

**Houston Independent School District
034 High School for Law and Justice
2022-2023 Campus Improvement Plan**



Mission Statement

The mission of the High School for Law & Justice is to provide students and staff with a safe facility wherein strong academic education is provided in conjunction with an in-depth study of Law Enforcement and Legal Studies in order to provide a successful transition into their chosen career paths or advanced academics.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The High School for Law & Justice was established in 1981. We are a specialty magnet campus in HISD that is comprised of student from the surrounding Houston area. We currently have 440 students in grades 9th - 12th. Students must apply to our campus during the fall of their 8th grade year, we do not have a set attendance zone. We work with community partners like Houston Police Department, Houston Emergency Center, Greater Harris County, and University of Houston Law School. These stakeholders are our partners in education and provide services and support that allow our students access to careers and experiences in the law and justice fields. Our CTE program is strong throughout the campus as we work to provide our students with hands on experiences and provide our stakeholders with college and career ready students that are ready to take on jobs or college. Being that our students come from across the district, we have built a master schedule that provides students with supports for intervention, social emotional learning, and enrichment during the school day. We have a full-time counselor, magnet coordinator, wraparound specialist, two assistant principals, and part-time college and career readiness advisor. Our average class size ranges from 20-28 students depending on the course. At this time, none of our special pops students require in class support. Our attendance rate is 94.5%, we do not have truancy issues, and dropouts are rare. Over the last year our attendance rate has decreased due to COVID, our Advanced Placement passing scores have increased, and our Meets increased with our English II STAAR scores. To maintain and promote high attendance we work as a team to respond to any transportation issues that exist, make calls to parents of absent students – additionally we educate the parents on the affects of low attendance for high school credit courses. We use A4E to track absences by frequency and parent contact is designated to the assistant principal responsible by grade level. Our student data is reflective of students that attend school regularly and have minimal educational gaps. The school demographics are 72% Hispanic, 24% African American, 3% White, 1% Asian and other. Of the total students on campus, 65% are female and 35% are male.

Demographics Strengths

There is a very strong community at the campus. We serve the needs of all students and foster a sense of belonging no matter the demographic. Students are exposed to professionals that represent their background and culture.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Increase parent participation during Open House for grades 9-12. **Root Cause:** Due to being a campus with older students, parents tend to not be as involved. Additionally, as a specialty magnet, distance can sometimes be an issue for after school events.

Student Learning

Student Learning Summary

Students have continued to score well in all areas of accountability. Our domain ratings are as follows: Student Achievement – A rating, School Progress - A rating, and Closing the Gaps - A rating. The academic performance for each student group varies from 99% to 98% - showing minimal difference across ethnicity. Our district benchmark assessment scores align with STAAR scores. Our STAAR results disaggregated by Race/Ethnicity and Student Groups in Reading, Math, Writing, Science, and Social Studies do not tend to vary more than 1% either way. Scores for English II Meets has increased significantly from previous years. Algebra 1 scores and passing rate dropped by 9% from previous years. Our campus earned all seven Distinction Designations for achievement. 100% of our students are on track to graduate. What is our longitudinal graduation rate is 100% and is 0%. An average of 35% of our students are enrolled in AP courses. Our passing rate for AP exams is 18% and 18% passing rate for SAT exam. Both passing rates for AP and SAT need to increase. As far as CCMR performance, 100% of our students graduated with a CCMR indicator. Performance on state assessments is comparable to performance on local benchmark assessments.

Student Learning Strengths

Students excel in all STAAR EOC's in meeting the approaches rate by 95% or higher. The exception is Algebra 1 in Spring 2022 that resulted in a lower passing rate than normal. Our meets rate for English II increased from 90% to 92% and the masters rate increased from 12% to 17%.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: A high percentage of students do not meet the passing score for math portion of SAT. **Root Cause:** Several students entering 9th grade have taken Algebra 1 in Middle Schools. The gaps in learning subsequently have an impact on their performance on SAT possibly due to less rigorous instruction at the middle school level.

Problem of Practice 2: Few students meet passing score for composition category of English I & II EOC STAAR Test, therefore the level of mastery is low despite a high percentage of students meeting standard. **Root Cause:** Students have deficits in writing across all content areas.

School Processes & Programs

School Processes & Programs Summary

We are a specialty magnet high school that focuses on careers in the Law Enforcement and Criminal Justice fields. These programs are directly aligned to our vision, mission, and goals. We set high expectations for all our students on a daily basis. Students can enroll in advanced coursework and/or college level coursework. Students that are at risk are supported first by their classroom teachers, with additional support provided by administrators and college and career readiness advisor. Our students have access to interventions, clubs, and enrichment during the school day. Upperclassmen have the most access to advanced coursework based on our master schedule. All the students on our campus are enrolled in CTE courses and graduate with 5 or more credits for that category. We have a college and career advisor along with a school counselor that regularly provide support to students regarding college, career and military guidance. College fairs are scheduled annually that allow students access to universities and career information. We have great success when collaborating with outside entities such as Houston Emergency Center, Greater Harris County, and Houston Police Department. Those entities look to us to provide a pathway of employment for our students, and they support us by providing hands on learning and partnerships. Each student has one-to-one technology, and hotspots are provided as needed. Students in our HEC center program have access to systems that parallel the Houston Emergency Center. They can practice taking emergency calls while here on campus and learn about emergency procedures. In regard to developing adult talent on campus, teachers that are interested in leadership may be provided with an additional planning period to support learning while taking on additional duties. Additionally, the assistant principals are responsible for duties that allow them to supervise, make decisions, and receive guidance and feedback from the campus principal. As we determine our focused areas of improvement, we discuss campus data relative to STAAR, CCMR, SAT, PSAT, and AP exams. This is facilitated during PLC's and faculty meetings with the staff/instructors. Once root causes are identified, we schedule our professional development supports to target those areas.

Perceptions

Perceptions Summary

The attendance rate is 94.5% for all students, there is less than a 1% difference between race/ethnicity groups and student groups from previous data. In previous years, the attendance rate was around 95%, but still with little difference between groups, and the rate has decreased over the past two years due to COVID. There are little to no disciplinary issues at the campus, and no DAEP placements. We provide students access to incident report forms electronically and on paper. They use the forms to solicit assistance with any issues they may be having regarding peers or instructors. Students are considerate with one another and allow us to help diffuse and mediate any issues they may be having with peers and/or instructors. The graduation rate is 100%. The staff turnover rate is 1%, which is minimal. The faculty and staff are a dedicated group of individuals that work hard to give our students the best education and opportunities possible. Teacher attendance rate is also high, and they understand that the more they are present the more that students will be present as well. We work with alumni, and other stakeholders to keep abreast of the fields that we cover in our CTE program and how to support our community. Our parents have praised our communication, social media, and weekly newsletters in addition to our accessibility. It may be difficult for parents to participate in some events at times since some live far from the campus. We have remedied that by providing as many virtual meetings as possible. Students at times find our instruction challenging, but we provide the proper supports needed to make them college and career ready. We hold an annual Law Day to engage the community/students in which we invite different Law Enforcement agencies and personnel to speak to our students. Teachers describe us as a unique campus in which they can teach students that are willing and ready to learn. Teachers are supported by administrators as each is designated to provide instructional support to a specific content area.

Perceptions Strengths

We are the only school in the Houston area that focuses on CTE in the Law & Justice fields. We provide students with teachers that have had first hand experience working in the field. They bring those experiences into the classroom instruction on a daily basis. We provide weekly communication to parents regarding upcoming events and other important information. Our teachers enjoy what they do and come to work everyday to ensure they students will be successful.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Increase parent participation during Open House for 9th grade freshmen. **Root Cause:** Due to being a campus with older students, parents tend to not be as involved. Additionally, as a specialty magnet, distance can sometimes be an issue for after school events.

Problem of Practice 2: Increase PTO membership and participation from 5% to 20%. **Root Cause:** Due to being a campus with older students, parents tend to not be as involved. Additionally, as a specialty magnet, distance can sometimes be an issue for after school events.

Priority Problems of Practice

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 goal for the High School for Law & Justice is that by the end of the 2022-2023 school year, the percentage of English I or II students achieving Masters level performance will increase by 10%.

Strategic Priorities:

Transforming Academic Outreach






Measurable Objective 1: 90% of students will be at Tier 1 reading level.

Evaluation Data Sources: Ren360 - BOY, MOY, EOY -- English EOC

Strategy 1 Details	Reviews			
Strategy 1: All students will take the scheduled assessments for Ren360 and teacher will maintain progress monitoring log. Strategy's Expected Result/Impact: Increase in number of students reading at Tier 1 level Staff Responsible for Monitoring: English 1 & 2 Teachers, English Content Admin Action Steps: All students will take the scheduled assessments for Ren360 and teacher will maintain progress monitoring log. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: At least 25% of students will score a 3 or 4 on Reporting category 4 - composition

Evaluation Data Sources: English EOC's

Strategy 1 Details	Reviews			
Strategy 1: All 9th & 10th grade students in need of writing intervention will be double blocked in English course and reading/writing support class. Strategy's Expected Result/Impact: At least 25% of students will score a 3 or 4 on Reporting Category 4 - Composition Staff Responsible for Monitoring: Counselor, Principal, English/Reading teacher Action Steps: All 9th & 10th grade students in need of writing intervention will be double blocked in English course and reading/writing support class. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - 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 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: Board Goal Alignment: Expanding Educational Opportunities: Students will be better prepared to meet the challenges of math coursework in college and continue on a 4 year track for graduation.

Strategic Priorities:
Expanding Educational Opportunities






Measurable Objective 1: 100% of students will utilize Khan Academy for math strategies.

Evaluation Data Sources: Khan Academy Usage reports, SAT

Strategy 1 Details	Reviews			
Strategy 1: Teachers will embed the use of Khan Academy into their lesson plans. Strategy's Expected Result/Impact: 100% of students will utilize Khan Academy for math strategies. Staff Responsible for Monitoring: All math teachers, math administrator Action Steps: Teachers will embed the use of Khan Academy into their lesson plans Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 10%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of students AP Math courses will utilize the resources on the CollegeBoard website.

Evaluation Data Sources: SAT Results, CollegeBoard

Strategy 1 Details	Reviews			
Strategy 1: AP teachers will use the CollegeBoard website to facilitate rigorous learning in the classroom and utilize the resources available for student success. Strategy's Expected Result/Impact: 100% of students in AP math courses will utilize the CollegeBoard website to complete assessments/practice. Staff Responsible for Monitoring: AP Teachers, math administrator, Principal Action Steps: AP Teachers will utilize the CollegeBoard website modules to increase student knowledge of AP exam and expectations for success. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - 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 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.

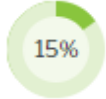




Goal 1: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will be 95% or higher for the 2022-2023 graduates reported in 2024.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Increase average SAT Math score from 461 to 500 by 2023.

Evaluation Data Sources: SAT Scores

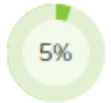




HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Each student in grades 9-11 will use Khan Academy for SAT practice at least 15 hours in the Spring Semester. Strategy's Expected Result/Impact: Increase in the number of students that meet the passing score for SAT Math. Staff Responsible for Monitoring: Math Teachers, math administrator, principal Action Steps: Each grading cycle students in 9-11 (not enrolled in Algebra 1) will complete 5 hours on Khan Academy each grading cycle for a supplemental grade in Math. Weekly progress monitoring by the teacher. Students in 9-11 (enrolled in Algebra 1) will complete 5 hours each grading cycle of Imagine Math to prepare for the Algebra 1 EOC and SAT prep. Students will use a combination of synchronous and asynchronous instructional time to meet the time requirement. Title I: 2.5 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Measurable Objective 2: Increase the percent of industry based certifications earned from 31% to 40% by 2023.

Evaluation Data Sources: PEIMS Data, Certification Records






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Each student in grade 9-12 will receive individualized College and Career Counseling once per semester. Strategy's Expected Result/Impact: Increased completion of industry based certifications Staff Responsible for Monitoring: Counselor, Principal, College & Career Advisor Action Steps: Counselors, College Career Access Coordinators and Grade Level Deans will meet with students in the Fall to ensure students are on track for graduation and review career interest. Students are enrolled in a CTE coherent sequence that is aligned with an industry-based certification, AP courses. Students begin taking IBCs as early as 9th grade depending on the pathway. Earned certifications will be reported to the Registrar, Counselor, Assistant Principal & College Career Access Coordinator. Assistant Principals will meet with students in the Spring to review Fall course selections and identify and discuss current college and career readiness status. Title I: 2.4 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Increase the average SAT Evidence-Based Reading and Writing score from 502 to 520 by 2023.

Evaluation Data Sources: SAT Results

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Use online resources to further practice and provide students with individualized instruction. Strategy's Expected Result/Impact: Increase in the number of students meeting the passing score for SAT Reading/Writing. Staff Responsible for Monitoring: Social Studies teachers, Social Studies Administrator Action Steps: Weekly bell ringers focusing on the grammar skills assessed on the EBRW section of the SAT in English and Social Studies courses. Use of Vocab.com, TurnItIn in the 9th and 10th grade English Courses to align with the curriculum. Each grading cycle students in 11th grade will complete 5 hours on Khan Academy. 12th grade English classes will focus on building vocabulary with the use of vocabulary.com. Students will use a combination of synchronous and asynchronous instructional time to meet the time requirement. Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - 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 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: Closing the Gaps

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By May 2023, we will increase performance within all special populations by 10%.

Evaluation Data Sources: STAAR Results

Strategy 1 Details		Reviews			
Strategy 1: SPED Chair will communicate with all teachers of SPED students , provide strategies as needed, and push-in support to individual students based on their IEP. Strategy's Expected Result/Impact: 100% of SPED students will pass state exams. Staff Responsible for Monitoring: Sped Chair, All Administrators, Counselor Action Steps: SPED Chair will communicate with all teachers of SPED students , provide strategies as needed, and push-in support to individual students based on their IEP. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - 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 1: High School for Law & Justice will increase student attendance from to 97% for school year 2022-2023.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Daily Attendance

Evaluation Data Sources: PEIMS report

Strategy 1 Details	Reviews			
Strategy 1: Daily attendance will be monitored and phone calls will be made to parents that have missed two or more days. Strategy's Expected Result/Impact: Increased attendance rate. Staff Responsible for Monitoring: Administration, counselor, wraparound specialist Action Steps: Weekly check-ins with parents and students. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






Goal 2: DISCIPLINE: High School for Law & Justice will reduce the number of suspensions by 5% from the previous year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Reduce the amount of student referrals to the administration.

Evaluation Data Sources: PEIMS

Strategy 1 Details		Reviews			
Strategy 1: Provide teachers with parent contact strategies and steps for resolution of low level discipline incidents. Strategy's Expected Result/Impact: Reduced suspension rate. Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal Action Steps: Weekly meetings to discuss any discipline issues and/or restorative practice options. Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Board Goal 5: N/A - Additional Campus Goals






Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Share all modes of communication with parents and the community at each opportunity.

Evaluation Data Sources: Social Media engagements, remind group data, Smore weekly newsletter subscribers

Strategy 1 Details	Reviews			
Strategy 1: Campus will deliver updates to parents and community on an as needed and weekly basis via newsletter. Campus admin will connect with staff members to ensure any/all vital information is included in communication methods. Strategy's Expected Result/Impact: Parent/community will have increased knowledge regarding events and important dates on campus. Staff Responsible for Monitoring: Administration Action Steps: Weekly communication amongst admin and staff for notices to be added to communication 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

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 034 High School for Law and Justice

Total SCE Funds: \$4,018.00

Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

To partially fund resources and materials for students to minimize and/or close the academic achievement gap.

Personnel for 034 High School for Law and Justice

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rebecca Correa	Core Teacher	0.5

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the Executive Summary for the next school year. The components of the campus needs assessment include the: double blocking students in reading class, review of alignment and rigor in all classes - especially AP courses, and consistent monitoring of attendance patterns. HSLJ aims to increase the number of students scoring at the Masters level of performance on the English EOC's and scoring a 3 or higher on Advanced Placement exams

2. Campus Improvement Plan

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.

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 discussions of data at bi-weekly admin meetings, data reviewed at IAT/At Risk meetings, and discussions during PLC's with core staff.

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

The SIP was made available to parents by: School website, and link in parent newsletter. We provide the SIP to parents in the following languages: English Spanish

2.4: Opportunities for all children to meet State standards

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

- data-driven instruction
- review of assessment information to drive interventions/enrichment

2.5: Increased learning time and well-rounded education

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

- Bell to bell instruction Advocacy class for peer support and tutoring
- One-to-one technology

- 90 minute classes with a master schedule that allows for classes providing additional academic support/tutorials/clubs
- Use of OnTrack and other online programs to track student progress and achievement.
- Use of digital resources provided by district/purchased by campus will be utilized to enhance instruction for ELA.
- Alternating A/B block schedule

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
- Small Group Instruction based on student data needs

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: 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 - Mary Lou Zamarripa
- HISD FACE - Elizabeth Mireles Angel
- Campus Administration: Stacy Garcia, Shmecka Franklin, Corey Prados
- Campus Teachers: Alan Sweeten, Maria Garza

The PFE was distributed On the campus website and HSLJ weekly newsletter. The languages in which the PFE was distributed include English Spanish

4.2: 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 - September 14, 2022 - 9:30am

Meeting #1 Alternate - October 12, 2022 - 5:00pm

Meeting #2 - November 2, 2022 - 9:30am

Meeting #2 Alternate - December 7, 2022 - 5:00pm

Meeting #3 - February 1, 2023 - 9:30am

Meeting #3 Alternate - March 1, 2023 - 5:00pm

Meeting #4 - April 5, 2023 - 9:30am

Meeting #4 Alternate - May 3, 2023 - 5:00p

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jesse Sifuentes	Teacher Core Class Size Reduction		1.00

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).

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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"/>
