

Houston Independent School District
210 Northline Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Northline Elementary was built in 1963. It is in the heart of the North Area of Houston. It is located at 821 Witcher Lane, between I-45 and Airline Drive. Northline Elementary is currently a Title I school that serves low socioeconomic students. Also, most are 1st and 2nd generation immigrants from Mexico and Latin America. Most homes surrounding the Northline Elementary area are single-family homes, apartment complexes, and trailer-park homes. Currently, Northline Elementary has approximately 414 students enrolled. Northline Elementary is a Title I campus. Demographics consist of (96%) Hispanic, (3%) African American, and (1%) White. Approximately 98.6% are Economically Disadvantaged. Almost 75% are considered At-Risk, and about 71% are identified as English Learners (ELs). The school has identified less than 5% of the student population as Gifted and Talented, and 10% of the student population is identified as in need of Special Education services. The campus is an International Baccalaureate Primary campus. It was the first Title I campus to be authorized in Houston ISD in 2007.

Special Pops		
	2021-2022	2022-2023
EL	71%	73%
Special Ed	7%	6%
GT	3%	2%

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Target English Learners by providing them with Language Objectives, Literacy Routines, Designated Supports, and time to practice the newly gained language with peers. **Root Cause:** Many students come directly from Mexico, Central, and South America unschooled.

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
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved PreK - 2nd grade assessment data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Board Goals

Revised/Approved: September 26, 2022

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 the Approaches level will increase from 58% to 80%, Meets level from 16% to 50%, and Masters level from 16% to 20% as measured by the 2023 Reading STAAR.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: ELAR: The percentage of students that will successfully complete at least 30 Imagine Learning lessons by 2022 STAAR administration date will increase to 70 percent.

Evaluation Data Sources: Common assessments, District Assessments, Ren 360 data, Running Record Data, Imagine Learning Reports, and STAAR Reading.

HB3 Board Goal





Strategy 1 Details		Reviews			
Strategy 1: 100 percent of 3rd-5th grade Northline Elementary teachers will continually analyze reports to identify students showing growth and provide extra support for students not on track or staying stagnant. Strategy's Expected Result/Impact: A higher percentage of students performing at grade level. Staff Responsible for Monitoring: Teachers, Administration Team Action Steps: Run reports on Imagine Learning usage and lesson completion. Meet with reading stakeholders to develop action plan using Imagine data reports to address student deficiencies. Schedule dates for teacher professional development and PLCs. Provide teachers with reading professional development. Run reports on Imagine Learning usage. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Students will complete lessons in the computer lab during ancillary. Strategy's Expected Result/Impact: Students will have additional time to complete lessons and the result and impact will be that more students will complete their assignments within the required time frame. Staff Responsible for Monitoring: Campus media specialists will be in charge of collecting student data to ensure that students are on track. Action Steps: The media specialist will set up classes and students under his canvas courses. The media specialist will track student data and create plans for students to meet their expected goals. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: During the intervention block, students will complete lessons to ensure they are on track to meet their goals for the school year. Strategy's Expected Result/Impact: Students will receive additional support to complete lessons. Staff Responsible for Monitoring: Classroom teacher Interventionist Campus administration Action Steps: The campus will create a master schedule intervention block. Teachers will track students' progress. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of Northline Elementary teachers will be continually trained on reading best practices that are aligned to state TEKS and STAAR reading exam.

Evaluation Data Sources: Professional development completion logs.

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: 100% of Northline Elementary teachers will continuously implement strategies from scheduled trainings and develop reading foundational skills by modeling, planning, coaching, and unpacking the standard. Strategy's Expected Result/Impact: Identify teachers that need to complete Really Great Reading Schedule training dates Gather resources needed for Really Great Reading implementation Schedule intervention times for students throughout the school day Staff Responsible for Monitoring: Reading interventionist Administrative staff Action Steps: Schedule time for interventions on the master schedule Work with teachers to identify students needing additional intervention times Plan out TEKS that will be targeted during intervention times Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of tier III student in 3rd-5th grade will continuously receive additional reading intervention during the 2022-2023 school year..

Evaluation Data Sources: HB4545

District Common Assessments

STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Reading interventionists and teachers will pull-out students to provide them with additional reading instruction throughout the week. Strategy's Expected Result/Impact: Higher percentage of students will be on grade level. Staff Responsible for Monitoring: Principal Assistant Principal Reading interventionist Action Steps: Schedule time for interventions on master schedule. Work with teachers to identify students needing additional interventions. Plan out TEKS that will be targeted during intervention times. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	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 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' STAAR Math performance will increase at the Approaches level from 61% to 80%, Meets from 19% to 50 %, and master's from 12% to 20% as measured by the 2023 Math STAAR.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of our math teachers will implement continually implement Eureka math and Zearn during the 2022-2023 school year.

Evaluation Data Sources: Eureka math progress monitoring such as module assessments, benchmarks, and district assessments.

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: 55 hours of Eureka professional development will be offered through out the 2022-2023 school year. Strategy's Expected Result/Impact: Students will meet academic goals set by the campus. 80% approaches, 50% meets, and 20% masters. Staff Responsible for Monitoring: Principal Assistant Principal Teacher specialist Teachers Campus Instructional Coach Action Steps: Create calendar with professional development dates. Monitor assessments and assessment data. Provide coaching feedback to teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Targeted math tutorials will be provided by twice a week for tier 2 and tier 3 during the 2022-2023 school year. Strategy's Expected Result/Impact: Students will meet academic goals set by the campus. 80% approaches, 50% meets, and 20% masters. Staff Responsible for Monitoring: Principal Assistant Principal Teacher specialist Teachers Campus Instructional Coach Action Steps: Create tutorial calendar dates. Monitor assessments and assessment data. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Students will complete and pass Imagine Math lessons during computer lab time. Strategy's Expected Result/Impact: Students will meet academic goals set by the campus. 80% approaches, 50% meets, and 20% masters. Staff Responsible for Monitoring: Principal Assistant Principal Teacher specialist Teachers Computer Lab Teacher Campus Instructional Coach Action Steps: Identify tier 2 and 3 students Assign Imagine Math Pathways Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Measurable Objective 2: 100 percent of Northline math teachers will receive training on math best practices on a monthly basis during the 2022-2023 school year.

Evaluation Data Sources: Teachers will implement strategies from a monthly scheduled training and develop math foundational skills by modeling, planning, and coaching on TEKS deconstruction.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement strategies from a monthly scheduled training and develop math foundational skills by modeling, planning, and coaching on TEKS deconstruction.</p> <p>Strategy's Expected Result/Impact: The teachers will complete at least 50 hours of professional development to increase student performance.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Campus Instructional Coaches</p> <p>Action Steps: Interventions will be scheduled daily to give students the opportunity to log onto Imagine math. Teachers and school administration will track student usage on a weekly basis. Teachers and school administration will create school-wide incentives to encourage students to complete lessons daily. Teachers will support students' complete lessons by providing them tutorials and support during the school day.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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 overage students at Northline Elementary will decrease by 10 points from 15 percent to 5 percent by the end of the 2022-2023 academic school year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of our overage students will participate in the Level-Up program during the 2022-2023 school year using Imagine Learning to track their progress.

Evaluation Data Sources: Over age report

Imagine Math Reports





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Through the Level-Up program we will monitor and track overage student performance based on intervention lesson completion.</p> <p>Strategy's Expected Result/Impact: The number of overage students will decrease by ten percent.</p> <p>Staff Responsible for Monitoring: Level-Up Coordinator Administration Team</p> <p>Action Steps: Run overage report Identify students that have been retained for one or two years Track students on Imagine Learning to identify students that are staying on Track and those that are falling behind or staying stagnant. Implement an action plan for students that are not showing growth.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
Strategy 2: Hold Level UP stakeholder progress monitoring meetings at the end of every 6 week grading cycle. Strategy's Expected Result/Impact: Increase student buy-in and parental support. Staff Responsible for Monitoring: Principal Assistant Principal Teacher specialist Teachers Computer Lab Teacher Campus Instructional Coach Action Steps: Create Level Up progress monitoring calendar. Send out parent invite letters a week in advanced prior to the scheduled date. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Wraparound and Community in Schools specialists will provide additional resources for the Level Up students' families. Strategy's Expected Result/Impact: Increase student buy-in and parental support. Staff Responsible for Monitoring: Wraparound Specialist Community in Schools specialist Principal Assistant Principal Action Steps: Wraparound Specialist and Community in Schools Specialist will send out a parent list of additional resources. Send out a parental survey for parents to request additional resources. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2: Special Education and English Learners will show an increase of 10 percent on the Meets level on STAAR Math on the 2022-2023exam.

Evaluation Data Sources: Common assessments, District Assessments, Ren360 data, Running Record Data, Imagine Math Reports, and STAAR Math





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Use district assessments to track student growth and support students in special population groups (EL, Special Education, and Economically Disadvantaged) to track their progress towards achieving the Meets performance level on district assessments. Strategy's Expected Result/Impact: Higher level of students performing at the meets level on STAAR. Staff Responsible for Monitoring: Teachers Special Education Chair Administration Action Steps: Students will be placed in the least restrictive environment to have the opportunity to learn from their peers and have equal access to instruction. The Special Education Resource Teacher focuses on each student's instructional needs as identified on the student's IEP. Students under the IAT process will be given appropriate RtI accommodations and the teacher will monitor student's progress weekly. EL students will receive sheltered instruction from a certified ESL teacher. In addition, students will be tracked using ELD assessments throughout the school year. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100 percent of our overage students will receive 2 hours a week of additional support through after school tutorial program during the 2022-2023 school year.

Evaluation Data Sources: Common assessments, District Assessments, Ren360 data, Running Record Data, Imagine Math Reports, and STAAR Math

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Create individualized small group intervention plans for overage students based on their reading and math deficits. Strategy's Expected Result/Impact: Overage students will show growth and be on grade level. Staff Responsible for Monitoring: Teachers Administration Team Action Steps: Identify overage students in each grade level Review reading data and math data for overage students and identify areas of growth Create an intervention action plan for small group instruction during RTI intervention hour Implement the action plan on RTI intervention days Monitor and track student growth based on the interventions in place Plan to reevaluate action plan if needed or continue support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	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 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 Reading STAAR 3-5 will increase by 10 percentage points.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the end of the 2022-2023 school year, Northline Elementary will meet the SPED % at Meets GL and Academic Growth Target for STAAR Reading Targets in Domain 3, as measured by the TEA accountability report.

Evaluation Data Sources: Common assessments, District Assessments, Ren360 data, Running Record Data, Imagine Learning Reports, and STAAR Reading

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement strategies from district special education professional development trainings and will engage in planning sessions with administrative team.</p> <p>Strategy's Expected Result/Impact: A higher level of special education students scoring at the Meets Standards Level will increase.</p> <p>Staff Responsible for Monitoring: Special Education Department, Administration, and Principal</p> <p>Action Steps: Meet with new SE team to discuss data, goals, and expectations Allow SE teachers time to attend trainings Schedule accountability walks with a focus on special education trainings strategies and feedback sessions through TADS appraisers Reflect on progress and plan next steps</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 100% of Sped students' IEPs will be distributed to teachers and will be followed and implemented with fidelity. Strategy's Expected Result/Impact: Targeted instruction using the implementing student IEPs. Staff Responsible for Monitoring: Sped Department Chair Teachers Principal Assistant Principal Action Steps: Sped department chair will print each students IEP and hand deliver to each teacher. Teachers will universally design lessons using student IEPs. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Special education department chair will monitor grades during progress reports and offer support and next steps to students that are failing. Strategy's Expected Result/Impact: Increased student academic achievement in the classroom. Staff Responsible for Monitoring: Special Education Chair Teachers Principal Assistant Principal Action Steps: SIR will pull grades for SPED students during every progress report grading cycle. Sped chair will review grades Sped chair will meet with each teacher with failing sped students. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	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 1: ATTENDANCE

We will increase the percentage of student attendance from 97.3% to 98% by the end of the 2022-2023 academic school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: We will decrease absences by 10 % for students with 3 or more absences by the end of each grading cycle during the 2022-2023 school year.

Evaluation Data Sources: PowerSchool Reports and district reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Reports on students' absence patterns will generate from PowerSchool dashboard on a weekly basis to identify grade levels and/or teachers with the most absenteeism. Parent conferences will be held with students that exhibit a pattern to provide support and eliminate issues.</p> <p>Strategy's Expected Result/Impact: A consistent systematic approach to monitoring student absences will be created that will allow us to look for the root causes on absenteeism on a case-by-case basis.</p> <p>Staff Responsible for Monitoring: Attendance clerk, Principal, Assistant Principal, Teachers, Wraparound Specialist</p> <p>Action Steps:</p> <ul style="list-style-type: none">* Attendance Clerk will contact parents daily before 9:30 a.m. when students are absent.*Teacher will implement an attendance tracker that is visible in the classroom to monitor classroom attendance. Teachers will keep a daily log of absences in the "Absent Folder" that will be sent to the office at 8:00 a.m. daily for SIMS clerk.*Truancy notices will be sent home to students with excessive absences.*Create a parent conference template for conferences held regarding absenteeism* Run weekly attendance report every Friday and identify what students exhibit absence patterns* Schedule parent conferences with student families* Provide parents and families with technical support in accessing virtual classes <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
Strategy 2: After an absence pattern is identified with a student, parents will work in conjunction with the school to develop an attendance action plan for the student. Strategy's Expected Result/Impact: Attendance contracts will be developed with students' families. Staff Responsible for Monitoring: Attendance Clerk, Principal, Assistant Principal, Teachers, Wraparound Specialist Action Steps: * Create attendance contract for students with absence patterns * Contact parents and schedule conferences * Identify check-in dates to see if issues have been resolved or if further assistance from school is needed * A SAF will be created to get Wraparound Specialist's help Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: School culture on the importance of student attendance will be increased by student attendance recognition through morning announcements, Perfect Attendance Bulletin Board, and Weekly/Monthly Student incentives, prove Splash Day and trophies for the end of the year perfect attendance celebration. Strategy's Expected Result/Impact: There will be an increase in attendance and instructional time for students for the 2022 - 2023 school year. Staff Responsible for Monitoring: Attendance clerk, Principal, Assistant Principal, Teacher Specialist, Wraparound Specialist Action Steps: Create attendance contracts for students with absence patterns Contact parents and schedule conferences Identify check-in dates to see if issues have been resolved or if further assistance from school is needed Get a report on students with perfect attendance and how many incentives will be needed. Organize recognition activities Meet with parents when students have shown improvement to continue good attendance habits. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	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

We will maintain zero in-school and out-of-school suspensions for the 2022 - 2023 school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of every six-week cycle during the 2022-2023 school year, all students and teachers will have participated in a character development/ SEL lesson that demonstrates issues with behavior and mental health.

Evaluation Data Sources: HISD Connect report and Federal and State Compliance report.

Strategy 1 Details		Reviews			
Strategy 1: Implement School-wide Social Emotional Learning Class Strategy's Expected Result/Impact: Students will learn strategies to better cope with mental health issues as they arise and to be able to respond appropriately. Staff Responsible for Monitoring: School Counselor, Teachers, Administration, Principal Action Steps: * Plan the lesson topics with the counselor and PBIS committee using district and community outreach resources. * Schedule SEL classes for students and teachers during SEL times. * Create a feedback and next steps survey for students and teachers on the HUB * Respond to any areas of concern from the surveys * Schedule accountabilities walk for leadership team observations and look fors. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Northline Elementary will use ClassDojo to communicate with parents immediately in case of any and all discipline issues as well as to provide positive feedback. Strategy's Expected Result/Impact: Teachers and parents will have quicker and better communication/response regarding student discipline. Staff Responsible for Monitoring: Teachers, Administration, Principal Action Steps: *Schedule Class Dojo Webinar for teachers on how to utilize the Class Dojo Feedback and Personal Post tools. *Review expectations and ways to collect evidence for Positive Feedback Post *Schedule accountability walks and feedback sessions through T-TESS appraisers with a focus on student behavior and the use ClassDojo Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Northline Elementary will provide positive feedback to students in behavior and academics. Strategy's Expected Result/Impact: Teachers and staff will be able to recognize students positive behaviors in class as well as throughout the campus.	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 3: VIOLENCE PREVENTION

We will decrease the number of referrals by 10% percent by the end of the school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Northline Elementary will be 0 percent of student suicide referrals for the 2022-2023 academic school year.

Evaluation Data Sources: *Counselor reports

*Reports to the Crisis Prevention Department in Houston ISD.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Houston ISD's SEL professional development strategies in the classroom. Strategy's Expected Result/Impact: A lower number of student suicide referrals Staff Responsible for Monitoring: Principal, School Counselor, Assistant Principal, Teacher Specialist, and Teachers. Action Steps: * Provide teachers and staff with SEL training from the district and other organizations. * Have counselors and teachers create lessons on a weekly basis. * Survey students for the effectiveness of program and implementation Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide teacher strategies to eliminate student behavioral issues using Project Class strategies and coaching to prevent bullying from occurring. Strategy's Expected Result/Impact: Teachers will be empowered to implement new strategies during their classes to eliminate behavioral issues. Staff Responsible for Monitoring: Teachers, Administrative Team, Project Class personnel Action Steps: *During Project Class coaching teachers will show evidence of students that are struggling with behavior management in class. *Provide students with character development through Project Class techniques. *Teachers, administration, and counselor will identify strategies and create a behavioral plan with timelines. *Teachers will progress monitor for effectiveness every four weeks. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide students with opportunities to discuss any situations they may be involved or aware of to the school counselor or CIS support. Strategy's Expected Result/Impact: Students will be empowered with any strategies that are taught during sessions. Staff Responsible for Monitoring: Teacher, Administration, Counselor, CIS representative Action Steps: *Teachers trained how to refer students *Allow students time to visit with personnel Title I: 2.6 - TEA Priorities: Improve low-performing schools	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

We will increase by 5% the amount of students to meet all three SE Domain 3 that is measured by the TEA accountability report by the end of the 2022-2023 school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2022-2023 school year, Northline Elementary will meet all three SE Domain 3 targets, as measured by the TEA accountability report.





Evaluation Data Sources: Common assessments, District Assessments, Ren360 data, Running Record Data, Imagine Learning Reports, and STAAR Reading , STAAR Math and STAAR ALT 2

Strategy 1 Details		Reviews			
Strategy 1: Implement District Special Education Professional Development and Planning Sessions and incorporate and use the strategies learned. Strategy's Expected Result/Impact: Special education students will receive instruction with accommodations based on their IEPs. Staff Responsible for Monitoring: Special Education Chairperson, administration, Principal, SE Department Action Steps: *Meet with new SE team to discuss data, goals, and expectations *Allow SE teachers time to attend trainings *Schedule accountability virtual walks and feedback sessions through TADS appraisers *Reflect on progress and plan next steps Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement RUSMP Professional Development with Special Education Accommodations Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Special Education Chairperson, Administration, Principal Action Steps: *Meet with SE team to discuss data, goals, and expectations *Allow SE teachers time to attend trainings *Schedule accountability walks and feedback sessions through T-TESS appraisers *Reflect on progress and plan next steps Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement SPED HISD and TEA Professional Development on testing accommodations Strategy's Expected Result/Impact: A higher percentage of students serviced by special education will be on grade level. Staff Responsible for Monitoring: Special Education Chairperson, SE Department, Administration, Principal Action Steps: *Meet with SE team to discuss data, goals, and expectations *Allow SE teachers time to attend trainings *Schedule accountabilities walks and feedback sessions through T-TESS appraisers *Reflect on progress and plan next steps Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	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 5:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.**Measurable Objective 1:** EL students will be able to retell the main points of an academic conversation by listening to teacher/peers' conversations with at least 75% accuracy by the end of February 2023 as measured by the district ELD assessment.**Evaluation Data Sources:** Common assessments, District Assessments, Ren360 data, Running Record Data, Imagine Learning Reports, Summit K-12, and STAAR Reading , STAAR Math, TELPAS and ELD data

Strategy 1 Details	Reviews			
Strategy 1: Implement literacy routines with teachers/campus and into lessons. Strategy's Expected Result/Impact: A higher number of LEP students will advance one level in their English language development. Staff Responsible for Monitoring: SI Coach Bilingual and ESL Teachers T-TESS Appraisers Action Steps: *Identify teachers that will service LEP students *Train teachers on literacy routines *Conduct accountability walks with a focus on literacy routines and provide feedback through coaching sessions Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement school-wide policy for vocabulary building and comprehension using sheltered instruction Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: SI Coach Bilingual and ESL Teachers T-TESS Appraisers Action Steps: * Identify teachers that are still in need of sheltered instruction training * Identify 3 nonlinguistic vocabulary building strategies that could easily be implemented in face to face or virtual instruction *Train EL teachers on nonlinguistic vocabulary building strategies Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: EL students will be provided with accommodations and support using tracking system provided by Sheltered Instruction and Multilingual Department Strategy's Expected Result/Impact: A higher number of LEP students will increase one level on their Language Development. Staff Responsible for Monitoring: Classroom Teachers, SI Coach, Principal, LPAC Action Steps: * Print out TELPAS data rosters for each teacher with EL students * Provide teachers with Multilingual/Sheltered Instruction Tracking Chart * Train teachers how to use chart to group students based on TELPAS proficiency levels * Identify accommodations that will be used for each group of students based on proficiency levels Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	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 6: PARENT and COMMUNITY ENGAGEMENT

Northline Elementary will invite parents and community members to school wide engagements to increase involvement.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Northline Elementary will increase parent engagement survey results on the ESF survey by 15 points from 15 to 30 percent by the end of the 2022-2023 school year.

Evaluation Data Sources: ESF Panorama Survey

Strategy 1 Details		Reviews			
Strategy 1: Train office personnel and implement positive customer service strategies Strategy's Expected Result/Impact: A higher number of satisfied parents and families with our school community. Staff Responsible for Monitoring: Office manager, Administration team, Office Staff Action Steps: *Identify all office staff who needs training *Conduct training and strategies on how to service our families positively *Conduct walks to monitor the implementation of customer service strategies *Distribute customer satisfaction surveys and evaluate how families are feeling with the attentiveness and aid received from our school Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Invite parents and community members to literacy night, math night, IB World Fair, and science to engage parents. Strategy's Expected Result/Impact: A higher number of parents involved in the school community. Staff Responsible for Monitoring: Office manager, Administration team, Office Staff Action Steps: *Train all office staff on incoming parents *Conduct training and strategies on how to service our families positively *Conduct walks to monitor the implementation of customer service strategies *Distribute customer satisfaction surveys after each event Title I: 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Invite parents and community members to collaborate and meet teachers through open house. Strategy's Expected Result/Impact: A higher percentage of community and parent collaboration through our school events Staff Responsible for Monitoring: Teachers, administrators, staff, teachers, office staff, and teacher assistants Action Steps: * Create parent newsletter to inform parents of the event. * Have teachers prepare agendas and materials for parents. * Conduct event and have parents sign-in. * Ask parents for feedback regarding the event. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools	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 7: MANDATED HEALTH SERVICES The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.





Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: We will work with our school's nurse to ensure that all of our students are up to date with their immunization records. Strategy's Expected Result/Impact: All students at our campus will be up to date with needed immunizations and records will demonstrate this. Staff Responsible for Monitoring: School Nurse, Principal and administrative team Action Steps: -Continue the interviewing process for a school nurse -Work with neighboring school nurse to identify students that are not up to date with their immunization records -Inform families of missing immunizations -Inform families of places where they can receive free or low-cost immunizations -Update records when proof is given by families that students were given the needed immunizations Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide office staff as support to contact any families that have not updated their immunization. Strategy's Expected Result/Impact: All students at our campus will be up to date with needed immunizations and records. Staff Responsible for Monitoring: School Nurse, Principal and administrative team, Designated Trained Clerk Action Steps: -Inform families of missing immunizations -Inform families of places where they can receive free or low-cost immunizations -Update records when proof is given by families that students were given the needed immunizations Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: CIS and Warparound specialist will help with home visits for families that are not getting immunizations. Strategy's Expected Result/Impact: More students will be immunized and up-to-date with their records. Staff Responsible for Monitoring: School Nurse, Principal and administrative team, Designated Trained Clerk Action Steps: -Provide a list of students that have been contacted to CIS and wraparound specialist -Receive a report of all families that have been contacted and received information -Update records when proof is given by families that students were given the needed immunizations Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Measurable Objective 2: VISION and HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision and Hearing screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: We will work with our school nurse to ensure that students in PK, K, 1, 3, and 5th receive vision screening. Strategy's Expected Result/Impact: All students in PK, K, 1, 3, and 5th will complete a vision screening and students who need additional aides such as glasses will be identified. Staff Responsible for Monitoring: School Nurse, Principal and Administrative Team, Designated Clerk Action Steps: -Work with school nurse to complete vision exams -Inform families of results -Inform families of places where they can receive free or low-cost eye glasses Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will work with a our school nurse to ensure that students in PK, K, 1, 3, and 5th receive hearing screening. Strategy's Expected Result/Impact: All students in PK, K, 1, 3, and 5th will complete a hearing screening and students who need additional assistance will be identified. Staff Responsible for Monitoring: School Nurse, Principal and Administrative Team, Designated Clerk Action Steps: -Work with school nurse to complete hearing screenings -Inform families of results Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will provide additional office support for school nurse for data input and parent notification of vision and hearing screenings. Strategy's Expected Result/Impact: All families will be informed of the child's vision and hearing results. Staff Responsible for Monitoring: School Nurse, Principal and Administrative Team, Designated Clerk Action Steps: - All data will be inputted in a timely manner -All families will be informed Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Measurable Objective 3: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: We will work with our school nurse to ensure that students in 1st , 3rd , and 5th grade receive type 2 diabetes screening. Strategy's Expected Result/Impact: All students in 1, 3, and 5th will receive type 2 diabetes screening and students who need additional assistance will be identified. Staff Responsible for Monitoring: School Nurse, Principal and Administrative Team, Designated Clerk Action Steps: -Continue the interviewing process for a school nurse -Work with neighboring school nurse and district nurses to complete type 2 diabetes screening -Inform families of results Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Measurable Objective 4: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details		Reviews			
Strategy 1: Our campus will work with a neighboring school nurse and trained designated clerk to identify students that need medication administration and have the necessary documentation on file. Strategy's Expected Result/Impact: Students needing medication administration will receive their medication based on documentation and doctor's orders. Staff Responsible for Monitoring: School Nurse, Principal, Administrative Team, Trained Designated Clerk Action Steps: -Identify students needing medication administration -Ensure that all documentation is in place and request additional documentation from families if needed -Update school medication binder with student name, doses, times, and medication names and descriptions Title I: 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services during the 2022-2023 school year.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:

Strategy 1 Details		Reviews			
Strategy 1: School Nurse and principal will conduct monthly maintenance checks and annual report will be submitted to Health and Medical Services. Strategy's Expected Result/Impact: All AEDs will work properly and be ready in case of an emergency. Staff Responsible for Monitoring: School Nurse, Principal and Administrative Team Action Steps: -Identify the location of all AEDs on campus -Conduct monthly checks -Record monthly results -Contact Health and services if assistance is needed with an AED that is not functioning properly Title I: 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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 during the 2022-2023 school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100 percent of our students will receive 2 freshly prepared produce during the school day during the 2022-2023 academic school year through the Fresh Fruit and Vegetable Program.

Evaluation Data Sources: HISD Nutrition Services will monitor produce consumption and funds

Strategy 1 Details	Reviews			
Strategy 1: Deliver fresh produce twice a week to the classrooms during the academic school year Strategy's Expected Result/Impact: Students will build capacity in eating healthy choices and be prepared mentally and physically for the school day Staff Responsible for Monitoring: HISD Nutrition Services, Northline Cafeteria Staff Action Steps: *Create schedule for food delivery *Identify materials for pick up *Keep log of consumption *Follow up on students needed extra support *Provide teachers with trainings on the Catch Program and review implementation Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Classes and educational material will be given to the students to promote healthy choices. Strategy's Expected Result/Impact: Students will learn about making better choices with their food. Staff Responsible for Monitoring: School Nurse, Physical education coach Action Steps: *Organize classes during PE class to offer healthy eating classes *Provide educational material for students to take home to their families Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Invite other health agencies to provide health fairs for our students, staff, and families. Strategy's Expected Result/Impact: The school community will have opportunities to get information they can apply to their lifestyles. Staff Responsible for Monitoring: School nurse and Administration Action Steps: -Send out invites to health agencies for a health fair -Send fliers to the families and community to announce the event -Set up area with tables and chairs for the fair Title I: 2.6 - TEA Priorities: Improve low-performing schools	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 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 210 Northline Elementary School

Total SCE Funds: \$22,000.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

The teaching assistants will help teachers provide students with interventions.

Personnel for 210 Northline Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Graciela Castillo	Teaching Assistant	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bertha Franco	Reading Interventionist	Reading	100
Jose Olmos	Interventionist	Math	100

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Mario Sandoval	Principal
Classroom Teacher	Ildemaro Gonzalez	Teacher
Classroom Teacher	Belkis Stephenson	Classroom Teacher
Classroom Teacher	Graciela Covarrubias	Classroom Teacher
Classroom Teacher	Wanda Smith	Classroom Teacher
Non-classroom Professional	Celia Rodriguez	Non-Instructional
Administrator	Juan Batrez	Assistant Principal
Non-classroom Professional	Lorie Aleman	Teacher Specialist
Non-classroom Professional	Nora Shawky	Special Education Teacher
Parent	Laura Sanchez	Parent
Parent	Margarita Ramirez	Parent
Business Representative	Luz Mosquera	Business Partner
Community Representative	Sofia Font	Community Member
Community Representative	Azucena Gonzalez	Community Member

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"/>
