

Houston Independent School District
013 Community Services
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Community Services is committed to providing quality instruction to all students that are displaced or cannot effectively receive instruction from their home schools for specified periods of time. We receive referrals on a daily basis from HISD campuses, private sites, and hospitals within HISD boundaries. When a student referral is received, for various health and other reasons, it is reviewed and handled according to the individual needs of each student. Upon enrolling, students have a dedicated teacher assigned to them by our staff.

Community Services is dedicated to Increase the percentage of Level II Satisfactory Standard in Math and Reading Subjects on STAAR accountability reported by Texas Academic Performance Report. Other areas in need of improvement are Student Achievement, Attendance, and School Climate.

List of Measurable Objectives

- **Reading:** Increase the percentage of Level II Satisfactory Standard in Reading performance in the 2021?2022 administration of the ELA STAAR/EOC Test.
- **Mathematics:** Increase the percentage of Level II Satisfactory Standard in Math performance in the 2021?2022 administration of the MATH STAAR/EOC Test.
- **Student Achievement:** 100% of teachers will use the district-aligned curriculum to deliver rigorous instruction that will support student performance in all state-mandated tests.
- **Attendance:** The average daily attendance will increase in the 2021?2022 school year.
- **Special Population:** 100% of the Special Education students will have comparable services within the 3rd day of enrollment and updated IEP's in their ARD's within the 2021-2022 school year.

Use of Quality Data to Drive Instruction to include campus leadership ensuring that curriculum taught by teachers is aligned, learning time is increased, a sense of family and community is fostered by all, and ensuring that teachers are highly qualified.

Major strategies for Reading and Mathematics include delivering cutting-edge instruction to students through the use of online instructional software that can target visual, auditory, kinesthetic, and read?write learners. Each student on our campus qualifies for a one?to?one computer ratio and will have access to the internet. We also employ different instructional approaches to ensure students remain engaged, like cold calling, stay motivated by using flexible grouping and workstations, and take ownership of their academics tracking their growth through an online grade book. Teachers both lead and provide supplemental support to core instructional programming, using direct instruction and/or online modules programs like APEX and Connections Academy offer rigorous instruction and online support.

School Climate includes motivating students to continue to come to school and encourage others to do the same. By allocating a budget for instructional materials teachers can feel empowered to purchase consumables, like books, manipulatives, and other instructional materials, that students can use to grasp the abstract and sometimes difficult content

Demographics

Demographics Summary

Houston Independent School District (HISD) Community Services High School (CS) is available to support all students currently enrolled in HISD. Community Services High School is committed to providing quality instruction to all students that are displaced or cannot effectively receive instruction from their home school for specified periods of time. Community Services High School receives referrals on a daily basis from HISD campuses, private sites, and hospitals within HISD boundaries.

When a student referral is received by CS, it is reviewed and handled according to the individual needs of each student. Upon enrolling, students have dedicated teachers assigned to them by our staff. We employ different instructional approaches to ensure students remain engaged, motivated, and take ownership of their academics. Teachers both lead and provide supplemental support to core instructional programming, using direct instruction and/or online modules. Specifically, CS utilizes two online curriculum programs to facilitate the delivery of instruction, APEX and Pearson Online Blended Learning, formerly known as Connections Academy.

Demographics Strengths

May 2021 enrollment stood at 62 students; however, census often fluctuates in this highly mobile (98%) program for transitioning students. Recent demographics indicate 18% African American, Asian/Pac. Islander 0%, Hispanic 14%, White 12%, and 54% Other. The range of students served at Community Services was from 1st grade to 12th grade with the highest percentage of students being served in the 9th-grade level at 46%. The percentages of the students in Community Services High School were as follows:

Grade 1, 6%

Grade 3, 2%

Grade 4, 2%

Grade 5, 3%

Grade 6, 2%

Grade 7, 2%

Grade 8, 8%

Grade 9, 46%

Grade 10, 16%

Grade 11, 8%

Grade 12, 5%

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Due to the structure of our campus we are not able to determine the grade level and needs of our students until they arrive. **Root Cause:** Our students are mainly in Child Protective Services, court ordered, and are medically fragile, the support and students are not known until they arrived.

Student Learning

Student Learning Summary

Our students come to us from different facilities, hospitals, and agencies. Due to the COVID-19 pandemic and hospitalization, not all students were able to test during the STAAR and STAAR EOC administration. The data collected through A4E from each administration shows the following. In the May administration, 0% of students taking the 8th Grade STAAR Math met satisfactory level and showed 66% Limited progress. In the May administration, 50% of the 8th Grade STAAR Reading students met satisfactory level and showed 100% Limited progress. In the May administration, 33% of the 8th Grade STAAR Science students met satisfactory level and showed 100% Limited progress. In the May administration, 50% of the 8th Grade STAAR Social Studies students met satisfactory levels. In the May administration, 0% of the 7th Grade STAAR Writing students met satisfactory levels.

Data for the STAAR EOC is as followed. In the May administration, 4% of the STAAR Algebra students met satisfactory levels and 50% showed Limited progress. In the May administration, 0% of the STAAR Biology students met satisfactory levels and with an unknown showing Limited progress. In the May administration, 11% of the STAAR English1 students met satisfactory levels and with an unknown showing Limited progress. In the May administration, 29% of the STAAR English2 students met satisfactory levels, with a 23 showing Limited progress, and a 10% meeting grade level.

Student Learning Strengths

Houston Independent School District (HISD) Community Services High School (CS) is an academic program available to support all students currently enrolled in HISD. Community Services High School is committed to providing quality instruction to all students that are displaced or cannot effectively receive instruction from their home school for specified periods of time. Community Services receives referrals on a daily basis from HISD campuses, Houston area facilities, and hospitals within HISD boundaries. When a student referral is received by Community Services, it is reviewed and handled according to the individual needs of each student. Upon enrolling, students have dedicated teachers assigned to them by our staff. Community Services is on the cutting edge of delivering instruction to students. We employ different instructional approaches to ensure students remain engaged, motivated, and take ownership of their academics. Teachers both lead and provide supplemental support to core instructional programming, using direct instruction and/or online modules. Specifically, Community Services utilizes two online curriculum programs to facilitate the delivery of instruction (APEX and Connections Academy). Students reap the benefits of the rigorous programs offered at Community Services and are carefully evaluated and matched instructional paths. Our students are placed in online courses and in most cases have two teachers available to support instruction (a virtual teacher and Community Services teacher).

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students' areas of achievement are not known until the students start their online learning with our campus. **Root Cause:** Students are enrolled from various campuses and areas and at times, their assessment information is not known during enrollment.

School Processes & Programs

School Processes & Programs Summary

Community Services receives referrals on a daily basis from HISD campuses, private sites, and hospitals within HISD boundaries. When a student referral is received by Community Services, it is reviewed and handled according to the individual needs of each student. Upon enrolling, students have dedicated teachers assigned to them by our staff. Community Services is on the cutting edge of delivering instruction to students. We employ different instructional approaches to ensure students remain engaged, motivated, and take ownership of their academics. Teachers both lead and provide supplemental support to core instructional programming, using direct instruction and/or online modules.

Specifically, Community Services utilizes two online curriculum programs to facilitate the delivery of instruction (APEX and Connections Academy). Students reap the benefits of the rigorous programs offered at Community Services and are carefully evaluated and matched with Direct or Online Course Instruction. If a teacher concludes that a student is best served without the use of online courses, the student receives traditional curriculum delivery at their site. However, many of our students are ready and able to work at their own pace. These students are placed in online courses and in most cases have two teachers available to support instruction (a virtual teacher and a Community Services teacher). In most cases, teachers select Direct Instruction in combination with an online courseware program, APEX (for High School) or Connections Academy (K-12).

School Processes & Programs Strengths

Community Services provides support to students who are in need of homebound instruction, are in the hospital or residential facility centers, as well as, Pregnancy-Related Services. Due to the unique nature of our campus, student enrollment varies from day to day in our hospital and agency setting. A priority of our campus is that we have ARD/IEP meetings scheduled and obtain a surrogate parent for our students enrolled in such facilities within the allotted time period. Maintaining proper records of students and their locations and supports provided is a need for Community Services as the student enrollment varies from day to day.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Students are enrolling at different facilities ranging from hospitals and residential facilities where their information may be limited due to the length of time for enrollment. **Root Cause:** Students length of stay is temporary and student's information may not arrive or is not accessible before they withdraw. This impedes the progress with instruction when levels are needs are not known.

Perceptions

Perceptions Summary

Community Services students reside in various facilities across the Houston Area. Each site has a liaison and a lead teacher that enrolls students entering each facility. Lead teachers are on each site communicate with the site liaison to ensure communication and expectations are followed. Once a student is enrolled at each site a schedule is created based on the student's transcript and placed on APEX or Connections Academy.

Community Services is also tasked with providing homebound services for all of Houston ISD schools. A referral is generated from a district school to our Homebound, Special education homebound, and pregnancy-related services. If all is complete and the referral is appropriate, then she contacts the Nurse or Principal designee to schedule a committee meeting through MS TEAMS. The meeting takes place by telephone or MS Teams. All aspects of CS Homebound instructional services are discussed, along with school and teacher responsibilities. Meeting minutes are records. The minutes are sent to all participants of the meeting, including the parent. The parent receives the minutes by email or US mail. Based on decisions made by the committee, as well as other considerations such as experience with grade level, geography, and pre-existing student assignments, the GEH teacher is assigned. Teacher contacts family within 24 hours to make initial contact to schedule the first meeting. We serve the student (virtually tentatively depending on HISD Medical Team recommendations or) face to face, depending on the parent's decision. The teacher makes initial meetings on the telephone with parents (and sometimes students) and creates a regular schedule for visits with parent(s). Grades and attendance are due every Friday. They go to Community Services, teachers of record, attendance clerk, and others who were present at the GEH meeting.

Perceptions Strengths

The mission of Community Services K-12 school is to serve and support the varying needs of our students within the Houston Independent School District. We provide support with homebound students and our students that are within the hospitals and residential facilities within the Houston area that are not able to attend their home campus. We have been a part of events with schools within the Houston ISD, Parent University and district wide events to promote our campus and services provided.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The need for teachers varying their instructional practice to include to direct instruction utilizing HISD resources, curriculum and TEKS to support our students while they are enrolled with our campus. **Root Cause:** Resources such as APEX, Pearson Online Blended Learning and IXL have taken precedence over direct instruction.

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
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- (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) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity 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
- Economically disadvantaged / Non-economically disadvantaged performance 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

- Professional development needs assessment data

Support Systems and Other Data

- Organizational structure data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR: For the 2021-2022 school year, Community Services will focus on literacy instruction to increase the number of students meeting standards that are taking the STAAR assessment this school year.


Strategic Priorities: Expanding Educational Opportunities






Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Increase student's reading comprehension by incorporating reading strategies that will include high volumes of text, visual images and text relevant to the student's life across all content areas by 10% during the 2021-2022 school year.

Evaluation Data Sources: Renaissance 360
TEA Released STAAR Examinations
Immediate and corrective feedback

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy 1: Community Services staff will address student's level and individual needs through assessments, prior school information and student/parent input to support with their learning and needs. Strategy's Expected Result/Impact: To increase students' level of support and instruction through activities and lessons guided to their level. Staff Responsible for Monitoring: Teachers, leadership team Action Steps: Community Services staff will complete Comparable Services meetings for students along with maintaining information during their duration on our campus. Title I Schoolwide Elements: 2.4, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Community Services teaching staff will provide students with opportunities to read through self-selected reading and exposure to various forms of text. Strategy's Expected Result/Impact: To increase student's reading level and comprehension to support with | Formative | | | Summative |
| | Nov | Jan | Mar | June |

| | | | | |
|---|--|--|--|--|
| <p>readings across the curriculum.</p> <p>Staff Responsible for Monitoring: Teachers, leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Targeted Support Strategy</p> |  | | | |
| | | | | |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | | | | |

Measurable Objective 2: Increase students writing proficiency by implementing strategies that support fluency and vocabulary across the various content areas.

Evaluation Data Sources: Renaissance 360
 TEA Released STAAR Examinations
 Immediate and corrective feedback

HB3 Board Goal

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH: For the 2021-2022 school year, Community Services will focus on concepts and strategies to assist students with math computations and problem-solving.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Students will improve their mathematical concepts and problem-solving skills by engaging in strategic problem-solving strategies through direct instruction by 10%.

Evaluation Data Sources: Renaissance 360
TEA Released STAAR Examinations
Immediate and corrective feedback

HB3 Board Goal






Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: To supply students with the appropriate information regarding a transcript review for their courses needed while at Community Services and to continue once they return to their home campus by 95% during the 2021-2022 school year.

Evaluation Data Sources: Personal Graduation Plan, transcripts

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Community Services Staff will meet with students and parents (if applicable) to obtain course selection and review courses needed for instruction. Strategy's Expected Result/Impact: This will increase students participation in classes and maintain focus on the courses assigned for completion. Staff Responsible for Monitoring: Teachers, Registrar, Leadership Team Action Steps: Create and establish parent meetings through facilities in an effort to bridge communication with parents and students Title I Schoolwide Elements: 3.1, 3.2 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.






Goal 1: CLOSING THE GAPS: For the 2021-2022 school year, efforts will be made to increase monitoring practices to support our students while they are enrolled and supported by Community Services.

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: To hold ARD/IEP meetings for Special Education students that are homebound, pregnant, and within hospitals and agencies and make concerted efforts to ensure that services provided are comparable to what they would receive in a traditional school setting by ensuring 100% compliance during the 2021-2022 school year.

Evaluation Data Sources: Closing of ARD's and monitored by admin team

HB3 Board Goal

| Strategy 1 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 1: Community Services Staff will meet weekly to view enrollment numbers of students in the various areas (homebound, hospitals, residential facilities and Pregnant Related Services) to determine that services area rendered to students. Strategy's Expected Result/Impact: Increase of compliance and awareness of students to ensure students' needs are met with instruction and services provided. Staff Responsible for Monitoring: Leadership team, enrollment team and Nurse Consultant Action Steps: Monitoring of daily enrollment count noted on spreadsheet Updated spreadsheet with student information Title I Schoolwide Elements: 2.4, 2.6 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |






Measurable Objective 2: To conduct LPAC meetings and training to support our staff when providing support to students while in Community Services.

Evaluation Data Sources: Meeting agenda and minutes
Feedback from teachers

Measurable Objective 3: For the 2021-2022 school year Community Services School will hold Comparable Service meetings within three days of enrollment date at 100% compliance.

Evaluation Data Sources: Comparable Service meetings

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Teachers will be trained on how to conduct Comparable Services Meetings as it pertains to ChildFind to support student enrollment and services at Community Services. Strategy's Expected Result/Impact: Increase of services and accommodations for students who are Special Education. Staff Responsible for Monitoring: Teachers, Registrar and leadership team Action Steps: Admin Team along with teachers will conduct Comparable Services meeting to ensure compliance of students within the residential facilities and hospitals. Title I Schoolwide Elements: 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Board Goal 5: N/A - Additional Campus Goals






Goal 1: ATTENDANCE

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

Measurable Objective 1: By the end of the 2021-2022 school year, Community Services School's attendance will increase by 2% for students within the residential facilities and hospitals.

Evaluation Data Sources: Daily attendance
Graduation Support Meetings

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Holding bi-monthly graduation support meetings which will address student needs and develop strategies to support regular student attendance. Strategy's Expected Result/Impact: Increased student attendance and participation Staff Responsible for Monitoring: Graduation support committee members Action Steps: Develop a graduation support committee and schedule bi-monthly meetings Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Board Goal 5: N/A - Additional Campus Goals

Goal 2: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: During the 2021-2022 school year, Community Services will be 100% in compliance for all Special Education students in regards to ARD meetings.

Evaluation Data Sources: Student information






Transcript

Comparable Services Documentation

ARD/IEP

Attendance Data

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: When a special education student is enrolled, the registrar will send an email to the teachers and administrators. Upon receiving the email from the registrar, the teachers will set up the ARD meetings. Strategy's Expected Result/Impact: Compliance Staff Responsible for Monitoring: Special Education Department Chair Special Education Teachers Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | |






Board Goal 5: N/A - Additional Campus Goals

Goal 3: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach






Measurable Objective 1: Community Services will ensure there is a teacher at each site able to teach students with dyslexia.

Evaluation Data Sources: Accommodation worksheet
Instructional Logs


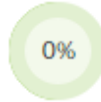





| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Strategy 1: Teachers will be using Reading by Design as the model to teach students with dyslexia Strategy's Expected Result/Impact: Dyslexia students will perform at the same level as non-dyslexia peers. Staff Responsible for Monitoring: Campus 504 Administrator Action Steps: Teachers will be trained virtually for the entire week of Nov 1 Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 2: LPAC administrator will monitor enrollments and ensure students are tested according to EL level.

Evaluation Data Sources: LAS Links testing results
TELPAS testing results

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Strategy 1: LPAC committee will meet weekly to ensure all students are tested and labeled accordingly. Strategy's Expected Result/Impact: EL students will increase by one level by the end of the school year. Staff Responsible for Monitoring: LPAC Committee Action Steps: Weekly Meetings Testing Compliance Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 3: The number of GT identified students will increase by 5%.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: All teachers will complete GT training as required by the district and the state. Strategy's Expected Result/Impact: Students will be identified as GT. Staff Responsible for Monitoring: GT Coordinator Teachers Action Steps: Training must be completed by 10/29/21 Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |






Board Goal 5: N/A - Additional Campus Goals

Goal 4: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities






Measurable Objective 1: Community Services will maintain the campus website to inform parents of services provided by the campus.

Evaluation Data Sources: Campus website is updated and maintained.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Strategy 1: Campus webmaster will monitor and update the website weekly. Strategy's Expected Result/Impact: Parents will receive important information regarding updated services. Staff Responsible for Monitoring: Campus webmaster Action Steps: Attend webmaster training Maintain weekly Title I Schoolwide Elements: 3.2 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 2: Community Services will collaborate with Wraparound Services Coordinator to provide parents with information and additional support.

Evaluation Data Sources: Quarterly meetings with Wraparound Services

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Strategy 1: Campus principal communicates with Wraparound Specialist regarding programs and resources available for parents. Strategy's Expected Result/Impact: Parents will have access to current information. Staff Responsible for Monitoring: Campus principal Wraparound Specialist Action Steps: Quarterly Meetings Title I Schoolwide Elements: 3.2 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Board Goal 5: N/A - Additional Campus Goals

Goal 5: MANDATED HEALTH SERVICES

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

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

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

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

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Board Goal 5: N/A - Additional Campus Goals

Goal 6: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

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

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

Board Goal 5: N/A - Additional Campus Goals

Goal 7: OTHER UNMET (If applicable)






Board Goal 6: During the 2021-2022 school year, Community Services will bring awareness to the campus to support with other Houston ISD campuses, district personnel, families and communities to serve our students who are unable to participate in their traditional campus setting.

Goal 1: Community Services will communicate with other HISD campuses through OneSource trainings and campus nurse meetings.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: Community Services will inform other HISD campuses of services and programs provided.

Evaluation Data Sources: Increased home bound and hospital/agency referrals.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Inform principals and campus nurses at required district meetings. Strategy's Expected Result/Impact: Increase in student referrals and decrease of dropouts. Staff Responsible for Monitoring: Campus nurse Campus administrators Action Steps: Ask to be on meeting agendas at required district meetings Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

State Compensatory

Budget for 013 Community Services

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We do not receive State Compensatory Education due to the structure of our campus and our students mobility.

Personnel for 013 Community Services

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------|-----------------|------------|
| N/A | N/A | 0 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

We provide the SIP to parents in the following languages:

- English
-

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Utilization of data assessments to view student's present levels
- Providing students with content specific teachers within our residential facilities and hospitals
- Utilization of Pearson Online Blending Learning and APEX

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

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

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent -
-

The PFE was distributed

- On the campus website
- ...

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- -

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 -
- Meeting #1 Alternate -
- Meeting #2 -

- Meeting #2 Alternate -
- Meeting #3 -
- Meeting #3 Alternate -
- Meeting #4 -
- Meeting #4 Alternate -

Addendums

| 2021-2022 Professional Development Plan* | | | | |
|---|------------------|---|--|--|
| PD Dates | PD Format | PD Topic | Resources Needed | SIP Goal Alignment |
| Aug. 16 | In person | Welcome/Introductions, State of the School, Faculty/Staff Handbook, RF/Hospital Expectations, Risk Management Training, Wraparound Services Training, Technology Training/Device Distribution, Compliance Trainings | Space at Austin HS, desks, projector, projector cables, microphone/speaker, wifi | <p>ELAR: For the 2021-2022 school year, Community Services will focus on literacy instruction to increase the number of students meeting standards that are taking the STAAR assessment this school year.</p> <p>MATH: For the 2021-2022 school year, Community Services will focus on concepts and strategies to assist students with math computations and problem-solving.</p> <p>SCHOOL PROGRESS: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.</p> |
| Aug. 17 | In person | Special Education Services, General Education Homebound Services, Special Education Homebound Services, PRS Training, TADS Training, Compliance Trainings | Space at Austin HS, desks, projector, projector cables, microphone/speaker, wifi | |
| Aug. 18 | In person | Teacher Preparation Day | Space at Austin HS, desks, projector, projector cables, microphone/speaker, wifi, headphones | |
| Aug. 19 | In person | Job Alike Day | Space at Austin HS, desks, projector, projector cables, microphone/speaker, wifi, headphones | |
| Aug. 20 | In person | Opening Day Procedures, Clinical Procedures, Attendance, Campus Procedures, Pearson Online and Blended Learning | Space at Austin HS, desks, projector, projector cables, microphone/speaker, wifi, headphones | |
| Sept. 17 | virtual | Teachers choose from a list of district professional development topics | Space at Austin HS, desks, projector, projector cables, microphone/speaker, wifi, headphones | |

| | | | | |
|---------|-----------|--|--|--|
| Oct. 4 | Comp day | Teachers who completed all compliance courses by Sept. 30 used this as a comp day. | none | <p>CLOSING THE GAPS: For the 2021-2022 school year, efforts will be made to increase monitoring practices to support our students while they are enrolled and supported by Community Services.</p> <p>During the 2021-2022 school year, Community Services will bring awareness to the campus to support with other Houston ISD campuses, district personnel, families, and communities to serve our students who are unable to participate in their traditional campus setting.</p> |
| Feb. 21 | In person | Vonture | Space at Austin HS, desks, projector, projector cables, microphone/speaker, wifi, headphones | |

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.