

Houston Independent School District
025 Kinder High School for the Performing and Visual Arts
2022-2023 Campus Improvement Plan



**Kinder High School for the
Performing and Visual Arts**

Mission Statement

By cultivating both artistic and academic excellence in a diverse environment, HSPVA builds the confidence and enthusiasm required for an accomplished creative future.

Kinder High School for the Performing and Visual Arts (HSPVA) of the Houston Independent School District evolved in 1971 from a realization that gifted young artists need highly specialized and rigorous training in the arts to be prepared for the intense competition they will meet in colleges, conservatories, and the professional arts world. The creation of Kinder HSPVA represented the first attempt by any public high school in the nation to correlate an academic program with concentrated training in the arts. Also, it was one of only three public schools in the nation to offer programs in both the visual and performing arts, and the first such institution in the Southwest. For HISD, the formation of Kinder HSPVA represented a dramatic departure from traditional comprehensive programs. Ultimately the school became the pilot school for today's magnet school concept.

Kinder HSPVA is fully accredited and offers the same academic curriculum and graduation requirements as all HISD high schools; the major difference in the academic program is that we offer the added ingredient of correlating the arts with academics, rather than treating either as isolated disciplines. All students spend approximately three hours per day in their art areas, and the remainder of the time in academics or electives. The arts offered for in-depth study are: Creative Writing, Dance, Instrumental Music, Theatre, Visual Arts, and Vocal Music.

In addition, Kinder HSPVA is committed to its role as a college preparatory school, making students aware of the variety of opportunities they have for future training at colleges or universities, advanced art institutes, and conservatories.

The school recognizes and values student individuality. It nurtures, without exception, the values of individual accomplishment and independence. Since individual creativity is integral to the production of art, our faculty and staff work with students on an individualized, human level that stimulates intellectual, artistic, and technical originality. We strive to graduate people who can work independently and creatively.

At the same time, Kinder HSPVA places high value on group responsibility, loyalty, and sense of community. In a country that is sustained by a democratic process, a sense of individual worth, coupled with a sense of responsibility to a society, is invaluable. It is to these ends that Kinder HSPVA devotes its energies. In other words, at Kinder HSPVA we don't have a large set of rules for the march of the same drummer, we have a set of guidelines which are designed to allow for individual freedom as well as respecting other drummer's rhythms. Students at Kinder HSPVA are treated as individuals in individual situations. There is no single rhythm assigned to Kinder HSPVA.

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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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Equity 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

- Study of best practices
- Action research results

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: Kinder HSPVA will increase the number of students performing at mastery level on the English I STAAR EOC Exam by 5 percentage points from 57% in Spring 2021 to 62% in Spring 2023.

Kinder HSPVA will increase the number of students performing at mastery level on the English II STAAR EOC Exam by 5 percentage points from 47% in Spring 2021 to 52% in Spring of 2023.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: Kinder HSPVA will increase the number of students performing at mastery level on the English I STAAR EOC Exam by 5 percentage points from 57% in Spring 2021 to 62% in Spring 2023.

Kinder HSPVA will increase the number of students performing at mastery level on the English II STAAR EOC Exam by 5 percentage points from 47% in Spring 2021 to 52% in Spring of 2023.

Evaluation Data Sources: English I & II STAAR EOC

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: In class supports like small groups and instructional tutors. Strategy's Expected Result/Impact: Increase student understanding in class Staff Responsible for Monitoring: APs, teachers, tutors Action Steps: Create a tutorials schedule PD on small groups TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 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: Kinder HSPVA will increase the number of students performing at the meets standard level or higher on the Algebra I STAAR EOC Exam by 15 percentage points from 49% in Spring 2021 to 64% in Spring 2023.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Kinder HSPVA will increase the number of students performing at the meets standard level or higher on the Algebra I STAAR EOC Exam by 15 percentage points from 49% in Spring 2021 to 64% in Spring 2023.

Evaluation Data Sources: Algebra I STAAR EOC

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Create small groups for Intervention Strategy's Expected Result/Impact: Increase formative assessment scores Staff Responsible for Monitoring: Algebra Teacher and APS Action Steps: Meet with Algebra teacher every three weeks to monitor data and adjust groupings. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  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: Kinder HSPVA will increase the number of 12th-grade students graduating meeting CCMR standard by 7 percentage points from 88% with the class of 2021 to 95% with the class of 2023.





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Kinder HSPVA will increase the number of 12th-grade students graduating meeting CCMR standard by 7 percentage points from 88% with the class of 2021 to 95% with the class of 2023.

Evaluation Data Sources: CCMR Data: TSI, AP Testing, SAT scores, College Prep Math Class

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Counselors meet with seniors to determine who has not yet met CCMR. Plan TSI testing during school hours. Strategy's Expected Result/Impact: 100% of students meet CCMR Staff Responsible for Monitoring: Counselors and APs Action Steps: Meet with students, review senior data. TEA Priorities: Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Goal 1: Kinder HSPVA will increase the number of students performing at meets standards level or higher on the English I STAAR EOC Exam by 3 percentage points from 95% in Spring 2022 to 98% in Spring 2023.

Kinder HSPVA will increase the number of students performing at mastery level on the English II STAAR EOC Exam by 2 percentage points from 98% in Spring 2022 to 100% in Spring 2023.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Kinder HSPVA will increase the number of students performing at meets standards level or higher on the English I STAAR EOC Exam by 3 percentage points from 95% in Spring 2022 to 98% in Spring 2023.

Kinder HSPVA will increase the number of students performing at mastery level on the English II STAAR EOC Exam by 2 percentage points from 98% in Spring 2022 to 100% in Spring 2023.

Evaluation Data Sources: STAAR EOC for English I and English II

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All 9th graders are automatically enrolled in PreAP English I Strategy's Expected Result/Impact: Students will learn at a more rigorous level Staff Responsible for Monitoring: English Department, APs, and Principal Action Steps: Meetings every three weeks with English department to track progress and identify challenges. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Board Goal 5: N/A - Additional Campus Goals

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

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Board Goal 5: N/A - Additional Campus Goals

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

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	In class supports like small groups and instructional tutors.
2	1	1	1	Create small groups for Intervention
4	1	1	1	All 9th graders are automatically enrolled in PreAP English I

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	In class supports like small groups and instructional tutors.
2	1	1	1	Create small groups for Intervention
3	1	1	1	Counselors meet with seniors to determine who has not yet met CCMR. Plan TSI testing during school hours.
4	1	1	1	All 9th graders are automatically enrolled in PreAP English I

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	In class supports like small groups and instructional tutors.
2	1	1	1	Create small groups for Intervention
3	1	1	1	Counselors meet with seniors to determine who has not yet met CCMR. Plan TSI testing during school hours.
4	1	1	1	All 9th graders are automatically enrolled in PreAP English I

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"/>
