and emergent bilingual students by fostering their academic growth, language development, and social-emotional well-being.

Indicator 1: * Percentile increase in NWEA MOY and BOY results

Indicator 2: * A percentage increase in the Emergent Bilingual students exiting Telpas

Indicator 3: * A decrease in "Did Not Meets" percentage rate of STAAR in both populations

Specific Action 1 Details	Reviews			
<p>Specific Action 1: To provide an inclusive and equitable learning environment that maximizes the potential of special education and emergent bilingual students by fostering their academic growth, language development, and social-emotional well-being.</p> <p>School Leaders' Actions</p> <p>School leaders will ensure that sheltered instruction strategies are being implemented within the lesson cycle. * School leaders will ensure that the campus is 100% compliance in Special Education. * School leaders will ensure to monitor the academic progress of special populations and that accommodations are in place to ensure student success. * School leaders will ensure that staff is trained in strategies to help their special populations. * School leaders will provide ongoing training and professional development opportunities for educators to enhance their knowledge of best practices in special education and language development.</p> <p>Staff Actions</p> <p>* The teachers will embed Sheltered Instruction strategies into each lesson cycle to provide opportunities for student access and engagement. * Special Education Managers will: * actively monitor, observe, and document utilizing the district-provided progress monitoring tool. * Analyze student performance data bi-weekly to identify which students are not meeting their specific goals and content standards. * Closely evaluate the use and effectiveness of the students IEP to ensure our student's unique learning needs are being met. * The teachers will design and deliver instruction that accommodates the diverse learning needs of special education and emergent bilingual students.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for 337 Pin Oak Middle School

Total SCE Funds: \$37,949.78

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

At Pin Oak Middle School, State Compensatory Education (SCE) funds are strategically allocated to enhance the educational experience for our at-risk students and those who may be struggling with their academic performance. These funds support a range of programs and services that are carefully selected to address the unique needs of our student population. The primary initiatives funded through SCE at our school include: 1. PearDeck and IXL Resources: We invest in educational technology, such as PearDeck and IXL, to provide our students with interactive and adaptive learning experiences. These tools are particularly effective in engaging our students and tailoring instruction to their individual needs, helping them make academic progress. 2. Usonic Interactive Panels: We've integrated Usonic Interactive Panels into our classrooms to create an interactive and immersive learning environment. These panels foster student engagement and participation, making lessons more dynamic and effective. 3. Extra Duty Pay for HB4545 Tutorials: Our dedicated educators are compensated for offering additional tutorial sessions. These tutorials provide students with valuable one-on-one or small group support, helping them overcome challenges and reinforcing their understanding of course materials. 4. Whiteboards for Multiple Response Strategies: In addition to the above initiatives, we have incorporated whiteboards into our classrooms. These whiteboards serve as a valuable tool for implementing multiple response strategies. They encourage active participation and engagement by allowing students to provide quick responses to questions, share their thoughts, and collaborate with peers. This interactive approach enhances the learning experience and encourages critical thinking and problem-solving skills. Our commitment to using SCE funds in these ways is aimed at ensuring that all our students have the opportunity to succeed academically. By providing these supplementary resources and services, we strive to reduce the risk of students failing and enhance their performance on end-of-course assessments. At Pin Oak Middle School, we believe in the potential of every student and are dedicated to providing them with the support they need to thrive in their educational journey.

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Lindsey Vela	Principal
Administrator	Ashly Vining	Special Education Administrator
Administrator	Jeremy Gates	Emergent Bilingual Administrator
Classroom Teacher	Jonahira Cordero	Teacher
Community Representative	Alicia Escamilla	Community Member
Parent	Randy Halaby	Parent
Classroom Teacher	Brandi Martinez	Teacher
Non-classroom Professional	Norma Ruiz	Administrative Assistant
Community Representative	Ryan Smith	Community Member
Parent	Kinsey Wall	Parent
Parent	Cindy Wu	Parent
Business Representative	Mickey Turner	Business Representative