Houston Independent School District

468 Energy Institute High School

2022-2023 Campus Improvement Plan

Mission Statement

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will and understand how to be successful in a global society.

Value Statement

Mission Statement: Energy Institute cultivates a non-traditional STEM thinker while fully implementing PBL.

Vision Statement: Energy Institute students are changing the world one project at a time.

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Demographics

Demographics Summary

The Houston Independent School District announced the creation of a new energy-themed magnet high school called the Energy Institute High School (EIHS) at the March HISD School Board Meeting in 2013. The school board approved the school, the first of its kind in the nation with an energy theme. The magnet school's purpose was to grow interest in students for careers in the energy industry especially considering that Houston is named the Energy Capital of the World. The school opened in the Fall of 2013. Each year, Energy recruits 225 ninth graders. In the Spring of 2016, Energy graduated its first senior class with 100% earning their distinguished diploma. The school has especially gained attention and notoriety for its innovative approach to learning. Energy attracts many students with learning differences in programs such special education, gifted and talented and 504 students. These groups comprise over 30% of its population is served. Energy also attracts students who have an advanced placement (AP) STEM focus. Energy is also a Title One school with an average of 60% of its students being identified as economically disadvantaged for the past seven years. Energy Institute was advised by many corporate partners and their advisory board to continue the work with PBL to promote global graduate skills. The energy industry refers to HISD's global graduate skills as 21st Century Soft Skills. These skills include teaching students to think critically, learn how to professionally communicate, collaboratively work on teams, initiate ideas and become leaders.

Total Enrollment: 681

Demographics: African American - 23%

Hispanic - 40%

White - 27%

Asian - 4%

American Indian/Alaskan - 0%

Multirace - 4%

No Ethnicity Defined - 3%

Special Populations:

At Risk - 30%

Bilingual - 0%

Economically Disadvantaged - 60%

EB - 30%

ESL - 4%

GT - 47%

Special Education - 7%

Demographics Strengths

Project Based Learning naturally leads to differentiation and inquiry based learning. Students from all backgrounds and those with learning differences benefit from this approach. Energy teachers are all specially trained in Project Based Learning and how to use technology to differentiate instruction for unique student needs. Energy students also benefit from it's diversity, our demographics reflect the city of Houston. PBL involves collaboration and heterogenous groups, students grow from working with students with unique perspectives and experiences.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Energy's Special Ed population continues to rise. We have 44 - special ed students and 102 - 504 students out of 680 total students. That is over 20% of our student body who are defined as having learning differences and are need of accommodations/instructional support in the classroom setting. **Root Cause:** Energy attracts families of students who have learning differences. Teachers are challenged planning differentiated learning experiences in Project Based Learning formats.

Problem of Practice 2: Dean of students during the 2021-22 school year managed all academic and mental health needs on campus, reducing their effectiveness in their roles and managing multiple campus level programs. **Root Cause:** Lack of delegation into focused teams and staffing.

Problem of Practice 3: Students showed signs of reliance on technical devices and reduced focus in academic settings. **Root Cause:** Pandemic isolation.

Student Learning

Student Learning Summary

STAAR:
ELA/Reading:
Approaches - 93%
Meets - 83%
Masters - 25%

Mathematics:
Approaches - 94%
Meets - 66%
Masters - 32%

Science:
Approaches - 99%
Meets - 86%
Masters - 43%

US History:
Approaches - 96%
Meets - 83%
Masters - 52%

AP Data

Subject Totals	1	2	3	4	5	Total Exams
3-D Art and Design				1		1
Biology		2		1		3
Calculus AB	5	4	6	8	4	27
Chemistry	6	1	3			10
Computer Science Principles	7	12	22	9		50
Drawing	1					1
English Language and Composition	29	33	18	7	5	92

Subject Totals	1	2	3	4	5	Total Exams
English Literature and Composition	6	19	10	10	1	46
Environmental Science	4	10	7	5	2	28
Human Geography	3	1	3	3	1	11
Macroeconomics	27	8	5	9	3	52
Physics 1					1	1
Psychology	9	1	9	4	5	28
Research		1	3	3		7
Seminar	1	6	9	5	3	24
Spanish Language and Culture		2	4	7	3	16
Statistics	6	4	4	2	2	18
United States Government and Politics	34	14	5	3	1	57
United States History	59	24	8	8	3	102
World History: Modern	15	40	29	19	4	107

PSAT 10 Fall 2021 -

Mean Total - 1011 - 56% Met Benchmark

Mean ERW - 516 - 84% Met Benchmark

Mean Math - 495 - 60% Met Benchmark

SAT 11 March 2022

Mean Total - 1036 - 36% Met Benchmark

Mean ERW - 530 - 70% Met Benchmark

Mean Math - 506 - 60% Met Benchmark

SAT 12 March 2022

Mean Total - 920 - 36% Met Benchmark

Mean ERW - 472 - 45% Met Benchmark

Mean Math - 449 - 6% Met Benchmark

Student Learning Strengths

Energy students perform well on the STAAR exams and have shown growth in their AP performance.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Student ELA STAAR and AP English Lit: EOC ELA students will improve their 2022 meets and masters performance from 83% to 88% in meets and 25% to 30% masters in ELA and from 76% to 81% meets and 18% to 23% masters in English 2 by May of 2023. Also, AP English Lit scores will rise from an average of 45% of students who tested scoring a 3 or higher in May 2021 to 50% in 2023. **Root Cause:** Students experienced great strides in ELA STAAR and AP Performance. However ELA STAAR is reformatted this year and the campus will need to train teachers and prepare students differently.

Problem of Practice 2: For Math, EOC Algebra 1 students will improve their 2022 meets, and masters performance from 66% to 68% meets and 32% to 35% masters by May of 2023. **Root Cause:** Students experienced great strides in Algebra 1 STAAR performance. However Algebra 1 STAAR is reformatted this year and the campus will need to train teachers and prepare students differently.

Problem of Practice 3: Energy's Special Ed population continues to rise. We have 44 - special ed students and 102 - 504 students out of 680 total students. That is over 20% of our student body who are defined as having learning differences and are need of accommodations/instructional support in the classroom setting. **Root Cause:** Energy attracts families of students who have learning differences. Teachers are challenged planning differentiated learning experiences in Project Based Learning formats.

Problem of Practice 4: Students showed signs of reliance on technical devices and reduced focus in academic settings. **Root Cause:** Pandemic isolation.

Problem of Practice 5: Due to a high rate of turn over and influx of new staff, to support the mission and vision of project based learning in the school, we are provided layered onboarding and professional development experiences. **Root Cause:** Teachers leaving the profession.

School Processes & Programs

School Processes & Programs Summary

The Energy Institute is a STEM, Project Based Learning campus. All students are engaged in authentic projects in all of their classes. Students take four years of Project Lead the Way engineering coursework, as well as PBL Skills courses that support their academic growth and the PBL process. Teachers receive multiple layers of support including summer professional development led by teacher leaders. Cohort leaders that guide grade level teams through planning and implementing cross-curricular PBL. PBL Coaches provide instructional coaching and support to grade levels including professional development and one on one support. Appraisers and deans are attending a coaching professional development to further support the campus instructional practice. SPARK Wednesdays are after school professional development sessions held evey other week that provide teachers time with departments, collaborative feedback, and satisfies other faculty meeting needs. Teachers have multiple opportunities for advancement while still functioning as classroom teachers through teacher leadership positions including the 7 cohort lead positions, 4 PBL Coaches, and 6 Department Leaders.

School Processes & Programs Strengths

Energy teachers are at the heart of our strength, their development through PD and support from teacher leaders retains high quality teaching staff and continues to improve their instructional skills.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Dean of students during the 2021-22 school year managed all academic and mental health needs on campus, reducing their effectiveness in their roles and managing multiple campus level programs. **Root Cause:** Lack of delegation into focused teams and staffing.

Problem of Practice 2: Students showed signs of reliance on technical devices and reduced focus in academic settings. **Root Cause:** Pandemic isolation.

Problem of Practice 3: Energy's Special Ed population continues to rise. We have 44 - special ed students and 102 - 504 students out of 680 total students. That is over 20% of our student body who are defined as having learning differences and are need of accommodations/instructional support in the classroom setting. **Root Cause:** Energy attracts families of students who have learning differences. Teachers are challenged planning differentiated learning experiences in Project Based Learning formats.

Problem of Practice 4: Student ELA STAAR and AP English Lit: EOC ELA students will improve their 2022 meets and masters performance from 83% to 88% in meets and 25% to 30% masters in ELA and from 76% to 81% meets and 18% to 23% masters in English 2 by May of 2023. Also, AP English Lit scores will rise from an average of 45% of students who tested scoring a 3 or higher in May 2021 to 50% in 2023. **Root Cause:** Students experienced great strides in ELA STAAR and AP Performance. However ELA STAAR is reformatted this year and the campus will need to train teachers and prepare students differently.

Problem of Practice 5: For Math, EOC Algebra 1 students will improve their 2022 meets, and masters performance from 66% to 68% meets and 32% to 35% masters by May of 2023. **Root Cause:** Students experienced great strides in Algebra 1 STAAR performance. However Algebra 1 STAAR is reformatted this year and the campus will need to train teachers and prepare students differently.

Problem of Practice 6: Due to a high rate of turn over and influx of new staff, to support the mission and vision of project based learning in the school, we are provided layered onboarding and professional development experiences. **Root Cause:** Teachers leaving the profession.

Perceptions

Perceptions Summary

Mission: Energy Institute cultivates a non-traditional thinker while fully implementing project based learning.

Vision: Energy Institute's students are changing the world one project at a time.

Energy is committed to innovative STEM curriculum with an emphasis on inquiry and critical thinking through PBL. There is an intentional culture of coaching and feedback for the staff, and collaboration happens at multiple levels for all teachers. The SDMC committee and PTO actively engage with parents to build community and the addition of the Wrap Around Specialist has allowed even further services to our students and families.

Energy utilizes the Dean system which allows families a point of contact for all of their needs. Deans stay with their students for the entire 4 years and assist with college applications, scholarships, and the transition to grade 13.

Perceptions Strengths

Energy's commitment to collaboration, Project Based Learning, and supporting families through the Dean system create a positive experience for staff and students.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Dean of students during the 2021-22 school year managed all academic and mental health needs on campus, reducing their effectiveness in their roles and managing multiple campus level programs. **Root Cause:** Lack of delegation into focused teams and staffing.

Problem of Practice 2: Due to a high rate of turn over and influx of new staff, to support the mission and vision of project based learning in the school, we are provided layered onboarding and professional development experiences. **Root Cause:** Teachers leaving the profession.

Problem of Practice 3: Energy's Special Ed population continues to rise. We have 44 - special ed students and 102 - 504 students out of 680 total students. That is over 20% of our student body who are defined as having learning differences and are need of accommodations/instructional support in the classroom setting. **Root Cause:** Energy attracts families of students who have learning differences. Teachers are challenged planning differentiated learning experiences in Project Based Learning formats.

Problem of Practice 4: Students showed signs of reliance on technical devices and reduced focus in academic settings. **Root Cause:** Pandemic isolation.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

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

Goal 1: ELAR - Students STAAR EOC English 1 and English 2, as well as AP English Literature scores will improve due to data driven targeted interventions.

> **Strategic Priorities:**
> Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: Student ELA STAAR and AP English Lit: EOC ELA students will improve their 2022 meets and masters performance from 83% to 88% in meets and 25% to 30% masters in ELA and from 76% to 81% meets and 18% to 23% masters in English 2 by May of 2023. Also, AP English Lit scores will rise from an average of 45% of students who tested scoring a 3 or higher in May 2021 to 50% in 2023.

> **Evaluation Data Sources:** STAAR English 1 and English 2 EOC
> College Board AP English Literature Scores

Strategy 1 Details		Reviews			
Strategy 1: Teachers will analyze student formative assessment data in their PLC's during ongoing after school PD.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased English 1 and 2 STAAR EOC scores, ELA courses pass rates, and AP English Lit scores 3 or higher.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PBL Dean, Appraisers, Principal					
Action Steps: English Department and content partner PLC's will work to analyze formative data. Tutorials will be collaboratively designed to target needed TEKS. Assessments will be differentiated for Pre-AP, Prep, and AP students to provide proper measurement for their level of challenge. Teachers will meet with departments and content partners once per month in after school PD. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy** **Funding Sources:** - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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 2: Students who are not receiving targeted interventions to address Math and ELA learning loss will engage in 1.5 hours per week of Khan Academy SAT preparation.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: SAT and PSAT scores will increase in both EBRW and Math.

Evaluation Data Sources: College Board PSAT 10, PSAT 11, and SAT

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students will engage in PSAT/SAT preparation using Khan Academy 1.5 hours in PBL Skills class.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased EBRW and Math Scores.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: : Deans, Principal, Freshman and Sophomore Cohort teachers, English Department Chair				
Action Steps: Data monitoring, Khan Academy assignments and tracking				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in targeted group tutorials based on their Fall PSAT scores (Juniors).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased spring SAT scores.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deans, Tutorials teachers				

Action Steps: Data analysis and tutorials logistics

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
Funding Sources: - 2110000000 - Title 1 Basic Programs - 6100 - Payroll

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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: MATH - For Math, EOC Algebra 1 students will improve their 2022 meets, and masters performance from 66% to 68% meets and 32% to 35% masters by May of 2023.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: For Math, EOC Algebra 1 students will improve their 2022 meets, and masters performance from 66% to 68% meets and 32% to 35% masters by May of 2023.

Evaluation Data Sources: STAAR EOC Algebra 1

Strategy 1 Details		Reviews		
Strategy 1: Teachers will analyze student formative assessment data in their PLC's during ongoing after school PD.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased Algebra 1 EOC scores	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 9th and 10th grade cohort teachers, appraisers, Math Dept. Chair, PBL Dean, Principal.				
Action Steps: Students will be identified via data analysis in teacher PD's and advised by teachers and deans. Students will attend 30 minute supplemental tutorials on the Enrichment days and during lunch. Saturday tutorials may be necessary closer to the STAAR.				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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 2: Students who are not receiving targeted interventions to address Math and ELA learning loss will engage in 1.5 hours per week of Khan Academy SAT preparation.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: SAT and PSAT scores will increase in both EBRW and Math.

Evaluation Data Sources: College Board PSAT 10, PSAT 11, and SAT

HB3 Board Goal

Strategy 1 Details				Reviews			
Strategy 1: Students will engage in PSAT/SAT preparation using Khan Academy 1.5 hours in PBL Skills class.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Math Scores				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deans, Principal, Cohort teachers, Math Department Chair							
Action Steps: Data monitoring, Khan Academy assignments and tracking							
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college							
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

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: In 2022, 74% of Energy Seniors earned their CCMR, for the 2023 75% will earn CCMR.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 75% of Energy class of 2023 seniors will earn their CCMR.

Strategy 1 Details	Reviews			
Strategy 1: Students not on track to meet CCMR requirements will be prepared and pass the TSI assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show college and career readiness on the TSI. **Staff Responsible for Monitoring:** Deans **Action Steps:** Targeted tutorials and online Tuesday mater the math tutorials. **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Students who do not meet CCMR criteria on the SAT will take College Prep Math or College Prep English their senior year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will meet CCMR criteria for college readiness in reading and math. **Staff Responsible for Monitoring:** Deans, Principal **Action Steps:** Evaluate student SAT 11 scores and register for the appropriate classes senior year. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR EOC English I and II assessments will increase at least 4 percentage points in the spring of 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR EOC English I assessment will increase 5 percentage points from 55% to 60% in the spring of 2023.

Evaluation Data Sources: STAAR English 1 EOC EOC

Strategy 1 Details	Reviews			
Strategy 1: Students will receive any needed academic interventions through Saturday tutorials, mandatory tutorials, and data driven differentiated instruction during ELA classes.	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increased STAAR English 1 Scores.
    Staff Responsible for Monitoring: Deans, Principal, English Department Chair, SPED Department Chair
    Action Steps: Identification of students who require ELA interventions and targeted data driven support.
 	
    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math
    Funding Sources: - 2110000000 - Title 1 Basic Programs - 6100 - Payroll				

Strategy 2 Details	Reviews			
Strategy 2: English teachers will receive additional professional development and coaching to support differentiated instruction for special education students	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increased STAAR EOC English I scores
    Staff Responsible for Monitoring: Deans, Principal, English Department Chair, SPED Department Chair
    Action Steps: Identification of students who require ELA interventions and targeted data driven support
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Measurable Objective 2: 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 EOC English II assessment will increase 4 percentage points from 46% to 50% in the spring of 2023.

Evaluation Data Sources: STAAR English II EOC Scores

Strategy 1 Details	Reviews			
Strategy 1: Students will receive any needed academic interventions through Saturday tutorials, mandatory tutorials, and data driven differentiated instruction during ELA classes.	Formative			Summative
Strategy's Expected Result/Impact: Increased STAAR English II scores. **Staff Responsible for Monitoring:** Deans, Principal, English Department Chair, SPED Department Chair **Action Steps:** Identification of students who require ELA interventions and targeted data driven support. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 2110000000 - Title 1 Basic Programs - 6100 - Payroll	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: English teachers will receive additional professional development and coaching to support differentiated instruction for special education students	Formative			Summative
Strategy's Expected Result/Impact: Increased STAAR English II scores. **Staff Responsible for Monitoring:** Deans, Principal, English Department Chair, SPED Department Chair **Action Steps:** Identification of students who require ELA interventions and targeted data driven support **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: The Energy Attendance Committee will meet every three weeks to evaluate and implement plans for students at risk of receiving NG's.

Evaluation Data Sources: NG records at the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: Attendance clerk pulls and analyzes data every 3 weeks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of student standing. **Staff Responsible for Monitoring:** Attendance clerk, deans **Action Steps:** Excel training **Title I:** 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Recurring attendance committee meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance accountability. **Staff Responsible for Monitoring:** Attendance clerk, attendance committee members. **Action Steps:** Schedule and hold meetings.	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2: The 2021 - 2022 attendance rate was 98.1%, the 2022 - 2023 school year attendance rate will reach or exceed 98.3%.

Evaluation Data Sources: Monitoring attendance in PowerSchool weekly.
Using an automated callout system to notify parents of attendance.
using callout/email platform to communicate the 90% seat time rule to parents.
Deans will use attendance committee support to help special cases with credit recovery options (credit appeal etc.)

Strategy 1 Details		Reviews			
Strategy 1: The PIEM's clerk will meet with the principal every two weeks to discuss student attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Principal will know which families need more communication and support around school attendance and can make a plan to improve high need students' attendance rate.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Alma Duwaji Lori Lambropoulos **Action Steps:** Bi monthly meetings Pulling appropriate data Setting aside time for parent meetings **Targeted Support Strategy**					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: In 2021-2022, Energy's OSS rate was 22 OSS. In 2022-2023, Energy will reduce in Out of School Suspension rates to 15.

    Evaluation Data Sources: Information from PowerSchool (reports)

Strategy 1 Details	Reviews			

Strategy 1: Energy will create an In school suspension system for students. Deans will report to principal before using out of school suspension for students.
    Strategy's Expected Result/Impact: Students will be in school so that they can continue to learn.
    Staff Responsible for Monitoring: Deans and principal
    Action Steps: Meeting regularly and teaming up as a group on discipline decisions
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: 100% of students will complete the See Something Say Something modules.

    Evaluation Data Sources: Participation rates in See Something Say Something activity.

Strategy 1 Details	Reviews			
Strategy 1: Energy will use their PBL skills class at each grade level to engage students in the process and teach them how and when to use the program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: All students will have a process for reporting serious concerns they are experiencing for themselves or others.
     Staff Responsible for Monitoring: Lauren Garcia
 	
     Action Steps: Teacher training
 Admin training
 Student learning				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: Energy teachers will consider our PBL instructional strategies and align them to each SPED/504 student's accommodation sheet by having 100% of our ARD meetings adjust accommodations to PBL needs by May 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: In 2022-2023, at each ARD, teachers, parents and admin will consider reviewing and revising accommodation suitable to a PBL environment.

Evaluation Data Sources: EASY IEP alerts and ARD data

Strategy 1 Details	Reviews			
Strategy 1: Principal will have weekly checkins with SpEd dept chair.	**Formative**			**Summative**
Dept chair will get info early from 8th grade sped recruits so that meetings occur before the summer and accommodations can be adjusted early.	**Nov**	**Jan**	**Mar**	**June**
PBL teachers will analyze and provide feedback regarding accommodations that are aligned to PBL work.				
Strategy's Expected Result/Impact: Our students with learning differences will experience higher learning outcomes as their supports (accommodations) will be aligned to pbl instruction.				
Staff Responsible for Monitoring: John Cardenas - sped chair deans - student counselors teachers principal				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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: : Energy's special populations often need greater support in navigating and understanding high school priorities such as how to apply to college, sign up for AP exams, navigate newer technologies, and get the support they need to prepare for college or the workforce.

Evaluation Data Sources: Energy will increase students' support with college access activities, FAFSA completion and added time to reach all special populations from a 40% time on task to 100% time on these tasks.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: Energy will work in the 2022 - 2023 School year to increase parent and community engagement through multiple events.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Energy will work in the 2022 - 2023 school year to increase parent and community engagement from 70% on average per grade level to 80% on average through multiple events.

Evaluation Data Sources: Sign in sheets and attendance records.

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), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

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

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

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

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

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

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

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

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

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

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

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

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

Evaluation Data Sources: : PERSON RESPONSIBLE who is certified in CPR/AED: Jennifer Singh
Number of AEDs on campus: 2

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)

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
5	1	2	1	The PIEM's clerk will meet with the principal every two weeks to discuss student attendance.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will analyze student formative assessment data in their PLC's during ongoing after school PD.

State Compensatory

Budget for 468 Energy Institute High School

Total SCE Funds: $1,600.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Our school is a high tech environment. To support math learning in OneNote (digital application), we purchased stylus pens so students could write on their tablets and show their math calculations.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All data were reviewed for all students and student groups. The components of the campus needs assessment include the: double blocking students in Algebra 1 classes, supporting training for STAAR teachers to align to new STAAR format. Regarding attendance, we have formed a dynamic attendance committee to be proactive in assessing student's attendance and credit appeal needs. Disciplilne issues have risen at a striking rate this year due to post pandemic readjustment to traditional social experiences (students being unmasked after two years, learning how to have appropriate relationships with each other, taming technology devices during learning, among other challenges). The school has added a full time and a part time SEL counselor in addition to our WrapAround Specialist to address school community needs and we are using Title One funds to support activities that our counselors are implementing for students, staff and community.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with teachers, teacher leaders, our campus DDIS, administrator, school secretary, parents, community members and industry partners. We open our meetings to anyone who would like to attend. Occasionally, we have student leaders attend meetings also.

2.2: Regular monitoring and revision

Regular monitoring occurs bi-monthly at my Instructional Leadership meetings. We also discuss progress for goals at Cohort Lead and PBL Coach teacher leader meetings. SDMC was introduced to the 22/23 SIP in September. The SIP is posted on our website.

2.5: Increased learning time and well-rounded education

To increase learning time and well-rounded education, Energy Institute provides a PBL skills class that students take each year to support soft skill development and increase CCMR. We also, have lunch tutorials, Saturday tutorials, a cohort system where students have all the same 4 core content teachers to support interdisciplinary learning through a PBL format. The school has designed a "culture of exhibition" where 5 to 6 times a year, students present their solutions to dynamic PBL driving questions, demonstrate learning mastery, showcase their prototype among other unique ways to engage the community in our students' experiences.

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

Our school operates on the dean model. Deans help support an individualized experience for students and their parents. Deans track academic progress of their students for 4 years. They schedule them into courses, handle their discipline and build positive relationships with their teachers and parents. This especially helps at-risk students because it provides the student with a point person who exists to get to know each student and their particular situations in and out of school.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

We will do this.

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. Teacher: Cody Franklin, District rep: Barbara Shelby Roberts, Parent: David Heikkinen, Teacher: Karly Weller

4.2: Offer flexible number of parent involvement meetings

We have monthly PTO meetings on the 3rd Thursday of every month - virtually. We have had exhibitions, freshmen parent meetings, senior parent meetings, open house, magnet open house, senior capstone engineering design demonstration etc.

5. Targeted Assistance Schools Only

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

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Amanda Camp	Teacher Specialist	LPAC, STAAR interventions, Instruction	yes

Campus Funding Summary

<table>
<tr><td colspan="7" align="center">1991010001 - General Fund - Regular Program</td></tr>
<tr><th>Board Goal</th><th>Goal</th><th>Measurable Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>1</td><td></td><td>6300 - Supplies and Materials</td><td>$0.00</td></tr>
<tr><td colspan="5"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="7" align="center">2110000000 - Title 1 Basic Programs</td></tr>
<tr><th>Board Goal</th><th>Goal</th><th>Measurable Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>2</td><td>1</td><td>2</td><td></td><td>6100 - Payroll</td><td>$0.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>1</td><td></td><td>6100 - Payroll</td><td>$0.00</td></tr>
<tr><td>4</td><td>1</td><td>2</td><td>1</td><td></td><td>6100 - Payroll</td><td>$0.00</td></tr>
<tr><td colspan="5"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
</table>

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….

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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….

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**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....

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, 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 <u>yes</u>, please list the items below. If <u>no</u>, indicate "N/A."

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

_____

_____

_____

_____

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

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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.

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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	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

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