Fort Bend Independent School District

Hodges Bend Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

District Mission:

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Hodges Bend Middle School Mission: The mission of Hodges Bend Middle School is to provide a collaborative team of students, faculty, staff, parents, and community, which will provide a safe and supportive learning environment that empowers all students to achieve their potential to be life-long learners in a global society.

Vision

District Vision:

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate. En Español.

Hodges Bend Middle School Vision: It is our belief that all students can learn, all students learn in different ways, and all students will have opportunities to develop a positive self-image, self-respect and self-control to become productive citizens in a global society.

Value Statement

Today, I will be the very best I can be. I will not only pursue excellence but will help someone on my journey.
My fate is dependent upon me. I am a WARRIOR doing great things for all people.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hodges Bend Middle School (HBMS) is one of seventy-eight campuses in Fort Bend Independent School District. Hodges Bend was built and occupied in 1987. There are approximately 1,031 students attending HBMS in grades six through eight. HBMS is departmentalized by subject area and grade level and serves predominantly Hispanic, African American and low income families. Due to the fact there are 77% of the student population considered as having a low-socioeconomic status, HBMS is qualified as a Title I campus.

STUDENT INFORMATION

Grade Level Distribution of Students

- 6th grade - 330 students
- 7th grade - 347 students
- 8th grade - 354 students

Ethnicity of Students

- African American - 35.6%
- Hispanic - 46.56%
- White - 3.3%
- Asian - 12.61%
- Two or More Races - 1.45%
- American Indian - 0.29%

Additionally, we offer special services to our students through the following programs:

- Special Education - 112 students (10.86% of student population)
- ELL Services - 158 students (15.32% of student population)
- 504 Services - 58 students (5% of student population)
- At Risk - 619 students (60% of student population)
- Gifted and Talented - 19 students (1.54% of student population)

HBMS has a mobility rate of 11.5%. The average class size of 23 students and the attendance rate is 97.12% which is a decrease of -0.28 from the 2016 - 2017 school year.

STAFF INFORMATION

There are a total of 89 staff members at HBMS. 100% of the teaching and paraprofessional staff is Highly Qualified.

Ethnicity of Teachers

- African American - 38%
- Hispanic - 9.3%
- White - 42.3%
- Asian - 7.3%
- Two or More Races - 2.9%

Teachers Years of Experience

- Beginning teachers - 2.8%
- 1 - 5 years - 34%
- 6 - 10 years - 19.1%
- 11 - 20 years - 23.6%
- Over 20 years - 20.5%

Highest Degree by Teachers

- Bachelors - 64.4%
- Masters - 33.8%
- Doctorate - 1.5%

Demographics Strengths

HBMS is a culturally diverse campus of students and staff. Students from various ethnic, economic and educational backgrounds receive services from a variety of programs. 92% of our teaching staff has more than 5 years of instructional experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 77% of HBMS students are identified as Economically Disadvantaged. In grades 6th thru 8th 26% of these students did not master STAAR Reading, 21% did not master STAAR Math. In addition to 35% (Science), 42% (Social Studies), and 35% (Writing) of our ED students did not master STAAR. **Root Cause**: HBMS has a large population of students who are Economically Disadvantaged and lack educational background experiences.

Student Academic Achievement

Student Academic Achievement Summary

Hodges Bend did not meet the state target in Academic Achievement in several subpopulations in both ELA/Reading and Math: Hispanic, White, Asian, Continuously Enrolled, and NonContinuously Enrolled. Aftrican American students met the target in both ELA/Reading and Math. Economically Disadvantaged, and EL students met the target in ELA/Reading, but not Math.

In Student Growth Status, the campus did not meet the target goals in all subpopulations, except African American in ELA/Reading.

2017 - 2018 STAAR Data

6th Grade Data

May 2018 STAAR Mathematics, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
HODGES BEND M S	321	19	1603	49%	69%	33%	12%
Economic Disadvantage	256	18	1591	47%	65%	30%	10%
American Indian/Alaskan Native	1	18	1592	47%	100%	0%	0%
Asian	46	27	1724	70%	96%	76%	37%
Black/African American	106	17	1582	46%	58%	27%	9%
Hispanic	158	17	1580	45%	68%	23%	6%
Native Hawaiian/Pacific Islander	1	10	1484	26%	0%	0%	0%
Two or More Races	1	12	1514	32%	0%	0%	0%
White	8	23	1661	60%	100%	63%	13%
Female	153	19	1605	50%	69%	32%	13%
Male	168	19	1601	49%	70%	34%	10%
First Year of Monitoring	39	20	1618	52%	82%	33%	13%
LEP	56	14	1533	37%	54%	9%	0%
Second Year of Monitoring	45	20	1621	53%	82%	38%	11%
Special Ed Indicator	42	10	1477	27%	12%	5%	0%

May 2018 STAAR Mathematics, Grade 6
All Reporting Categories

	Total Students	M1	M2	M3	M4
HODGES BEND M S	321	52%	49%	48%	47%
Economic Disadvantage	256	51%	47%	46%	45%
Asian	46	71%	68%	72%	69%
Black/African American	106	50%	45%	44%	43%
Hispanic	158	48%	46%	43%	43%
White	8	61%	56%	67%	64%
Female	153	53%	48%	49%	48%
Male	168	51%	49%	47%	47%
First Year of Monitoring	39	58%	52%	48%	47%
LEP	56	39%	38%	32%	35%
Second Year of Monitoring	45	57%	50%	55%	51%
Special Ed Indicator	42	29%	27%	25%	24%

May 2018 STAAR Mathematics, Grade 6
STAAR Progress

	Limited	Expected	Accelerated
HODGES BEND M S	69%	28%	3%
Economic Disadvantage (DF)	70%	27%	2%
African American	71%	27%	2%
American Indian or Alaskan Native	100%	0%	0%
Asian	37%	51%	12%
Hispanic/Latino	77%	23%	1%
Native Hawaiian/Pacific Islander	100%	0%	0%
Two or More	100%	0%	0%
White	63%	25%	13%
Gifted Talented (DF)	25%	63%	13%
First Year of Monitoring	62%	38%	0%
LEP	79%	21%	0%
Second Year of Monitoring	72%	23%	4%

Special Ed (DF)		85%	13%	3%			

May 2018 STAAR Reading, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
HODGES BEND M S	321	25	1556	62%	63%	28%	12%
Economic Disadvantage	256	24	1547	61%	60%	26%	11%
American Indian/Alaskan Native	1	27	1572	68%	100%	0%	0%
Asian	46	29	1621	73%	85%	52%	22%
Black/African American	106	25	1556	62%	62%	31%	14%
Hispanic	158	24	1535	59%	56%	19%	8%
Native Hawaiian/Pacific Islander	1	16	1431	40%	0%	0%	0%
Two or More Races	1	21	1494	53%	0%	0%	0%
White	8	30	1627	74%	100%	38%	25%
Female	153	26	1578	66%	68%	34%	18%
Male	168	24	1536	59%	59%	23%	7%
First Year of Monitoring	39	26	1564	64%	67%	28%	10%
LEP	56	19	1468	48%	29%	5%	0%
Second Year of Monitoring	45	28	1591	69%	80%	31%	9%
Special Ed Indicator	42	17	1434	42%	21%	5%	0%

May 2018 STAAR Reading, Grade 6
All Reporting Categories

	Total Students	R1	R2	R3
HODGES BEND M S	321	61%	67%	58%
Economic Disadvantage	256	59%	65%	56%
Asian	46	72%	74%	71%
Black/African American	106	61%	67%	57%
Hispanic	158	57%	64%	54%
White	8	81%	79%	64%
Female	153	64%	70%	62%
Male	168	58%	64%	54%

First Year of Monitoring	39	60%	68%	62%
LEP	56	42%	54%	43%
Second Year of Monitoring	45	68%	72%	65%
Special Ed Indicator	42	40%	47%	36%

May 2018 STAAR Reading, Grade 6
STAAR Progress

	Limited	Expected	Accelerated
HODGES BEND M S	66%	30%	4%
Elective	100%	0%	0%
Economic Disadvantage (DF)	66%	31%	3%
African American	70%	27%	3%
American Indian or Alaskan Native	100%	0%	0%
Asian	51%	42%	7%
Hispanic/Latino	67%	28%	5%
Native Hawaiian/Pacific Islander	100%	0%	0%
Two or More	100%	0%	0%
White	63%	38%	0%
Gifted Talented (DF)	13%	25%	63%
First Year of Monitoring	68%	32%	0%
LEP	62%	37%	2%
Second Year of Monitoring	60%	32%	9%
Special Ed (DF)	69%	31%	0%

7th Grade Data

May 2018 STAAR Mathematics, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
HODGES BEND M S	331	22	1654	54%	76%	35%	15%
Economic Disadvantage	255	21	1650	53%	73%	33%	15%

American Indian/Alaskan Native	1	26	1702	65%	100%	100%	0%
Asian	40	28	1747	70%	93%	68%	40%
Black/African American	121	21	1649	53%	76%	31%	12%
Hispanic	154	20	1634	51%	71%	30%	12%
Native Hawaiian/Pacific Islander	1	25	1688	63%	100%	100%	0%
Two or More Races	3	19	1617	48%	33%	33%	0%
White	11	22	1656	55%	82%	27%	9%
Female	152	22	1662	56%	79%	36%	16%
Male	179	21	1648	53%	73%	34%	15%
First Year of Monitoring	13	21	1656	53%	77%	31%	31%
LEP	55	16	1583	41%	47%	11%	2%
Second Year of Monitoring	30	21	1648	53%	73%	37%	13%
Special Ed Indicator	27	15	1567	38%	33%	7%	4%

May 2018 STAAR Mathematics, Grade 7

All Reporting Categories

	Total Students	M1	M2	M3	M4
HODGES BEND M S	331	59%	54%	53%	51%
Economic Disadvantage	255	59%	53%	52%	51%
Asian	40	75%	70%	66%	67%
Black/African American	121	60%	53%	50%	52%
Hispanic	154	54%	51%	51%	46%
White	11	59%	55%	56%	49%
Female	152	60%	56%	55%	52%
Male	179	59%	53%	51%	50%
First Year of Monitoring	13	59%	52%	51%	53%
LEP	55	45%	43%	41%	34%
Second Year of Monitoring	30	54%	53%	53%	48%
Special Ed Indicator	27	40%	38%	39%	33%

May 2018 STAAR Mathematics, Grade 7

STAAR Progress

Limited   Expected   Accelerated

HODGES BEND M S	43%	51%	5%
Elective	43%	55%	2%
Economic Disadvantage (DF)	43%	52%	5%
African American	46%	50%	4%
American Indian or Alaskan Native	100%	0%	0%
Asian	29%	63%	8%
Hispanic/Latino	43%	50%	7%
Native Hawaiian/Pacific Islander	0%	100%	0%
Two or More	0%	100%	0%
White	64%	36%	0%
Gifted Talented (DF)	40%	40%	20%
First Year of Monitoring	58%	33%	8%
LEP	38%	54%	8%
Second Year of Monitoring	52%	45%	3%
Special Ed (DF)	38%	63%	0%

May 2018 STAAR Reading, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
HODGES BEND M S	331	28	1648	66%	76%	41%	22%
Economic Disadvantage	255	27	1642	65%	74%	37%	22%
American Indian/Alaskan Native	1	28	1634	67%	100%	0%	0%
Asian	40	31	1699	73%	88%	60%	38%
Black/African American	121	28	1648	67%	76%	43%	21%
Hispanic	154	27	1636	64%	73%	37%	21%
Native Hawaiian/Pacific Islander	1	28	1634	67%	100%	0%	0%
Two or More Races	3	28	1658	67%	67%	67%	33%
White	11	28	1634	66%	91%	18%	0%
Female	152	29	1669	70%	82%	49%	26%
Male	179	27	1630	63%	72%	35%	18%
First Year of Monitoring	13	28	1654	67%	77%	38%	38%
LEP	55	21	1548	50%	47%	11%	0%
Second Year of Monitoring	30	29	1666	70%	87%	40%	23%

	Total Students	R1	R2	R3			
Special Ed Indicator	27	22	1560	52%	41%	26%	7%

May 2018 STAAR Reading, Grade 7
All Reporting Categories

	Total Students	R1	R2	R3
HODGES BEND M S	331	69.37%	66.43%	64.39%
Economic Disadvantage	255	68.92%	64.77%	63.58%
American Indian/Alaskan Native	1	62.50%	66.67%	68.75%
Asian	40	76.88%	69.58%	74.53%
Black/African American	121	71.28%	66.12%	64.88%
Hispanic	154	65.42%	65.58%	61.89%
Native Hawaiian/Pacific Islander	1	75%	66.67%	62.50%
Two or More Races	3	91.67%	64.81%	56.25%
White	11	70.45%	70.71%	59.09%
Female	152	71.46%	71.13%	66.82%
Male	179	67.60%	62.45%	62.33%
First Year of Monitoring	13	65.38%	68.38%	65.38%
LEP	55	52.73%	52.12%	46.82%
Second Year of Monitoring	30	70.83%	71.30%	67.71%
Special Ed Indicator	27	56.94%	52.26%	48.61%

May 2018 STAAR Reading, Grade 7
STAAR Progress

	Limited	Expected	Accelerated
HODGES BEND M S	31%	38%	31%
Elective	21%	43%	36%
Economic Disadvantage (DF)	31%	38%	32%
African American	32%	35%	33%
American Indian or Alaskan Native	0%	100%	0%
Asian	24%	39%	37%
Hispanic/Latino	30%	40%	30%
Native Hawaiian/Pacific Islander	0%	100%	0%

Two or More	50%	50%	0%
White	55%	27%	18%
Gifted Talented (DF)	40%	60%	0%
First Year of Monitoring	42%	42%	17%
LEP	31%	33%	37%
Second Year of Monitoring	21%	41%	38%
Special Ed (DF)	38%	25%	38%

May 2018 STAAR Writing, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
HODGES BEND M S	330	29	3799	62%	69%	36%	9%
Economic Disadvantage	255	28	3755	61%	65%	34%	8%
American Indian/Alaskan Native	1	34	4139	74%	100%	100%	0%
Asian	39	33	4185	72%	92%	62%	26%
Black/African American	121	29	3789	62%	64%	34%	10%
Hispanic	154	27	3697	59%	65%	30%	5%
Native Hawaiian/Pacific Islander	1	32	4000	70%	100%	100%	0%
Two or More Races	3	29	3848	63%	33%	33%	33%
White	11	31	3901	66%	91%	55%	0%
Female	152	31	3937	66%	79%	48%	14%
Male	178	27	3680	59%	60%	26%	5%
First Year of Monitoring	13	28	3795	61%	62%	38%	15%
LEP	54	23	3385	49%	37%	7%	2%
Second Year of Monitoring	30	30	3868	65%	83%	40%	3%
Special Ed Indicator	27	21	3314	47%	30%	11%	0%

May 2018 STAAR Writing, Grade 7
All Reporting Categories

	W1	W2	W3
HODGES BEND M S	52%	67%	68%
Economic Disadvantage	51%	65%	67%

American Indian/Alaskan Native	63%	85%	76%
Asian	61%	79%	78%
Black/African American	52%	67%	68%
Hispanic	50%	63%	65%
Native Hawaiian/Pacific Islander	63%	62%	82%
Two or More Races	46%	64%	78%
White	56%	72%	72%
Female	56%	69%	74%
Male	49%	65%	63%
First Year of Monitoring	46%	69%	68%
LEP	45%	50%	52%
Second Year of Monitoring	59%	68%	70%
Special Ed Indicator	40%	45%	53%

8th Grade Data

April 2018 STAAR Mathematics, Grade 8 (APRIL)

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
HODGES BEND M S	242	22	1631	52%	64%	23%	2%
Economic Disadvantage	190	21	1626	51%	62%	20%	2%
Asian	23	26	1685	62%	78%	39%	4%
Black/African American	81	21	1627	51%	62%	25%	2%
Hispanic	122	21	1627	51%	64%	20%	2%
Two or More Races	6	21	1633	51%	50%	17%	17%
White	10	19	1591	45%	50%	20%	0%
Female	107	22	1637	53%	67%	26%	3%
Male	135	21	1627	51%	61%	21%	2%
First Year of Monitoring	6	24	1658	57%	67%	50%	0%
LEP	52	18	1584	42%	40%	6%	0%
Second Year of Monitoring	5	27	1688	64%	100%	60%	0%
Special Ed Indicator	31	13	1529	32%	16%	0%	0%

April 2018 STAAR Mathematics, Grade 8 (APRIL)
All Reporting Categories

	M1	M2	M3	M4
HODGES BEND M S	52%	52%	51%	52%
Economic Disadvantage	50%	51%	50%	51%
Asian	52%	64%	65%	56%
Black/African American	55%	50%	50%	51%
Hispanic	51%	52%	50%	51%
Two or More Races	33%	57%	46%	57%
White	53%	44%	42%	49%
Female	53%	52%	54%	52%
Male	52%	52%	48%	52%
First Year of Monitoring	67%	53%	58%	60%
LEP	44%	42%	42%	44%
Second Year of Monitoring	55%	66%	64%	63%
Special Ed Indicator	33%	33%	28%	35%

April 2018 STAAR Mathematics, Grade 8 (APRIL)
STAAR Progress

	Limited	Expected	Accelerated
HODGES BEND M S	47%	50%	2%
Elective	54%	43%	3%
Economic Disadvantage (DF)	48%	49%	3%
African American	53%	44%	4%
Asian	40%	60%	0%
Hispanic/Latino	46%	53%	2%
Native Hawaiian/Pacific Islander	%	%	%
Two or More	50%	50%	0%
White	40%	60%	0%

First Year of Monitoring	43%	43%	14%
LEP	33%	67%	0%
Second Year of Monitoring	40%	60%	0%
Special Ed (DF)	56%	44%	0%

April 2018 STAAR Reading, Grade 8 (APRIL)

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
HODGES BEND M S	347	30	1666	67%	71%	41%	21%
Economic Disadvantage	265	29	1657	66%	69%	38%	20%
Asian	46	33	1725	76%	83%	61%	43%
Black/African American	126	31	1680	70%	80%	44%	23%
Hispanic	155	28	1642	64%	63%	35%	14%
Two or More Races	8	28	1632	63%	63%	38%	13%
White	12	26	1631	58%	58%	17%	17%
Female	163	31	1690	71%	80%	49%	27%
Male	184	28	1645	64%	64%	34%	16%
First Year of Monitoring	8	30	1663	68%	75%	38%	13%
LEP	54	19	1526	44%	22%	2%	0%
Second Year of Monitoring	7	32	1677	72%	86%	57%	0%
Special Ed Indicator	31	18	1510	40%	16%	3%	3%

April 2018 STAAR Reading, Grade 8 (APRIL)
All Reporting Categories

	R1	R2	R3
HODGES BEND M S	68%	69%	65%
Economic Disadvantage	66%	68%	64%
Asian	77%	74%	76%
Black/African American	71%	72%	67%

Hispanic	63%	65%	62%
Two or More Races	63%	63%	63%
White	58%	61%	55%
Female	73%	72%	70%
Male	63%	66%	62%
First Year of Monitoring	67%	68%	68%
LEP	44%	46%	42%
Second Year of Monitoring	77%	72%	70%
Special Ed Indicator	44%	42%	36%

April 2018 STAAR Reading, Grade 8 (APRIL)

	STAAR Progress		
	Limited	Expected	Accelerated
HODGES BEND M S	41%	42%	17%
Elective	44%	38%	17%
Economic Disadvantage (DF)	43%	42%	15%
African American	37%	48%	14%
Asian	24%	51%	24%
Hispanic/Latino	47%	37%	16%
Two or More	50%	38%	13%
White	67%	17%	17%
Gifted Talented (DF)	17%	67%	17%
First Year of Monitoring	44%	44%	11%
LEP	67%	29%	4%
Second Year of Monitoring	43%	43%	14%
Special Ed (DF)	52%	33%	15%

May 2018 STAAR Science, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
HODGES BEND M S	348	27	3842	63%	69%	41%	19%
Economic Disadvantage	266	26	3806	62%	66%	38%	18%
Asian	48	31	4215	75%	88%	69%	44%
Black/African American	126	27	3851	64%	71%	39%	17%
Hispanic	154	25	3728	60%	63%	34%	13%
Two or More Races	8	28	3900	66%	63%	50%	13%
White	12	24	3690	58%	58%	25%	17%
Female	163	27	3862	64%	73%	42%	17%
Male	185	26	3825	62%	65%	39%	21%
First Year of Monitoring	8	28	3907	66%	63%	50%	13%
LEP	54	19	3358	46%	31%	9%	2%
Second Year of Monitoring	7	28	3892	67%	100%	29%	0%
Special Ed Indicator	31	17	3210	40%	19%	3%	0%

May 2018 STAAR Science, Grade 8
All Reporting Categories

	SC1	SC2	SC3	SC4
HODGES BEND M S	58%	64%	62%	68%
Economic Disadvantage	57%	63%	60%	67%
Asian	73%	74%	76%	77%
Black/African American	59%	64%	63%	68%
Hispanic	53%	61%	58%	66%
Two or More Races	65%	72%	63%	65%
White	50%	58%	52%	71%
Female	60%	66%	62%	69%
Male	57%	63%	62%	68%
First Year of Monitoring	64%	71%	61%	68%
LEP	40%	47%	42%	54%

Second Year of Monitoring	66%	70%	68%	66%
Special Ed Indicator	35%	42%	36%	47%

May 2018 STAAR Social Studies, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
HODGES BEND M S	343	26	3730	59%	63%	31%	19%
Economic Disadvantage	263	25	3699	57%	59%	30%	18%
Asian	47	30	4003	69%	77%	51%	36%
Black/African American	126	27	3800	61%	67%	38%	22%
Hispanic	151	24	3599	54%	56%	21%	11%
Two or More Races	8	24	3663	55%	50%	38%	25%
White	11	23	3622	53%	55%	18%	18%
Female	162	26	3747	59%	67%	30%	19%
Male	181	26	3715	58%	60%	33%	19%
First Year of Monitoring	8	24	3647	55%	63%	13%	13%
LEP	52	18	3291	40%	21%	4%	4%
Second Year of Monitoring	7	26	3715	59%	86%	14%	14%
Special Ed Indicator	30	16	3222	36%	10%	3%	3%

May 2018 STAAR Social Studies, Grade 8
All Reporting Categories

	SS1	SS2	SS3	SS4
HODGES BEND M S	56%	61%	59%	60%
Economic Disadvantage	55%	60%	58%	58%
Asian	65%	72%	70%	70%
Black/African American	61%	62%	61%	62%
Hispanic	49%	58%	55%	56%
Two or More Races	51%	54%	61%	57%
White	51%	54%	53%	57%

Female	57%	62%	61%	58%
Male	55%	60%	58%	62%
First Year of Monitoring	57%	61%	53%	48%
LEP	38%	40%	41%	44%
Second Year of Monitoring	56%	57%	60%	67%
Special Ed Indicator	37%	34%	35%	39%

2017 - 2018 Behavior Data

	# of students referred	# of referrals submitted
2016 - 2017	533	2,713
2017 - 2018	354 (-34%)	1,395 (-49%)

	% of referrals by grade level
8th Grade	45.5%
7th Grade	36.5%
6th Grade	17.9%

Type of Referral (if > 50)	# of referrals 2017 – 2018	# of referrals 2016 - 2017
Fight/Mutual Combat	56	62
Disruptive Behavior	120	182
Disrupting Ed Envir	175	252

Failure to Comply	64	182
Insubordination	189	308
Inapp Phys Contact	93	141
Use of Cell	141	259
Serious Offense	80	51
Skipping a Class	66	78
Tardies	201	585

(Listed if >25 students enrolled)	ISS	OSS	DAEP
All students	136	52	13
SPED	25	10	3
Hispanic	48	22	8
African American	76	27	4
White	4	1	0

2017 - 2018 Weekly Attendance Data

Week	Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Average
1	8/22 - 8/25	NA	NA	99.7	99.11	Hurricane	99.60
2	8/28 - 9/1			Hurricane - No School			
3	9/5 - 9/8			Hurricane No School			
4	9/11 - 9/15	100	99.02	98.44	97.96	97.18	98.52
5	9/18 - 9/22	97.08	97.86	97.47	97.47	96.22	97.22
6	9/25 - 9/28	95.15	96.51	97.67	97.77		96.78
7	10/2 - 10/6	97.07	97.66	98.15	99.03	97.86	97.95
8	10/9 - 10/13	97.38	98.45	98.25	97.77	97.38	97.85
9	10/16 - 10/19	97.47	98.44	97.96	97.57		97.86
10	10/23 - 10/27	96.7	98.06	98.16	97.67	97.19	97.56
11	10/30 - 11/3	97.09	97.77	97.97	97.87	95.15	97.17

12	11/6 - 11/10	97.87	97.57	97.77	97.67	96.41	97.46
13	11/13 - 11/17	96.5	97.67	98.16	97.96	96.9	97.44
14	11/27 - 12/1	96.4	97.18	96.59	96.69	95.52	96.48
15	12/4 - 12/8	96.7	97.48	96.7	96.51	93.4	96.16
16	12/11 - 12/15	96.79	96.31	96.7	97.18	96.89	96.77
17	12/18 - 12/21	98.64	98.44	98.35	97.96		98.35
18	1/8 - 1/12	95.5	97.08	96.98	96.59	93.87	96.00
19	1/16 - 1/19	-	Ice Days - No School		96.69	97.66	97.18
20	1/22 - 1/26	97.27	97.46	96.49	97.17	94.53	96.58
21	1/29 - 2/2	96.68	97.25	96.08	97.25	96.28	96.71
22	2/5 - 2/9	95.5	96.58	96.68	95.8	95.41	95.99
23	2/12 - 2/16	94.74	95.32	96.78	96.28	94.72	95.57
24	2/20 - 2/23	92.66	95.11	95.5	94.61	93.05	94.19
25	2/26 - 3/2	93.24	94.8	95.38	95.67	95.87	94.99
26	3/5 - 3/9	95.48	96.76	94.59	96.86	97.35	96.21
27	3/19 - 3/23	95.17	97.14	96.95	97.24	97.34	96.77
28	3/26 - 3/29	97.64	98.23	98.23	97.45		97.89
29	4/2 - 4/6	95.49	97.84	97.25	97.64	97.74	97.19
30	4/9 - 4/13	97.16	99.12	99.51	97.65	96.18	97.92
31	4/16 - 4/19	96.67	97.75	97.45	97.84		97.43
32	4/23 - 4/27	96.76	98.33	98.04	98.33	97.35	97.76
33	4/30 - 5/4	97.64	97.54	98.03	98.53	96.46	97.64
34	5/7 - 5/11	97.25	98.23	99.02	98.72	97.84	98.21
35	5/14 - 5/18	99.21	99.12	98.53	98.04	97.25	98.43
36	5/21 - 5/25	92.25	98.04	99.02	98.82	98.33	97.29

Student Academic Achievement Strengths

There is a strong group of teachers with PLC processes in place at the 7th grade ELA level and their success is shown with their percentage of students who are meeting or exceeding growth. There are consistently at least 50% of students showing growth in 7th and 8th grade in Reading and Math.

Our 7th grade special education students STAAR Scores increased Math by 13.6% and Reading 24.7% overall.

Economically disadvantaged students are not underperforming their peers by more than 5% in any area. The majority of students are passing their classes, even those who are unsuccessful on the STAAR test.

There was a large decrease in the number of office referrals and a decrease in the number of students referred this school year. HBMS decreased in all types

of referrals except for Serious Offense which increased by 29.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our Special Education and English Language Learner students consistently score lower in all tested areas than the other sub-populations **Root Cause**: Students in this sub-population need additional interventions and differentiated instruction to meet their learning needs. Content area teachers need additional training to support the varied ability levels of students

Problem Statement 2: Students are not consistently meeting or exceeding growth in the areas of reading and math across all grade levels. **Root Cause**: There has not been a focus on consistent PLC processes and the use of data in common formative assessments.

School Processes & Programs

School Processes & Programs Summary

HBMS currently has a highly qualified staff that is professional and attentive to the needs of students. Research demonstrates that teacher retention goes hand in hand with professional development. Here at HBMS we provide various opportunities for professional development on campus and away. Our teachers select their professional development based on areas of growth. HBMS also sends teachers to Region IV sessions, conferences, and any other applicable trainings for personal growth with classroom management or any other identified need.

The administrative team conducts weekly classroom walk throughs (CWTs) to ensure teachers are implementing strategies learned during their PD sessions. The team provides teachers with feedback so they know what is going well and what should be improved.

Professional Learning Communities (PLCs), both by grade level content teams and by departments, meet on a regular basis to evaluate and adjust instruction to meet the needs of students. During a PLC session, first year and veteran teachers collaborate on instruction to ensure academic success.

Mentor teachers are assigned to any brand new teachers and buddy teachers are assigned to experienced teachers who are new to the campus to provide support with campus policies and procedures as they learn to navigate the campus. The meet regularly to provide additional information to teachers who are new to the profession.

HBMS participates in the FBISD Job Fair in the Spring to recruit highly qualified teachers to join the team.

School Processes & Programs Strengths

All HBMS teachers are highly effective based on the Every Student Succeeds Act (ESSA) requirements. HBMS will continue to recruit the most highly effective teachers and paraprofessionals. At the end of the 2017-2018 school year only 8% of HBMS teachers transfered to other campuses/districts. Our current retention rate for classroom teachers is 92%, which allowes HBMS to retain highly effective teachers.

At HBMS we currently have three instructional coaches (Reading, Math and Technology), Literacy Interventionist, Professional Learning Lead Teacher, and Technology Intergration Champion. Each of these staff members play an integral role in supporting teachers, staff, and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Master schedule does not allow time for each content area to have a common PLC planning period. To address this issue Instructional coaches will assist teacher with the implementation of PLC meetings to support academic success. Instructional Coaches are working with team

leads to improve PLC process and understanding. **Root Cause**: Budget and staffing constraints

Perceptions

Perceptions Summary

The HBMS staff is committed to improving student academic achievement. The master schedule includes blocked classes and writing labs for select students not meeting the standards during the 2017 school year. The master schedule also created common planning periods for teachers to attend PLC meetings and collaborate on instructional techniques. The morning duty schedule has been designed to accommodate PLC and department meetings as well as tutorial sessions.

Students have daily options to meet with various teachers for remediation or enrichment. They can attend tutorial sessions, improve their reading and math skills by going to the computer lab and working on Renaissance Star 360. The library is open most mornings so that students can work on the computers, read and checkout books and complete homework or participate in the campus book club.

HBMS offered extensive STAAR Tutorials twice a week in reading and math. In addition to ELA and Math Boot Camps and Science and Social Studies Blitz were offered to students in an efford to increas accademic acheivement on STAAR.

Schoology implementation has been highly successful for students and teachers.

From School Analytics in Schoology for May 2017

- 5,515 total visits (3 from parents)
- 68,576 page views (12 from parents)
- 256 comments posted
- 397 submissions
- 337 files uploaded

HBMS Parent Survey Information

- 74% of parents feel that HBMS is rated as Excellent or Good
- 68% of parents feel like teachers make adjustments to meet individual student's needs
- 88% of parents feel like their child takes an interest in extracurricular activities
- 84% of parents feel like the school communicates its goals effectively to families and the community
- 78% of parents feel like there is frequent 2 way communication between teachers and families
- 70% of parents feel like they are notified if their student is struggling academically
- 80% of parents feel like their student is safe and secure in the school.
- 70% of parents feel like discipline is handled properly in the school.

Perceptions Strengths

Teachers have a common planning period. The morning duty schedule allows teachers to attend PLC department meetings and provides additional assistance to students in need. Teachers present during staff meetings to share their knowledge. The majority of CBLT members are teachers which reflects their collective voice for campus decision making practices.

Parents feel like their students are involved in extracurricular activities and they are safe at school. During the 2016 - 2017 school year, we had 22 parents respond to the parent survey and during the 2017 - 2018 school year we had 49 parents respond which is a 100% increase. HBMS Parent Educator offered extensive parent education classes to parents and increased the number of opportunities for parents to get involved at HBMS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not feel that they are made aware of their student's academic and behavioral performance regularly. **Root Cause**: Parents are not always aware of the opportunities available to monitor their student's progress through Skyward and Schoology. Teachers are not communicating regularly with parents individually.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objective 1: By June 2019, 60% of HBMS students will show expected or accelerated progress on STAAR Reading and Math at all grade levels, through the consistent use of teacher professional learning communities structures and procedures focused on student growth.

    Evaluation Data Source(s) 1: STAAR Growth Measures
TELPAS
District Learning Assessments
REN360
CFAs

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7	2.4, 2.6	Campus Administrators	To build capacity in teachers which will increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments.	◔			
1) Instructional coaches will meet daily with PLC Team Leaders to provide embedded professional development, instructional coaching and facilitate collaborative conversations involving formative assessment and student data. Attend PD to assist with teacher pedagogical learning.			Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: 211 Title I-A - 25000.00				

	2.4, 2.6	Campus Administrators	Increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments.				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 4 2) The Literacy Interventionist will provide push in and pull out Tier II/III support for targeted students. Purchase reading materials for job embedded professional development.	Problem Statements: Demographics 1 Funding Sources: 211 Title I-A - 11000.00						
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 1 CSF 4 3) Employ a part time math interventionist to support students performing below academic standard in math.	2.4, 2.5, 2.6	Campus Administrators	Increased academic performance and progress for students who are at risk.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I-A - 15405.00						
4) Teachers will engage students in after school and Saturday tutorials in ELA, Math, Science and Social Studies to provide additional support with core content and state assessments. Purchase instructional materials, supplies and technology equipment to support student success.	2.4, 2.6	Dean of Instruction CAC/Title I Compliance Rep.	Increased academic performance and progress for students who are at risk.				
	Problem Statements: Demographics 1 - Student Academic Achievement 2 Funding Sources: 211 Title I-A - 30500.00						
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 2 CSF 3 CSF 7 5) Instructional Leadership Team (Admin, Instructional Coaches, Department and Team Leaders) will meet with Learning Forward consultant to engage in Professional Learning.	2.4, 2.5, 2.6	Dean of Instruction	To build capacity in teachers which will increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments.				
	Problem Statements: School Processes & Programs 1 Funding Sources: 211 Title I-A - 0.00						

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 77% of HBMS students are identified as Economically Disadvantaged. In grades 6th thru 8th 26% of these students did not master STAAR Reading, 21% did not master STAAR Math. In addition to 35% (Science), 42% (Social Studies), and 35% (Writing) of our ED students did not master STAAR. **Root Cause 1**: HBMS has a large population of students who are Economically Disadvantaged and lack educational background experiences.

Student Academic Achievement

Problem Statement 1: Our Special Education and English Language Learner students consistently score lower in all tested areas than the other sub-populations **Root Cause 1**: Students in this sub-population need additional interventions and differentiated instruction to meet their learning needs. Content area teachers need additional training to support the varied ability levels of students
Problem Statement 2: Students are not consistently meeting or exceeding growth in the areas of reading and math across all grade levels. **Root Cause 2**: There has not been a focus on consistent PLC processes and the use of data in common formative assessments.

School Processes & Programs

Problem Statement 1: Master schedule does not allow time for each content area to have a common PLC planning period. To address this issue Instructional coaches will assist teacher with the implementation of PLC meetings to support academic success. Instructional Coaches are working with team leads to improve PLC process and understanding. **Root Cause 1**: Budget and staffing constraints

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Performance Objective 1: By May 2019, 70% of observed teachers will be developing or above on the FBISD Campus Support Team Walkthrough Tool in the areas of differentiated instruction and technology integration, by focusing on providing equitable access to the curriculum for all students through teacher learning aligned with the instructional models and technology integration.

Evaluation Data Source(s) 1: FBISD Campus Support Team Walkthrough Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Full Time Title I Technology Integration Coach will support technology integration by coaching teachers to help improve Tier I instruction. The technology coach will use the coaching model designed by the district to help support staff. The coach will assist with the facilitation of PLC meetings and provide pedagogy and classroom management support. Purchase instructional materials, supplies and technology equipment to support student success.	2.4, 2.5, 2.6	Campus Administrators	To build capacity in teachers which will increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments. Problem Statements: Demographics 1 Funding Sources: 211 Title I-A - 54901.00				
2) Conduct teacher learning walks facilitated by the instructional coaches. Each learning walk will focus on a particular element such as transitions, classroom management, small group instruction, differentiation, implementation of technology, etc.	2.5, 2.6	Instructional Coaches, Campus Administrators	To build capacity in teachers which will increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments.				
		Problem Statements: Student Academic Achievement 1					
		Funding Sources: 211 Title I-A - 0.00					
3) Instructional Coaches will take PLC team leaders on Learning Walks during PLC time to observe other teachers' teaching styles to discuss the implementation of differentiation and blended learning. "Pineapple Chart" in faculty lounge, encourages teachers to volunteer to have learning walks done in their classes and showcase other teachers for their hard work in classes.	2.5, 2.6	Campus Administrators,	To build capacity in teachers which will increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments. Problem Statements: School Processes & Programs 1 Funding Sources: 211 Title I-A - 223245.00				

	2.4, 2.6	Instructional Coaches, Campus Administrators,	To build capacity in teachers which will increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments.				
4) Verizon Innovative Learning Schools training will be provided during the school year to support the implementation of blended learning and differentiation.							
Problem Statements: Student Academic Achievement 2							
Funding Sources: 211 Title I-A - 67169.00							
5) Technology Integration Champion and the Professional Learning Lead will provide training throughout the year to support the implementation of differentiation and blended learning.	2.4, 2.5, 2.6	Campus Administrators	To build capacity in teachers which will increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments.				
Problem Statements: Demographics 1							
Funding Sources: 211 Title I-A - 0.00							

✔ = Accomplished → = Continue/Modify ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 77% of HBMS students are identified as Economically Disadvantaged. In grades 6th thru 8th 26% of these students did not master STAAR Reading, 21% did not master STAAR Math. In addition to 35% (Science), 42% (Social Studies), and 35% (Writing) of our ED students did not master STAAR. **Root Cause 1**: HBMS has a large population of students who are Economically Disadvantaged and lack educational background experiences.

Student Academic Achievement
Problem Statement 1: Our Special Education and English Language Learner students consistently score lower in all tested areas than the other sub-populations **Root Cause 1**: Students in this sub-population need additional interventions and differentiated instruction to meet their learning needs. Content area teachers need additional training to support the varied ability levels of students
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School Processes & Programs
Problem Statement 1: Master schedule does not allow time for each content area to have a common PLC planning period. To address this issue Instructional coaches will assist teacher with the implementation of PLC meetings to support academic success. Instructional Coaches are working with team leads to improve PLC process and understanding. **Root Cause 1**: Budget and staffing constraints

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Performance Objective 2: Hodges Bend Middle School will implement instructional and behavioral systems to create an environment where student take responsibility their learning and behavior. This will result in a 10% decrease in discipline referrals for the 2018-2019 school year.

Evaluation Data Source(s) 2: Discipline Reports
CST Walkthrough Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 1 1) PBIS training at each faculty meeting where a HBMS staff member will share a positive behavior management strategy with the staff for potential implementation.	2.5, 2.6	PBIS Team	Decrease teacher referrals and increase time in the classroom for students	◔			
			Funding Sources: 211 Title I-A - 0.00				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

Performance Objective 1: By June 2019, HBMS will show a 20% increase in the number of 7th and 8th grade students who meet or master grade level performance on STAAR Reading, Math (7th Grade) and Algebra 1 End of Course End of Course Exam (8th Grade), by focusing on the FBISD tiered instructional model. The percentage of students demonstrating a year or more of growth will increase.

Evaluation Data Source(s) 1: STAAR Reading and Math Data,
Algebra 1 End of Course Data
TELPAS
District Learning Assessments
REN360

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7	2.4, 2.5, 2.6	Campus Administrators	To build capacity in teachers which will increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments.	◖			
1) Full Time Title I Math Coach - the math coach will support math instruction by coaching teachers to help improve Tier I instruction. The math coach will use the coaching model designed by the district to help support staff. The coach will facilitate PLC meetings and provide pedagogy and classroom management support. Purchase instructional materials, supplies and technology equipment to support student success.	Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: 211 Title I-A - 15000.00						

Comprehensive Support Strategy Targeted Support Strategy PBMAS	2.4, 2.5, 2.6	Campus Administrators	To build capacity in teachers which will increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments.			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Full Time Title I Literacy Coach - The literacy coach will support ELA instruction by coaching teachers to help improve Tier I instruction. The literacy coach will use the coaching model designed by the district to help support staff. The coach will facilitate PLC meetings and provide pedagogy and classroom management support. Purchase instructional materials, supplies and technology equipment to support student success.		Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1 Funding Sources: 211 Title I-A - 15000.00				
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS**	2.4, 2.5, 2.6	Campus Administrators	Increase the number of students passing 3 or more classes and an increase in the number of students meeting the standard on state and district assessments.			
Critical Success Factors CSF 1 CSF 7 3) Full Time Title I Literacy Interventionist. The Interventionist will provide instructional support and student intervention utilizing the tiered instructional model. Purchase instructional materials, supplies and technology equipment to support student success.		Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I-A - 5000.00				
4) Provide teachers with opportunities to plan educational field trips which will allow students to experience learning outside of the classroom environment. Students will utilize technology to record, observe, and write about their experiences.			Give students an opportunity to make real world connections to classroom learning.			

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Performance Objective 1 Problem Statements:

Demographics
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Student Academic Achievement

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Problem Statement 2: Students are not consistently meeting or exceeding growth in the areas of reading and math across all grade levels. **Root Cause 2**: There has not been a focus on consistent PLC processes and the use of data in common formative assessments.

School Processes & Programs

Problem Statement 1: Master schedule does not allow time for each content area to have a common PLC planning period. To address this issue Instructional coaches will assist teacher with the implementation of PLC meetings to support academic success. Instructional Coaches are working with team leads to improve PLC process and understanding. **Root Cause 1**: Budget and staffing constraints

Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

Performance Objective 1: By May 2019, there will be at least 1,000 total visits to Schoology by parents, this will be accomplished through increased focus on parent education and the use of Schoology for parents.

Evaluation Data Source(s) 1: School Analytics on Schoology

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Increase parental involvement opportunities through extra curricular participation in fine arts and athletic events by having parent information regarding academic support of students available at events.	3.1, 3.2	Parent Educator Campus Administrators	Parental involvement will increase on campus which will yield greater student success. Parents will also feel comfortable attending campus events that require parents to assist their child.				
Purchase supplies and materials to increase parental involvement.	Problem Statements: Perceptions 1 Funding Sources: 211 Title I-A - 0.00						
2) Promote positive parent relationships and maintain parental engagement through workshops, parent classes, and volunteer opportunities during and after school. Parents will be provided information on Skyward Family Access, Schoology and other ways to support their student's academic and behavioral success.	3.1, 3.2	Parent Educator Campus Administrators	Parental involvement will increase on campus which will yield greater student success. Parents will also feel comfortable attending campus events that require parents to assist their child.				
Purchase supplies and materials to increase parental involvement.	Problem Statements: Perceptions 1 Funding Sources: 211 Title I-A - 0.00						
3) Teachers will maintain a parent folder in Schoology with information on how to support their student's academic and behavioral success in the course in which the teacher teaches.	2.4, 2.5, 2.6, 3.1, 3.2	Parent Educator Campus Administrators	Parental involvement will increase on campus which will yield greater student success. Parents will also feel comfortable attending campus events that require parents to assist their child.				
	Problem Statements: Perceptions 1 Funding Sources: 211 Title I-A - 0.00						

Critical Success Factors CSF 1	2.5	Physical Education Teachers	Identify important aspects of a student's health related fitness, not skill or agility.				
4) Physical fitness assessments, including the Fitnessgram, will be conducted for students enrolled in a physical education accredited class.	Funding Sources: 211 Title I-A - 0.00						
PBMAS **Critical Success Factors** CSF 5 5) HBMS will provide basic computer classes parents.	2.6, 3.1, 3.2	Parental involvement will increase on campus which will yield greater student success.	Parental involvement will increase on campus which will yield greater student success.				
	Problem Statements: Demographics 1						
	Funding Sources: 211 Title I-A - 5000.00						

✔ = Accomplished ➡ = Continue/Modify 🔵 = Considerable 🔵 = Some Progress ⚪ = No Progress ❌ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 77% of HBMS students are identified as Economically Disadvantaged. In grades 6th thru 8th 26% of these students did not master STAAR Reading, 21% did not master STAAR Math. In addition to 35% (Science), 42% (Social Studies), and 35% (Writing) of our ED students did not master STAAR. **Root Cause 1**: HBMS has a large population of students who are Economically Disadvantaged and lack educational background experiences.

Perceptions
Problem Statement 1: Parents do not feel that they are made aware of their student's academic and behavioral performance regularly. **Root Cause 1**: Parents are not always aware of the opportunities available to monitor their student's progress through Skyward and Schoology. Teachers are not communicating regularly with parents individually.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional coaches will meet daily with PLC Team Leaders to provide embedded professional development, instructional coaching and facilitate collaborative conversations involving formative assessment and student data. Attend PD to assist with teacher pedagogical learning.
1	1	2	The Literacy Interventionist will provide push in and pull out Tier II/III support for targeted students. Purchase reading materials for job embedded professional development.
1	1	3	Employ a part time math interventionist to support students performing below academic standard in math.
1	1	5	Instructional Leadership Team (Admin, Instructional Coaches, Department and Team Leaders) will meet with Learning Forward consultant to engage in Professional Learning.
2	2	1	PBIS training at each faculty meeting where a HBMS staff member will share a positive behavior management strategy with the staff for potential implementation.
3	1	1	Full Time Title I Math Coach - the math coach will support math instruction by coaching teachers to help improve Tier I instruction. The math coach will use the coaching model designed by the district to help support staff. The coach will facilitate PLC meetings and provide pedagogy and classroom management support. Purchase instructional materials, supplies and technology equipment to support student success.
3	1	2	Full Time Title I Literacy Coach - The literacy coach will support ELA instruction by coaching teachers to help improve Tier I instruction. The literacy coach will use the coaching model designed by the district to help support staff. The coach will facilitate PLC meetings and provide pedagogy and classroom management support. Purchase instructional materials, supplies and technology equipment to support student success.
3	1	3	Full Time Title I Literacy Interventionist. The Interventionist will provide instructional support and student intervention utilizing the tiered instructional model. Purchase instructional materials, supplies and technology equipment to support student success.

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Aisha Gibson	School Compliance Representative	Hodges Bend Middle School	Stipend
Candice Ervin	Literacy Interventionist	Hodges Bend Middle School	1.0
Kay Cole	Technology Instructional Coach	Hodges Bend Middle School	1.0
Rebecca Huffine	Math Instructional Coach	Hodges Bend Middle School	1.0
Shawanda Anderson	Literacy Instructional Coach	Hodges Bend Middle School	1.0
Terri Hernandez	Parent Educator	Hodges Bend Middle School	1.0

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Rachel Cortez	Principal
Classroom Teacher	Keri Gates	Teacher
Classroom Teacher	Nasreen Momin	Teacher
Classroom Teacher	Melyssa Curtis	Teacher
Classroom Teacher	Volkmar Gates	Teacher
Non-classroom Professional	Shawanda Anderson	Literacy Instructional Coach
Non-classroom Professional	Ruth McMahan	Counselor
Non-classroom Professional	Mona Anderson	Librarian
Classroom Teacher	David Dixon	Teacher
Classroom Teacher	Rachel Butiko	Teacher
Classroom Teacher	Jasmin Stewart	Teacher
Non-classroom Professional	Candice Ervin	Literacy Interventionist
Classroom Teacher	Lisa Thompson	Teacher
Paraprofessional	Gilbert Wilson	ISS Monitor
Classroom Teacher	Joann Prause	Teacher
Parent	Helen Vargas	Parent
Parent	Oludare Adebiyi	Parent
Parent	Hazel Lucas	Parent

Campus Funding Summary

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Conferences		$25,000.00
1	1	2	Professional Development		$11,000.00
1	1	3	Part time Math Interventionist		$15,405.00
1	1	4	Tutorials		$10,000.00
1	1	4	Materials		$20,500.00
1	1	5			$0.00
2	1	1	Technology Materials and supplies		$54,901.00
2	1	2			$0.00
2	1	3	Instructional Coaches and Literacy Interventionist		$223,245.00
2	1	4	Instructional Coach Technology		$67,169.00
2	1	5			$0.00
2	2	1			$0.00
3	1	1	Instructional Materials		$15,000.00
3	1	2	Instructional Materials		$15,000.00
3	1	3	Instructional Materials		$5,000.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	1	5	Computer Classes		$5,000.00
				Sub-Total	$467,220.00
				Grand Total	$467,220.00