

Houston Independent School District
012 Heights High School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Heights High School, an authorized International Baccalaureate World School, provides students with a personalized learning environment. As a part of a comprehensive high school, students participate in numerous extra-curricular activities, while receiving a quality education focused on academic rigor and college-career readiness. Heights High is dedicated to the principle that students can achieve their intellectual and social potential through exposure to a quality education presented in a positive learning environment.

Heights High, formerly John H. Reagan High School, has been serving Houston and the Historic Heights community since 1926. Renovated in 2006 and renamed in the spring of 2016, Heights High is one of Houston's first schools. As the home for Houston Independent School District's Magnet School for Computer Technology, Heights High also sponsors four additional career pathway academies: Business; Engineering; Health Science; Automotive Technology. Each academy offers a sequence of career-related coursework that leads to industry-related recognition and/or certification.

Heights High School, an authorized International Baccalaureate World School, provides students with a personalized learning environment. As a part of a comprehensive high school, students participate in numerous extra-curricular activities, while receiving a quality education focused on academic rigor and college-career readiness. Heights High is dedicated to the principle that students can achieve their intellectual and social potential through exposure to a quality education presented in a positive learning environment.

Demographics Strengths

Heights High School has seen an increase in enrollment of 8.2% from the 2019-2020 school year to the 2022-2023 school year. This indicates growing confidence in the school by the surrounding community. For the last several years, Heights High School has had well over 1000 applications for magnet seats and program transfers. Approximately 50% of enrollment has come from outside Heights High School's zone. However, due to growing enrollment from our surrounding neighborhood students, Heights High School reduced the number of magnet seats and program choice transfers for the 2021-2022 school year and maintained the enrollment levels from 2020-2021 and surpassed them in 2022-2023.

Additionally Heights High School attendance rate has been first or second compared to all other comprehensive high schools in HISD.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The number of students exiting the ESL Program has seen a decline since the listening and speaking sections were changed to a recorded system in which students are graded by the state and not their teacher. Additionally we have long term ELL students who have met requirements of STAAR but have not met the requirements of TELPAS To exit the program. **Root Cause:** Teachers do not spend an adequate amount of time helping students understand the components of listening and speaking and students are unfamiliar with how the technology components work. The work of preparing students for the TELPAS is not data driven and is left to chance in many cases.

Student Learning

Student Learning Summary

A review of relevant campus data was conducted. Data points included STAAR, TEA Accountability, Advanced Placement, SAT, campus discipline, and campus attendance results from three years' worth of data. Participating in this disaggregation were members of the campus SDMC, which included campus administrative and instructional leadership. It is important to note that when reviewing EOC data for 2021-2022, there was an increase in first time test-takers because of options and waivers for STAAR in 2020-2021 due to Covid. When reviewing STAAR data, we see that the strongest performance in history followed by science. 92% of first time testers scored at approaching grade level in 2022 ; 73% of those students scored at Meets grade level and 41% scored at the Masters Grade Level. 89% of first time testers in Biology scored at Approaches grade level 68% meets grade level. 29% performed at the Masters grade level mark. However, in 2022 we saw big declines in Algebra I mirroring declines across the state. When reviewing the state accountability rating we received no growth points for math in 2019 which will be a point of priority for the campus for 2021-2022. We also see weaker scores in mathematics on the SAT than in reading. We have a much larger percentage of students not meeting TSI standards in math compared to ELA. ELA performance remains a priority on campus though we did see gains in the 2022 data. English I results are as follows: 74% approaches; 62% meets; 15% masters. Both the approaches and masters grade level in English I saw slight gains. English II results are similar: 84% approaches; 73% meets (an 8 point gain over the previous year), and 11% masters. HHS increased in every EOC subject area test in every category (approaches, meets, and masters) in 2019 and maintained steady performance over the year gap in testing. While we have high participation in AP Language and AP Lit, students are not scoring 3 or higher on the AP Exams. We have seen trending improvement in AP exam scores, however. While the number of students scoring at three or higher has remained at 27% over the last two years, the number of 3s scored increased from 14.1% to 19.4% overall. When we break down our data and look at subgroups we see that our students labeled as gifted and talented are scoring between 95% to 100% at the approaches grade level range; however, their performance at master's grade level ranges from

25% in English II to 69% in UH History. GT performance at the master's level saw double digit gains across the board in 2018-2019 and remained steady in 2020-2021. When looking at our students who receive services for special education and well as students whose first language is not English, we, unfortunately, see large gaps in performance compared to the campus as a whole. However, on the remaining End of Course Exam, we see very minimal success with less than 20% meeting standard in most areas. When looking at the breakdown in gender, we see that girls are outperforming boys by more than 10 points in the approaches category in every EOC tested area except US History. When comparing boys to girls in the meets grade-level category the gap is bigger. As we reviewed the data for our economically disadvantaged students as compared to our overall population, student performance was relatively the same differing by only 1 or 2 percentage points per category.

In analyzing teaching practices throughout the year, we have identified that we do not see a level of differentiated and personalized instruction necessary to meet the needs of our unique learners. In 2021-2022 through PLC work, walk and observation data collected as well as reviews of unit planning, and lesson plans, we found that our PreAP and PreIB classes need to be better aligned vertically to AP classes students will take as upperclassmen.

As state accountability data has been released, Heights High School met the standard with an overall score of 84. We earned distinctions in Science, Academic Growth and Closing the Achievement Gap.

Student Learning Strengths

After two years of interrupted instruction, our scores either remained the same or showed increases in all tested subjects except for Algebra I. We count this as a win.

One of our biggest achievements is with the students in the IB Diploma and Career Programme. Since 2019 the percentage of students meeting the requirements for the IB Diploma has risen from 49% to 83%. Heights' goal is to meet the global average of 87%. The number of students in the IB Career Programme earning the certificate has risen from 63% to 73% from 2021 to 2022. In the 2022 school year, 100% of students in the IB DP competed all core components for the program. Participation in the IB Programme has risen by 55% over the last year.

Additionally, the number of students leaving Heights as College, Career, and Military Ready has risen by 26% from 51% in 2018 to 64% in 2022.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: While 45% of the campus is identified as Gifted and talented the percentage of students scoring at the Master's Grade level category of EOC is less than 12% for English and Mathematics. The number of students scoring 3 or higher on AP Lang, Lit, and Calculus represents less than 5% of those enrolled. **Root Cause:** Honors courses are not aligned to the AP course work and are not taught at a level rigorous enough to boost EOC scores to Masters and increase the number of students scoring 3 or higher in AP Lang, Lit and Calculus. We believe this is caused by lack of alignment in advanced courses due to lack of teacher training in AP Standards at the lower grade levels.

School Processes & Programs

School Processes & Programs Summary

Heights High School operates three separate International Baccalaureate Programmes on campus: the Middle Years Programme, the IB Diploma Programme, and the IB Career-Related Programme. The Middle Years Programme is a campus-wide program for all freshman and sophomore students and is an extension to the IB MYP Programme of Hogg Middle School one of our feeder-pattern schools. The focus of this program is to address the needs of the whole child by teaching through a lens based on the IB Learner Profile traits in order to develop internationally minded individuals.

Heights High School added the IB Career-Related Program as an option for students that were very committed to their career pathway, but also want to experience the rigorous curriculum of the IB. This program has been growing in popularity since its inception in 2018. The IB Diploma Program is for students who seek to challenge themselves in all areas of study. It is one of the most rigorous curriculums in the nation. Heights High School also has a robust Advanced Placement program for students who want to pursue advanced course work in certain subject areas but not all.

Each grade level at Heights High School is assigned a school counselor. The counselor follows the students from one grade to the next to provide both academic and social and emotional support. Counselors meet with every student in their grade level at least once per semester to discuss academic progress and college and career goals. In addition to the grade level counselors, HHS has a contract with Community In Schools and has two CIS Caseworkers on campus to provide additional social and emotional support to a caseload of 60 students each. CIS helps support students by connecting them to resources in the community of additional emotional support. HHS also has two Wrap Around Services specialist which are designated to support students by removing outside barriers and obstacles that may

interfere with their ability to receive an education. In order to support students with their college and career aspirations, Heights High School has a College Center with two College Access Coordinators to assist students with information on financial aide, scholarships, finding a college that is the right fit, and engaging with students who are first-generation graduates to help them plan for post-secondary success.

Students in special education services receive support through a co-teach model of instruction, TREK program for students diagnosed with Autism, Skills for Life and Living class for students who are and Behavior Support Class. ELL students receive supports from highly qualified ESL teachers through a partially sheltered instructional model.

Students at Heights have five different endorsement pathways to choose from: . There is a robust athletics program for boys and girls including volleyball, football, basketball, soccer, baseball, softball, golf, tennis, swimming, track and cross country. Fine arts include dance, marching band, concert band, piano, choir, visual arts, theater, technical theater, and digital arts.

Heights values student interest in extracurricular activities and boasts more than 50 different clubs and organizations that students can participate in.

In order to retain highly qualified staff, Heights High School participates in the Career Pathways program promoting teacher leaders across campus.

School Processes & Programs Strengths

One area of strength is the level of social and emotional support we are able to provide for students. With

one counselor per grade level that remains with students, two CIS caseworkers and two HISD wrap-around services coordinators, we are able to help remove barriers to learning.

Our IB Programmes have had a direct impact on the perceptions of the school. 64% of eligible seniors earned the distinguished IB Diplomas last school year and 63% of students completed the requirements for the IB Career Programme certificate. These are some of the highest numbers in HISD and are pushing closer to the global average.

Our Endorsement pathways, extra-curricular activities and elective opportunities provide students with numerous options to engage in something of their own interest. This keeps students more engaged in school and less likely to have poor attendance, get in trouble or drop out.

Perceptions

Perceptions Summary

Heights High School continues to attract students from all over the city because of our rigorous academic programs, competitive athletic programs, and a variety of extracurricular clubs and organizations. The Heights neighborhood and community continues to increasingly choose Heights, their community school, because of the favorable perception Heights embodies in its school culture and community. Parents and students describe the school as a safe, caring environment designed to engage all students in a multitude of educational activities based on student choice and interest. Students describe their school and learning environment as supportive and challenging. Student retention and graduation rates remain high; 96% of students graduated with their cohort in the 2021 school year.

Heights benefits from an actively involved parent community that supports teachers, students, and families. Increasing communication among stakeholders has been a priority for the last several years especially during the Pandemic. As a result, parents, students, community members, and teachers view the school leadership as partners in their educational experience. The principal sends out monthly parent newsletters, staff newsletters with updates in addition to monthly coffee with the principal meetings and faculty meetings.

Barriers that prevent participation by parents, guardians, and the community include language and socioeconomic status. For example, some non-English speaking parents are less likely to attend parent meetings, however, there are newsletters from the principal and from the PTO that are translated to Spanish, so information is shared to all stakeholders. Parents learn about their child's learning standards through the HUB, teacher course syllabi, and teacher-parent conferences.

Programs and processes in place to help find success from one grade level to the next include credit-recovery, APEX, lunch tutorials, Saturday school, and before and after school tutorials. Students also feel support in SEL with programs like CIS and wrap-around specialists. The school culture promotes all students engaged in a high interest club or other after school activities. Heights offers various challenging educational programs from magnet to IB. Parents describe our school as a positive environment with a sense of community.

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The community describes the school in high regard due to the historical significance, the current administration, staff, and student body. School spirit is present also due to local and national achievements in academics, athletics, JROTC, dance, poetry, theatre, and band. Heights pathways to engage and support the community include, student and teacher outreach to communities in need, PTO outreach to students in need, and student lead projects that directly affect the surrounding community. Teachers describe Heights as a positive place to work and

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of students performing at or above grade level in English 1 and 2 as measured by the Meets Grade Level Standard on STAAR will increase from 59% in the spring of 2022 to 65% in the spring of 2023.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of 9th and 10th grade students achieving Meets Grade Level on Snapshots will be 70% .

Evaluation Data Sources: common assessments, Ren 360, summative classroom assessments,

Strategy 1 Details	Reviews			
Strategy 1: Students not meeting standard on STAAR will receive targeted support through College Transitions which will include lessons designed to address skill gaps, provide accelerated instruction in reading and writing, and teach test-taking strategies. Strategy's Expected Result/Impact: Increased scores on summative assessments including the EOC. Staff Responsible for Monitoring: Natalie Martinez, Anne Nelson, Christina Bagos and Wendy Hampton Action Steps: Design master schedule to Include College Transition Class. Create curriculum for class. Train teachers in curriculum and standards for class. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: All 9th and 10th-grade students will be scheduled into a College Transitions class. These students will receive additional support through the use of Achieve 3000, Khan Academy, and Freckle to support the changes to the STAAR assessment and TEKS. Strategy's Expected Result/Impact: Improve students' analysis of skills for expository text. Staff Responsible for Monitoring: Natalie Martinez, Anne Nelson, Sarah Hall, Christina Bagos and Wendy Hampton Action Steps: Assign Log in information for Achieve 3000. Training College Transitions teachers in the implementation. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Achieve 3000 - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use mentor texts and model the writing process. Teachers will introduce students to essays scored at the highest level using the rubric and determine the difference between each level. Strategy's Expected Result/Impact: Improve student STAAR writing skills Staff Responsible for Monitoring: Martinez, Nelson, Bagos, Hampton Action Steps: Teachers will meet weekly in PLCS to review lesson plans along with daily formative assessments to determine student understanding. Teachers will create common benchmarks for writing prompts once per 9 weeks focusing on various aspects of the writing process. Teachers will collaboratively calibrate and grade and assess for areas of growth for students where to reteach. Teachers will conduct writing conference with students. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 6 percentage points from 29% in spring of 2022 to 35% in spring of 2023.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 50% of students will consistently score at 75% on campus common assessments, snapshots, and district released tests.

Evaluation Data Sources: Common assessment data; exit tickets; district released assessments

Strategy 1 Details	Reviews			
Strategy 1: All students in Algebra I will complete 30 lessons on grade level in Imagine Learning. Strategy's Expected Result/Impact: improve students' math skills Staff Responsible for Monitoring: W. Montanez, C. Bagos, W. Hampton, R.Morales Action Steps: Assign students Imagine Math log-in information Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the Rigor Readiness protocol to break down TEKS to ensure we are teaching to the depth and complexity of the TEKS and will utilize backward planning to design assessments and lessons. Strategy's Expected Result/Impact: Increase student engagement and performance. Staff Responsible for Monitoring: Montanez, Bagos, Hampton Action Steps: Establish weekly PLC meetings Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Teacher Coaching and Quality Assessments - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$10,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Close achievement for Tier 3 and 2 students. Teachers will meet weekly in PLC's to create and review lesson plans and exit tickets. Houston A+ Challenge will provide in-class support for teachers and coaching. Teachers will collaboratively calibrate, grade and assess, areas of growth for students and where to reteach.</p> <p>Strategy's Expected Result/Impact: Improve student learning</p> <p>Staff Responsible for Monitoring: W. Montanez, Rudy Morales, content teachers.</p> <p>Action Steps: Houston A+ Challenge visit every two weeks to meet with teachers and walk classes. Create exit tickets and common assessments. Utilize Rigor Readiness protocol. Monitor student progress on IM</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 5% from the prior year.

Measurable Objective 1: Increase students taking and passing minimum standards for TSIA in reading and math from to 24% to 45%.

Strategy 1 Details	Reviews			
Strategy 1: Students who have not met TSI criteria for math and/or English will be scheduled into College Ready Math and/or College Ready ELA Strategy's Expected Result/Impact: Increase scores on the TSIA Staff Responsible for Monitoring: Wilfredo Montanez, Troy Bullock Action Steps: Identify and enroll students in the course. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All 11th and 12th grade students will complete the SAT Prep Class through Apex Strategy's Expected Result/Impact: : Increase student SAT scores. Staff Responsible for Monitoring: school counselors, Wilfredo Montanez, Cristina Bagos Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Heights High School will administer the TSIA a minimum of twice throughout the school year. Strategy's Expected Result/Impact: Provide students the opportunity to improve score and provide data for further intervention if needed.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Larry Davis, Troy Bullock, Christina Bagos, Wendy Hampton Action Steps: Schedule and pay fee for TSIA					
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: 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 English I and English II assessment will increase 5% points from 17% in Spring of 2022 to 22% in 2023





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Students receiving special education services will score 70% or higher on campus common assessments and district benchmarks.

Evaluation Data Sources: common assessments, goals progress reports, ren. 360 data, Achieve 3000 data

Strategy 1 Details		Reviews			
Strategy 1: Content teachers and special education teachers will receive ongoing professional development in how to implement the co-teach model. Strategy's Expected Result/Impact: : Increase the engagement of SWD in class-room Staff Responsible for Monitoring: A. Phillips, Assyline Pickrom, Jane Crump, Christina Bagos, Wendy Hampton Action Steps: Schedule pre-service, fall, and spring professional learning. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Special education teachers will receive ongoing professional development in data analysis and progress monitoring. Strategy's Expected Result/Impact: Increase the engagement of special education students in the classroom in order to increase results on STAAR English 1 and English 2 assessments for Spring 2022. Staff Responsible for Monitoring: Phillips, Pickrom, Crump, Bagos and Hampton Action Steps: Schedule appropriate on-going PD for both fall and spring Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Case managers will evaluate available intervention data to ensure compliance with IEP goals and objectives and monitor progress each 3 weeks. Strategy's Expected Result/Impact: increase reading and math skills Staff Responsible for Monitoring: Special Education case managers, Pikcrom, Phillips, Bagos, Hampton Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: By the end of the 2022-2023 school year, Heights will maintain an average daily attendance rate of 95% or higher.

Measurable Objective 1: HHS will maintain a monthly attendance rate of 95.5% by December 2021.

Evaluation Data Sources: attendance records

Strategy 1 Details	Reviews			
Strategy 1: Weekly the leadership team will monitor and review the preliminary list of students that may be exhibiting a pattern of non-attendance. Strategy's Expected Result/Impact: Data will help identify attendance barriers Staff Responsible for Monitoring: All Counselors; all administrators, Wrap Around Specialist Action Steps: Schedule Meetings, Set agenda, invite attendees, system for tracking chronic absenteeism; triad referrals; home visits Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Wrap Around specialists will conduct home visits and meet with the families of students chronically absent to address and remedy barriers to attendance. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Administrators and wrap around services Action Steps: Identify students in GSM, schedule visits, identify barriers to student attendance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Certified letters will be mailed home after students have 3 absences in any class alerting parents that their child is in danger of losing credit. Strategy's Expected Result/Impact: Improve student attendance Staff Responsible for Monitoring: Administrators and counselors Action Steps: run by period attendance reports weekly to identify students in danger of losing credit; email students and mail certified letters to parents; establish attendance committee for those that exceed 10% absences.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: The percentage of African American students with disabilities being assigned disciplinary consequences (in-school and/or out-of-school suspension) will be reduced by 5% compared to the 2021-2022 school year.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The number of African American students that are sent to OSS will decrease by 2% each grading cycle.

Evaluation Data Sources: discipline referrals and reports

Strategy 1 Details	Reviews			
Strategy 1: Incorporate restorative discipline practices prior to suspending students. Strategy's Expected Result/Impact: Improve student behavior Staff Responsible for Monitoring: administration and counselors Action Steps: Incorporate "Thinkery" for level 1 and level 2 student referrals; Leadership Team book study of Hacking School Discipline; pilot restorative circles in elect college transition classes. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use lunch detention/tutorials and after-school detention for minor infractions such as tardies. Strategy's Expected Result/Impact: Reduce the number of students assigned to ISS for minor infractions Staff Responsible for Monitoring: administrators and principals Action Steps: Create system for tracking students late to class and attendance in detention Funding Sources: School Mint Hero system - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$12,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Heights High School Staff will conduct home visits for students that are high risk and have more than 3 Level 3 discipline referrals Strategy's Expected Result/Impact: Identify student needs and barriers to educational success.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: HISD Wrap ARound and school administration Action Steps: Track student discipline, and establish routines and protocols for home visits.					
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Board Goal 5: N/A - Additional Campus Goals





Goal 3: VIOLENCE PREVENTION Heights High School will reduce the number of discipline incidents by 10% from 2022 to 2023.

Strategic Priorities:

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

Measurable Objective 1: Heights High School will reduce the number of discipline incidents by 5% each grading period.

Evaluation Data Sources: discipline referrals; suspension and ISS numbers

Strategy 1 Details	Reviews			
Strategy 1: Students who are involved in verbal altercations which could lead to physical altercations will go through a mediation process with school counselors. Strategy's Expected Result/Impact: Resolve conflicts Staff Responsible for Monitoring: Administrators, counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Heights High School will incorporate a curriculum for all freshman that focuses on social and emotional well being and skills to successfully transition from middle to high school Strategy's Expected Result/Impact: Decrease freshman ISS referrals for classroom infractions. Staff Responsible for Monitoring: Administrators and counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Administrators will be trained in restorative practices for alternatives to suspension and ISS Strategy's Expected Result/Impact: Reduce the number of negative student behaviors Staff Responsible for Monitoring: Principal Action Steps: Book study on Hacking School Discipline; purchase books, plan study; identify organization to further train admin in the practices.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 4: SPECIAL EDUCATION: In each tested subject the percentage of students approaching grade level will increase by 10% over the scores from 2021-2022.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The number of students receiving special education services scoring 70% or higher on campus benchmarks will increase 10% from the previous years benchmarks.

Strategy 1 Details	Reviews			
Strategy 1: Students will use Freckle 30 minutes twice per week to close skill gaps identified by BOY assessments Strategy's Expected Result/Impact: improve academic outcomes Staff Responsible for Monitoring: special education case managers, special education dept chair, and administration Action Steps: Train teachers on use of freckle, get district to roster College Transitions Classes; assign activities based on student identified gaps track progress and adjust. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: General education and special education teachers will monitor their special education students' ongoing progress for each IEP core goal and objective and provide instructional support to ensure targets are met. Strategy's Expected Result/Impact: Meet IEP goal/objective targets Staff Responsible for Monitoring: Teachers, Case Managers, Special Education Chair, administration Action Steps: monitor student progress, send home progress monitoring report from special education each 3 weeks to identify for students and parents progress towards goals. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Students receiving special education services will be referred to appropriate social/emotional support personnel on campus when appropriate. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: General Education and special education teachers, administration, counselors, CIS and Wrap Around Specialist Action Steps: Staff will follow campus protocols to refer special education students to receive appropriate social/emotional support. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: Heights High School will increase the percentage of emerging bilingual students progressing at least one proficiency level on Telpas from 47% in 2022 to 60% in 2023.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Heights High School will increase the number of students scoring Advance High in Listening from 30% to 45% and in Speaking from 23% to 33% on the Telpas Interim Exam.

Evaluation Data Sources: Texas K-12 Summit; HISD Benchmarks; TEA Interim Assessment; Classroom Observations

Strategy 1 Details		Reviews			
Strategy 1: Students who did not meet their progress standards on Telpas will receive targeted support designed to address skill gaps and provide accelerated instruction in Reading, Listening and Speaking Skills. Strategy's Expected Result/Impact: Improve academic outcomes Staff Responsible for Monitoring: Stacy DAVIS, Nataie Martines, DeLeon Action Steps: Create class in master schedule and identify students to schedule into the class. Monitor student progress Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Long Term Emerging Bilingual students not meeting Advanced High on Telpas in Speaking and Listening through and enrichment period designed to address skill gaps and provide accelerated instruction in Reading, Listening and Speaking Strategy's Expected Result/Impact: Improve student outcomes Staff Responsible for Monitoring: Davis, Martinez, DeLeon, Hampton Action Steps: Create class, identify students based on Telpas data. Enroll students in class. Purchase K-12 summit. Train teachers on K-12 summit. Monitor student progress. Title I: 2.4, 2.6		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: All teachers will receive trainings on effective implementation of the ELPS and how to incorporate literacy strategies for EB students in their classes. Strategy's Expected Result/Impact: Improve teacher capacity and student knowlege. Staff Responsible for Monitoring: Administrators and teachers Action Steps: Schedule Training, Coordinate training dates from multi-lingual department; observe classes for implementation; coach and provide support. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: Heights High School will host a total of 12 parent meetings (combination of in-person and virtual) from August 2022 to June 2022.





Strategic Priorities:

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

Measurable Objective 1: HHS will host 6 parent meetings each semester.

Evaluation Data Sources: sign in sheets, attendance from teams, agendas and invitations.

Strategy 1 Details	Reviews			
Strategy 1: Principal will schedule and post 4 Coffee with the Principal Meetings (2 each semester) and include guest speakers on topics relevant to parenting and supporting academic and social needs of teens. Strategy's Expected Result/Impact: Increase parent involvement and support of HHS Staff Responsible for Monitoring: Principal and Title I coordinator Action Steps: Schedule and advertise meetings; select and invite guest presenters; Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: IB Coordinators will host 3 IB Workshops for parents: One in September for new parents and two in the spring to recruit IB students and explain the concepts of IB to parents Strategy's Expected Result/Impact: Increase parent engagement, increase enrollment in IB Programs Staff Responsible for Monitoring: IB Coordinators, Dean of Instruction, Principal Action Steps: Schedule meetings; set agenda; visit classes to build student interest Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Additional Parent activities to include: New Parent Orientation, Open House, Mental Health Fair, MYP Exhibition, PTO meetings on campus Strategy's Expected Result/Impact: Increase parent support and engagement with HHS Staff Responsible for Monitoring: Principal, CIS and Counselors, Title I coordinator, MYP Coordinator Action Steps: Schedule events, plan events, market and advertise events. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals

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

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 012 Heights High School

Total SCE Funds: \$554,664.22

Total FTEs Funded by SCE: 5.5

Brief Description of SCE Services and/or Programs

Currently, these funds provide additional staff to support students in critical areas. Currently, one English teacher, ELA instructional coach, and one dyslexia teacher are paid through SCE. Additional one math teacher, a science teacher and an instructional coach area all funded through SCE. This allows for reduced class sizes and additional coaching for teachers.

Personnel for 012 Heights High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anne Nelson	Teacher Specialist	1
Jacqueline	Wilson	1
Jo Redd	Teacher	1
John	Desierto	1
Kyla Owens	teacher	1
Natalie Martinez	teacher specialist	0.5

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Heights High School, an authorized International Baccalaureate World School, provides students with a personalized learning environment. As a part of a comprehensive high school, students participate in numerous extra-curricular activities, while receiving a quality education focused on academic rigor and college-career readiness. Heights High is dedicated to the principle that students can achieve their intellectual and social potential through exposure to a quality education presented in a positive learning environment.

Heights High, formerly John H. Reagan High School, has been serving Houston and the Historic Heights community since 1926. Renovated in 2006 and renamed in the spring of 2016, Heights High is one of Houston's first schools. As the home for Houston Independent School District's Magnet School for Computer Technology, Heights High also sponsors four additional career pathway academies: Business; Engineering; Health Science; Automotive Technology. Each academy offers a sequence of career-related coursework that leads to industry-related recognition and/or certification.

Heights High School, an authorized International Baccalaureate World School, provides students with a personalized learning environment. As a part of a comprehensive high school, students participate in numerous extra-curricular activities, while receiving a quality education focused on academic rigor and college-career readiness. Heights High is dedicated to the principle that students can achieve their intellectual and social potential through exposure to a quality education presented in a positive learning environment.

Heights High School has seen an increase in enrollment of 8.2% from the 2019-2020 school year to the 2022-2023 school year. This indicates growing confidence in the school by the surrounding community. For the last several years, Heights High School has had well over 1000 applications for magnet seats and program transfers. Approximately 50% of enrollment has come from outside Heights High School's zone. However, due to growing enrollment from our surrounding neighborhood students, Heights High School reduced the number of magnet seats and program choice transfers for the 2021-2022 school year and maintained the enrollment levels from 2020-2021 and surpassed them in 2022-2023.

Additionally Heights High School attendance rate has been first or second compared to all other comprehensive high schools in HISD.

A review of relevant campus data was conducted. Data points included STAAR, TEA Accountability, Advanced Placement, SAT, campus discipline, and campus attendance results from three years' worth of data. Participating in this disaggregation were members of the campus SDMC, which included campus administrative and instructional leadership. It is important to note that when reviewing EOC data for 2021-2022, there was an increase in first time test-takers because of options and waivers for STAAR in 2020-2021 due to Covid. When reviewing STAAR data, we see that the strongest performance in history followed by science. 92% of first time testers scored at approaching grade level in 2022 ; 73% of those students scored at Meets grade level and 41% scored at the Masters Grade Level. 89% of first time testers in Biology scored at Approaches grade level 68% meets grade level. 29% performed at the Masters grade level mark. However, in 2022 we saw big declines in Algebra I mirroring declines across the state. When reviewing the state accountability rating we received no growth points for math in 2019 which will be a point of priority for the campus for 2021-2022. We also see weaker scores in mathematics on the SAT than in reading. We have a much larger percentage of students not meeting TSI standards in math compared to ELA. ELA performance remains a priority on campus though we did see gains in the 2022 data. English 1 results are as follows: 74% approaches; 62% meets; 15% masters. Both the approaches and masters grade level in English I saw slight gains. English II results are similar: 84% approaches; 73% meets (an 8 point gain over the previous year), and 11% masters. HHS increased in every EOC subject area test in every category (approaches, meets, and masters) in 2019 and maintained steady performance over the year gap in testing. While we have high participation in AP Language and AP Lit, students are not scoring 3 or higher on the AP Exams. We have seen trending improvement in AP exam scores, however. While the number of students scoring at three or higher has remained at 27% over the last two years, the number of 3s scored increased from 14.1% to 19.4% overall. When we break down our data and look at subgroups we see that our students labeled as gifted and talented are scoring between 95% to 100% at the approaches grade level range; however, their performance at master's grade level ranges from 25% in English II to 69% in UH History. GT performance at the master's level saw double digit gains across the board in 2018-2019 and remained steady in 2020-2021. When looking at our students who receive services for special education and well as students whose first language is not English, we, unfortunately, see large gaps in performance compared to the campus as a whole.

However, on the remaining End of Course Exam, we see very minimal success with less than 20% meeting standard in most areas. When looking at the breakdown in gender, we see that girls are outperforming boys by more than 10 points in the approaches category in every EOC tested area except US History. When comparing boys to girls in the meets grade-level category the gap is bigger. As we reviewed the data for our economically disadvantaged students as compared to our overall population, student performance was relatively the same differing by only 1 or 2 percentage points per category.

In analyzing teaching practices throughout the year, we have identified that we do not see a level of differentiated and personalized instruction necessary to meet the needs of our unique learners. In 2021-2022 through PLC work, walk and observation data collected as well as reviews of unit planning, and lesson plans, we found that our PreAP and PreIB classes need to be better aligned vertically to AP classes students will take as upperclassmen.

As state accountability data has been released, Heights High School met the standard with an overall score of 84. We earned distinctions in Science, Academic Growth and Closing the Achievement Gap.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and the Director of Huntington Learning Center as well as community members who serve on the SDMC committee. Meeting date Sept 21, 2022

2.2: Regular monitoring and revision

4 General strategies that our campus is utilizing to monitor student progress (particularly, students at risk) using Title I funds are: Specialized software for English Learners, tutors for Refugee students speaking Middle Eastern languages, hourly tutors for students who are having issues with ELA STAAR and Algebra I STAAR, reading materials for special populations, reduced class sizes for STAAR tested subjects. In addition, an 8th period intervention class has been added to students schedules who require intervention and assistance in the areas mentioned above and more as needed.

We are tracking student progress after tutorials and other Intervention programs by measuring student success in learning concepts in question with practice tests, measuring gains in individual student grades, as well as input from teachers of targeted subjects. Also, appraisers visits to classes, tutorial sessions, and Saturday interventions.

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

The CIP is posted on the website in both English and Spanish. All campus newsletters are published in English and Spanish.

2.4: Opportunities for all children to meet State standards

The strategies mentioned in 2.2 have already been implemented on campus. All students who have not met progress on Tier 2 and Tier 3 students were scheduled into a College Transitions or Study skills class since the school year began. These classes provide intervention based on student data and student need. Saturday tutorials are held from 8:30 to 1:00 and are staffed with certified teachers to provide intervention for Tier 1 and Tier 2 students as well. All teachers provide 30 minutes of tutorials twice per week during the lunch hour.

which is available to all students. After-school tutorials provide students additional time to receive instruction and assistance with classroom concepts and assignments.

2.5: Increased learning time and well-rounded education

Heights High school has weekly attendance meetings to identify students with attendance issues to identify barriers to attendance. Those barriers are addressed through Wrap Around Services, Counselors, and Community in Schools counseling services. Heights provides final exam exemptions for students with 3 absences or less per semester to incentive good attendance. We also offer school day intervention and enrichment classes to provide additional learning time supports for students.

Our Master Schedule is a modified block which allows students to attend all classes on Mondays and then revert to an A and B schedule providing the benefits of both for our students. All schedules were tweaked at the beginning of school to reflect student preferences, high school credit earned at Middle School, and Career and Technology needs for students.

We have numerous clubs and organizations that provide enrichment opportunities for students. Some examples are: Ecology club which focuses on recycling efforts; our organic garden completely managed by students; Community outreach, food baskets for Thanksgiving and Christmas; participating in the Heights community activities; reading clubs; robotics club; student service volunteer groups. Science classes have field trips to natural science museums, events, and expos; many other groups such as Art, History, Music have related field trips and events.

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

Heights provides 30 hours of accelerated instruction for all students that have not met standards on STAAR EOC exams through our college transitions classes. Students who need more intensive intervention receive accelerated instruction in small groups after school and on Saturdays.

At Risk students are identified, special folders are created with documentation of interventions, placements, and programs geared to the individual student. All of these actions and documentation are completed as a requirement of the At Risk team. We are and have been compliant with Special Education, 504, Migrant, Refugee, Immigrant, ELs, GT students and have staff who manage each of the At Risk groups to ensure success. In addition, we have a Life Skills staff that focuses on mainstreaming and preparing students with specialized job skills. We have an IAT team that identifies, tests, and places students as needed.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Heights has an ongoing process to monitor and evaluate our school wide program. We monitor formative assessment data, attendance data, discipline data, SAT/ACT performance, TSI performance, CCMR status of students, and Summative assessments such as EOC exams, IB exams, AP Exams, and finals.

Administrative team, Department Chairs, SDMC, and Parent Title I Engagement team evaluate the results, outcomes, data, and more to determine whether we have met the goals as stated in the CIP. We use required tests such as STAAR, TELPAS, PSAT, SAT, and IOWA as expected. In addition, we use common assessments, Progress Reports, and Report Cards each six weeks to look an individual student progress and utilize intervention programs as needed.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The PFEP draft is disseminated to SDMC, Administrators, and Lead Teachers for input. Then, the draft is a handout at the Annual Fall Title I Meeting. All input is discussed in the Title I Parent Team Meeting. Changes are incorporated, document is translated to Spanish and mailed to all Parents.

4.2: Offer flexible number of parent involvement meetings

September 27, 2022, September 30, 2022 Title I Intro, Curriculum Event

October 6, 2022, October 10, 2022 Spanish Speaking Parent Night

February 1, 2023, February 7, 2023 Title I Interventions Provided for State Testing

March 29, 2023, April 4, 2023 Tutoring, Finals, Summer Classes

5. Targeted Assistance Schools Only

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

Heights HS is a Schoolwide Title I School. We are not a Targeted Assistance School

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	2	School Mint Hero system	6200 - Contracted Services	\$12,000.00
Sub-Total						\$12,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2	Achieve 3000	6200 - Contracted Services	\$15,000.00
2	1	1	2	Teacher Coaching and Quality Assessments	6200 - Contracted Services	\$10,000.00
Sub-Total						\$25,000.00

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
