

**Houston Independent School District**  
**310 Houston Math Science Technology Center High School**  
**2022-2023 Board Goals/Goals/Measurable Objectives**



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# 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.

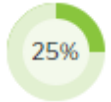




**Goal 1:** All Domains have a direct correlation to student achievement on ELAR assessments. By the December & May EOC retest administrations, there will be 10% increase in STAAR English I, a 5% increase in our students at meets, and a 4% increase in our students at masters. English II passing scores as evidenced by test results would be a 7% increase in our overall passing a 5% increase in our students at meets, and a 4% increase in our students at masters. Our overall passing on English I and English II STAAR will be 67% or higher.

**Strategic Priorities:**

Expanding Educational Opportunities

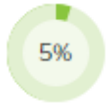




**Measurable Objective 1:** The overall passing percentage on the English I STAAR will be at 10% increase. Overall passing percentage on the English II STAAR will be 67% or higher.

**Evaluation Data Sources:** Common Assessment scores; reteaching plans for particular TEKS/learning objectives with Do-Nows & Exit tickets aligned to lowest scored objectives; reworked pacing calendars

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will engage in weekly PLCs. On these days, teachers will meet to analyze data and complete the data action plan that includes a revised pacing calendar and lesson plans. Teachers will also participate in the lesson tuning protocol to receive targeted feedback to improve their instructional practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify data trends and create effective intervention plans to address learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Diego Linares Principal; Griselda Gonzalez, Associate Principal; Cheetara Young, Instructional Specialist; Margaret Licea, Instructional Specialist; DDIS</p> <p><b>Action Steps:</b> *Teachers will realign their upcoming instructional calendar by analyzing data from formative assessments.<br/>         *Plan meaningful intervention and reteach opportunities for students who scored below 70% on the assessments.<br/>         *Plan out the next cycle's campus-based common assessment making sure to include TEKS that wasn't mastered on the previous assessment.<br/>         *Plan multiple checks for understanding to monitor student comprehension of low-scoring TEKS.</p> <p><b>Title I:</b><br/>         2.4, 2.5, 2.6<br/>         - <b>TEA Priorities:</b><br/>         Improve low-performing schools</p> <p><b>Funding Sources:</b> Associate Teacher Pay - 2110000000 - Title 1 Basic Programs - \$15,000</p> | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |     |     |           |






**Measurable Objective 2:** Teachers will implement a campus-wide Literacy Plan that includes a weekly writing piece across all content areas.

**Evaluation Data Sources:** Lesson plans; classroom observations; learning walks; PD agendas

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> All students will be writing across all contents weekly. The students will be provided with sentence starters, paragraph frames, and a student-friendly rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will continuously practice writing strategies in all of their classes. Students will be able to recall writing formats, brainstorming and organizational strategies, while also growing in their literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Diego Linares, Principal; Griselda Gonzalez, Associate Principal; Maria Gonzales Rojas, Dean of Instruction; Margaret Licea and Cheetara Young, Instructional Specialists</p> <p><b>Action Steps:</b> *Teachers will incorporate a weekly constructed response into their lesson utilizing the ACES strategy.<br/>           *Instructional Content Specialist will meet with teachers to provide feedback and support on implementing the constructed response during PLC.<br/>           *The first formal writing piece will be due the week of August 29, 2022.</p> <p><b>Title I:</b><br/>           2.4, 2.5, 2.6<br/> <b>- TEA Priorities:</b><br/>           Improve low-performing schools<br/> <b>- Targeted Support Strategy</b></p> | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |     |     |           |

**Measurable Objective 3:** Students will be targeted for enrollment in the intervention course based on previous years' STAAR results.

**Evaluation Data Sources:** Intervention pacing calendars; MOY Data; EOY Data; Mock STAAR data; STAAR re-tester data

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide English interventions to targeted retesting students. Interventions will focus on the skills and knowledge highly tested by the STAAR TEKS Clusters.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive an immense amount of interventions daily. They will show growth on all assessments campus formative assessments as well as the STAAR EOC English exams.</p> <p><b>Staff Responsible for Monitoring:</b> Griselda Gonzalez, Associate Principal; Alexandra Gray, Interventionist; Cheetara Young, Margaret Licea, Instructional Specialists; English Department teachers.</p> <p><b>Action Steps:</b> *Provide English interventions daily to targeted retesting students starting August 22, 2022. Interventions will be held by ELA Interventionist, Alexandra Gray-Vance.</p> <p>*The Interventionist will analyze previous STAAR score data to determine objectives and skills needed for the class.</p> <p>*Mrs. Gray-Vance will also pull each of her students' STAAR reports and pull the data from their scores so that she can focus her lessons on her students' needs.</p> <p>*There will be weekly assessments to determine reteach plan for the following week.</p> <p>*Interventionist will utilize Lead4Ward Frequency Distribution charts to guide her instruction.</p> <p>*Instructional Specialists, Cheetara Young and Margaret Licea will check in every three weeks to assist in analyzing the assessment data.</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b><br/>Improve low-performing schools</p> | 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:** Domain 1, Student Achievement, and Domain 2a, School Progress, have direct correlations to STAAR performance in Math. By the December & May EOC retest administrations, there will be a 10% increase in our overall passing Algebra 1 STAAR scores, a 4% increase in our students at meets, and a 5% increase in our students at masters. Our overall passing on Algebra 1 STAAR will be 67% or higher. At least 18% of our students will score at meets, and 10% of our students will score at masters.

**Strategic Priorities:**

Expanding Educational Opportunities

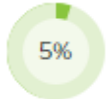




**Measurable Objective 1:** There will be a 10% increase in our overall passing Algebra 1 STAAR scores, a 5% increase in our students at meets, and a 3% increase in our students at masters. Our overall passing on Algebra 1 STAAR will be 57% or higher. At least 18% of our students will score at meets, and 10% of our students will score at masters.

**Evaluation Data Sources:** Common Formative Assessment scores; reteaching plans for particular TEKS/learning objectives with Do-Nows & Exit tickets aligned to lowest scored objectives; reworked pacing calendars

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will engage in weekly PLCs. On these days, teachers will meet to analyze data and complete the data action plan that includes a revised pacing calendar and lesson plans. Teachers will also participate in the lesson tuning protocol to receive targeted feedback to improve their instructional practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify data trends and create effective intervention plans to address learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Diego Linares Principal; Griselda Gonzalez, Associate Principal; Maria Gonzales Rojas, Dean of Instruction; Michael Hines, Assistant Principal; Kiah Hauser, Instructional Specialist; DDIS</p> <p><b>Action Steps:</b> *Teachers will realign their upcoming instructional calendar by analyzing data from formative assessments to rework their pacing calendar.<br/>           *Plan meaningful intervention and reteach opportunities for students who scored below 70% on the assessments.<br/>           *Plan out the next cycle's campus-based common assessment making sure to include TEKS that weren't mastered on the previous assessment.<br/>           *Plan multiple checks for understanding to monitor student comprehension of low scoring TEKS.</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - \$15,000</p> | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |     |     |           |

**Measurable Objective 2:** Utilize formative data to regularly assess students' level of mastery to make informed instructional decisions.

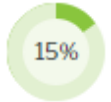




**Evaluation Data Sources:** Common Formative Assessments; Daily exit tickets; classroom observations; learning walks.

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <b>Strategy 1:</b> Students will be targeted for intervention through small group instruction using formative and daily in class assessment data. Interventions will focus on high impact skills and concepts as shown in the Lead4ward frequency distribution.<br><b>Strategy's Expected Result/Impact:</b> Small group instruction will increase student achievement by providing opportunities for flexible and differentiated instruction<br><b>Staff Responsible for Monitoring:</b> Maria Gonzales Rojas, Dean of Instruction; Michael Hines, Assistant Principal; Kiah Hauser, Instructional Specialist;<br><b>Action Steps:</b> *Provide in class small group instruction to targeted students. Small group will be held by teacher and co-teacher in each math class.<br>*Instructional Specialist, Kiah Hauser, will check in weekly to assist in identifying priority TEKS and analyzing the data from assessments<br><br><b>Title I:</b><br>2.4, 2.5, 2.6 | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   |  5% |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |  |     |     |           |

**Measurable Objective 3:** Students will be targeted for enrollment in the intervention course based on previous years' STAAR results and low Renaissance scores.

**Evaluation Data Sources:** Intervention pacing calendars; MOY Data; EOY Data; Mock STAAR data; STAAR re-tester data; Renaissance Data



| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide Algebra 1 interventions three times a week to targeted retesting students and students with low Renaissance scores. Interventions will focus on the skills and knowledge that are highly tested by the STAAR TEKS Clusters.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive an immense amount of interventions on a daily basis. They will show progress on all assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Maria Gonzales Rojas, Dean of Instruction; Kiah Hauser, Instructional Specialist; Math Department teachers</p> <p><b>Action Steps:</b> *Provide Math interventions daily to targeted retesting students starting August 29, 2022.<br/>         *The Interventionist will analyze previous STAAR score data to determine objectives and skills needed for the class, that is specific to the students enrolled by September 1, 2022.<br/>         *Interventions will utilize Lead4Ward Frequency Distribution charts to guide instruction.<br/>         *Instructional Specialist, Kiah Hauser, will check in every three weeks to assist in analyzing the data from assessments.<br/>         *The levels will be: incoming freshmen that did not pass the 8th grade EOC, students who have never tested, and low performing students (students receiving less than 3600 on their last Math STAAR EOC).<br/>         *There will also be remediation implemented into these daily interventions that will target our students who need urgent intervention based off their Renaissance 360 scores.</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |   |     |     |           |

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






**Goal 1:** Increase the percentage of students that meet at least one of the state approved CCMR Criterion for determining post-secondary readiness; at least an 8% point increase in campus College, Career, Military Readiness (CCMR) Criterion Rating from the 2022 to the 2023 rating.

**Strategic Priorities:**

Expanding Educational Opportunities






**Measurable Objective 1:** The percentage of CCMR students that meet the threshold for passing an AP/IB examination for college readiness will increase from 21% to 33% by August 2025.

**Evaluation Data Sources:** AP Test Scores

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 1:</b> All students enrolled in AP classes will register for and be given the test preparation necessary to be successful on their respective AP tests through their AP classes.<br><b>Strategy's Expected Result/Impact:</b> Students will successfully pass their AP tests.<br><b>Staff Responsible for Monitoring:</b> Angela Crowley, Compliance Manager; Michael Hines, AP Coordinator; AP Teachers and ISs supporting those teachers<br><b>Action Steps:</b> *Monitor student progress.<br>*Follow up with teachers regarding successes, challenges, and other supports that are needed.<br>*Facilitate registration for all students for the AP tests.<br>*Reach out to students who may be interested in taking the AP Spanish Lang test but are not in the class.<br><br><b>TEA Priorities:</b><br>Connect high school to career and college | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |     |     |           |






**Measurable Objective 2:** The percentage of CCMR students that meet the threshold for earning CTE Industry-Based Certifications will increase from 14% to 26% by August 2025.

**Evaluation Data Sources:** Completion of CTE certifications

| Strategy 1 Details   |  | Reviews   |  |   |   |
|--|--|---|--|---|---|
| <b>Strategy 1:</b> Students in CTE classes will receive the appropriate training and preparation needed for taking and passing CTE Industry-Based certification tests.<br><b>Strategy's Expected Result/Impact:</b> Students will successfully complete CTE certifications.<br><b>Staff Responsible for Monitoring:</b> Ada Rivera, Assistant Principal; Angela Crowley, Compliance Manager; CTE teachers<br><b>Action Steps:</b> *Identify students enrolled in CTE classes.<br>*Ensure that teachers and students have the resources needed to prepare for and pass their respective certification exams.<br>*Facilitate registration and testing as appropriate.<br><br><b>TEA Priorities:</b><br>Connect high school to career and college |  | Formative   |  |   | Summative   |
|  |  | Nov   | Jan  | Mar   | June  |
|  |  |            |  |   |   |
|  |  |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

**Measurable Objective 3:** The percentage of CCMR students that meet the threshold for completing Dual Credit Courses will increase from 17% to 29% by August 2025.

**Evaluation Data Sources:** Completion of Dual Credit courses

| Strategy 1 Details  |  | Reviews   |  |   |   |
|---|--|---|--|---|---|
| <b>Strategy 1:</b> Track Dual Credit students and ensure that they are receiving the support needed to pass the Dual Credit classes.<br><b>Strategy's Expected Result/Impact:</b> Students will pass their Dual Credit classes and earn college credit.<br><b>Staff Responsible for Monitoring:</b> Griselda Gonzalez, Associate Principal; Angela Crowley, Compliance Manager; Dual Credit teachers<br><b>Action Steps:</b> *Identify students enrolled in Dual Credit classes.<br>*Ensure that teachers and students have the resources needed to pass those classes.<br>*Monitor student progress and host interventions as needed.<br>*Have teachers use the early alert system to identify struggling students.<br>*Work with HCC for tutorials for students.<br><br><b>TEA Priorities:</b><br>Connect high school to career and college |  | Formative   |  |   | Summative   |
|   |  | Nov   | Jan  | Mar   | June  |
|   |  |             |  |   |   |
|   |  |  No Progress |  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: CLOSING THE GAPS:** Special Education students will increase in overall STAAR EOC data from 35% Approaches to 45% Approaches, 18% Meets to 20% Meets, and 10% Masters to 20% Masters.

**Strategic Priorities:**

Expanding Educational Opportunities






**Measurable Objective 1:** Students who either did not participate or meet standard for STAAR EOC in Spring 2022, will participate in accelerated instruction targeting specific tested content areas during their intervention class period.

**Evaluation Data Sources:** Formative and summative assessments.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 1:</b> Students will work in small groups to target deficits in Reading and Math during intervention class period.<br><b>Strategy's Expected Result/Impact:</b> Students will improve test taking skills and will have increased knowledge in content area.<br><b>Staff Responsible for Monitoring:</b> Instructional Specialists<br><b>Action Steps:</b> Data will be reviewed to determine which students require intensive interventions in the core areas.<br>*Provide in class small group instruction to targeted students. Small group will be held by teacher and co-teacher in each class.<br>*Instructional Specialist, Elizabeth Stengler, will check in weekly to assist in identifying priority TEKS and analyzing the data from assessments<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |     |     |           |

**Measurable Objective 2:** Students who either did not participate or meet standard for STAAR EOC in Spring 2022, will be closely monitored by their Special Education Case Manager to ensure passing grades and attendance in accelerated instruction. Case managers will monitor a minimum of at least once every two weeks and document in Easy IEP.

**Evaluation Data Sources:** Power School to monitor grades and attendance.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 1:</b> Case Managers will be trained to write effective learning goals and how to monitor progress in Easy IEP.<br><b>Strategy's Expected Result/Impact:</b> Case Managers will become more effective at setting appropriate goals and regularly document student progress.<br><b>Staff Responsible for Monitoring:</b> Department Chairpersons, Teacher Specialist<br><b>Action Steps:</b> Provide professional development opportunities for Case Managers to become more knowledgeable regarding progress monitoring of special education students.<br>* Implement trackers to chart students' grades and attendance | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   |  |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |     |     |           |

## Board Goal 5: N/A - Additional Campus Goals






**Goal 1: ATTENDANCE** Increase yearly average daily attendance rate from 84.5% (2021-2022SY) to 92% (2022-2023SY).

### Strategic Priorities:

Expanding Educational Opportunities






**Measurable Objective 1:** Increase training opportunities for staff from 2x per semester to 3x per semester in order to improve strategies, communication, and skills to help increase attendance.

**Evaluation Data Sources:** To decrease the number of students being placed on attendance contracts per semester from 30% to 20%.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Attendance Support staff (at-risk admin/social workers, attendance case workers) in collaboration with our Grade Level AP/Clerk teams will make daily phone calls home to parents/guardians when students are absent from school. All documentation is tracked in a Google Document to communicate efforts with all campus-based stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention to reduce absenteeism.</p> <p><b>Staff Responsible for Monitoring:</b> At-Risk Administrator, Allegra Scott; Jonathan Davis, Social Worker; Attendance Case Workers; Wraparound Specialists; Grade level Clerks; Grade level Assistant Principals</p> <p><b>Action Steps:</b> 1. At-risk program administrator generate a list of students on-watch for Attendance Case Workers/grade level clerks to contact.<br/> 2. Attendance Case Workers/grade level clerks contact on-watch students and assess student causes for lack of attendance.<br/> 3. Attendance Case Workers/grade level clerks trouble-shoot causes and pass along students to Grade Level APs for intervention.<br/> 4. Attendance Case Workers/At-risk admin/Social Worker/grade level APs schedule parent, student conferences to come up with solutions (i.e. attendance contracts) to attendance issues.<br/> 5. Notes are entered into the tracking system.<br/> 6. Attendance Case Workers/At-risk admin/Social Worker/grade level APs monitor student progress.</p> | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  |  |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>  |   |     |     |           |

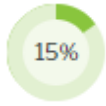




**Measurable Objective 2:** Increase attendance overall from 84.5% to 94%.

**Evaluation Data Sources:** Meeting with students who are being marked absent, emailing teachers, conducting daily phone calls and informing parents, conferencing with parents and students.

| Strategy 1 Details   |  | Reviews   |  |   |   |
|--|--|---|--|---|---|
| <b>Strategy 1:</b> Students identified with chronic absenteeism will have Truancy Letters sent home. Students will be placed on attendance contracts and will have home visits conducted by the Attendance Support Staff<br><b>Strategy's Expected Result/Impact:</b> Successful interventions with chronically absent students will increase average daily attendance.<br><b>Staff Responsible for Monitoring:</b> Allegra Scott, At-Risk Program Administrator; Jonathan Davis, Social Worker, Attendance Case Workers; Wraparound Specialists; Grade level Clerks; Grade level Assistant Principals<br><b>Action Steps:</b><br>1. Students with chronic absenteeism will be identified using absentee reports from PowerSchool by At-risk program admin/social workers/attendance case workers.<br>2. Students identified with chronic absenteeism will be placed on attendance contracts.<br>3. Students will have home visits conducted.<br>4. Students with continued chronic absenteeism will have Truancy Letters sent home. |  | Formative   |  |   | Summative   |
|  |  | Nov   | Jan  | Mar   | June  |
|  |  |            |  |   |   |
|  |  |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

**Measurable Objective 3:** Provide students with incentives 2x per semester in order to promote perfect attendance.

**Evaluation Data Sources:** Increase perfect attendance from 10% to 30% for all grade levels.

| Strategy 1 Details  |  | Reviews   |  |   |   |
|---|--|---|--|---|---|
| <b>Strategy 1:</b> Recognize students for perfect attendance each semester.<br><b>Strategy's Expected Result/Impact:</b> Positive behavior interventions and incentives will increase student attendance.<br><b>Staff Responsible for Monitoring:</b> Sarah Padilla, At-Risk Program Admin/Social Worker; Jonathan Davis, Social Worker, Attendance Case Workers; Wraparound Specialist<br><b>Action Steps:</b> 1. Run perfect attendance report.<br>2. Give incentives to students at a celebration. |  | Formative   |  |   | Summative   |
|   |  | Nov   | Jan  | Mar   | June  |
|   |  |             |  |   |   |
|   |  |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

## Board Goal 5: N/A - Additional Campus Goals

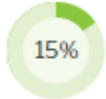




**Goal 2: DISCIPLINE:** By June of 2023, the total number of Out of School Suspensions will be reduced by 10% as compared to the Out of School Suspension data during the 2018-2019 school year (the last full regular school year).

### Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** AP's will use the Cool Down Form/Questionnaire with 100% of the students when conferencing with students with respect to discipline issues.

**Evaluation Data Sources:** Cool Down Form and Student Discipline File

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
|  | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
| <b>Strategy 1:</b> Cool Down form to be completed by student before discipline conference and use that information to determine a reasonable and just resolution to the discipline issue.<br><b>Strategy's Expected Result/Impact:</b> Give everyone involved a clear picture of the event and result in a fair and positive outcome/resolution.<br><b>Staff Responsible for Monitoring:</b> All Assistant Principals, Dr. Linares, and Ms. Gonzalez<br><b>Action Steps:</b> When a student is brought to an AP Office, they will be given 5 minutes to complete the form. The AP will review the student's form responses and then conference with the student. The resolution will be documented on the form after the conference. |  |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |   |     |     |           |

**Measurable Objective 2:** All Assistant Principals will use Restorative Practices to reduce and/or prevent or deescalate student discipline issues as they arise.

**Evaluation Data Sources:** Restorative Circle completion forms and student discipline files






| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
|  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
| <b>Strategy 1:</b> Use Restorative Circles to resolve student conflict issues and arrive at a safe and neutral agreement for all parties involved.<br><b>Strategy's Expected Result/Impact:</b> Reduce the amount of level 3 and 4 discipline infractions on campus. |           |     |     |           |



|   |                                      |  |  |  |
|---|--------------------------------------|--|--|--|
| <p><b>Staff Responsible for Monitoring:</b> All Assistant Principals, Counselors, and SEL Team</p> <p><b>Action Steps:</b> When conflict between students arise, the respective APs, counselors, and SEL Team members will set up, facilitate, and document a restorative circle to reach a fair and just resolution agreed upon by all parties involved.</p> | <div><div></div><div>15%</div></div> |  |  |  |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>  |                                      |  |  |  |

**Measurable Objective 3:** All Assistant Principals will use Restorative Justice 100% of the time to address discipline events that have occurred.

**Evaluation Data Sources:** Student Discipline Files and Campus Discipline Data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Use Restorative Justice to address discipline events that have already taken place and prevent the event from reoccurring.<br><b>Strategy's Expected Result/Impact:</b> Reduce the number of repeated infractions by students in an effort to reduce the number of times students' instructional days are interrupted.<br><b>Staff Responsible for Monitoring:</b> All Assistant Principals, Counselors, and SEL Team<br><b>Action Steps:</b> After a conflict event has occurred, the respective APs, counselors, and SEL Team members will set up, facilitate, and document a Restorative Justice Circle to reach a fair and just resolution agreed upon by all parties involved to prevent further conflict or a reoccurrence. | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  |  |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>  |   |     |     |           |

## Board Goal 5: N/A - Additional Campus Goals






### Goal 3: VIOLENCE PREVENTION

#### Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






**Measurable Objective 1:** Offer Education First counseling program to students that have a level 4 infraction with respect to possession or under the influence of illegal substances on campus.

**Evaluation Data Sources:** Campus Discipline Files and Education First Meeting Data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
|  | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> When a student is in possession or under the influence of illegal substances on campus, the respective AP will coordinate with the District Discipline department and The Education First team to provide the necessary counseling and assistance to the student and family.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the reoccurrence of a student being under the influence or in possession of illegal substances on campus.</p> <p><b>Staff Responsible for Monitoring:</b> All Assistant Principals, Ms. Gonzalez, Education First Team, Mr. Gavito, and Ms. Lisa Perez</p> <p><b>Action Steps:</b> After a student has been found to be under the influence or in possession of an illegal substance on campus, the AP will submit the necessary documentation to get the student into the Education First Program and follow through by monitoring the student's completion of said program.</p> |  |     |     |           |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>   |   |     |     |           |

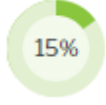




**Measurable Objective 2:** Train all students to effectively use and navigate the See Something Say Something program.

**Evaluation Data Sources:** Student Training Completion and Incident Report data from the See Something Say Something team.

| Strategy 1 Details  |  | Reviews   |  |   |   |
|---|--|---|--|---|---|
| <b>Strategy 1:</b> At the beginning of the school year, all students will complete a training course that will familiarize them with the website/APP for the See Something Say Something Program.<br><b>Strategy's Expected Result/Impact:</b> Staff will be informed on situations that are a threat to campus safety before they take place in an effort to prevent events that can potentially jeopardize the integrity of school safety.<br><b>Staff Responsible for Monitoring:</b> Ms. Meindl, SEL Liaison, All Assistant Principals, Dr. Linares, Ms. Gonzalez, and the Campus Officers<br><b>Action Steps:</b> When an alert is sent out to the campus, the campus safety team will respond accordingly to the potential situation. |  | Formative   |  |   | Summative   |
|   |  | Nov   | Jan  | Mar   | June  |
|   |  |            |  |   |   |
|   |  |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

**Measurable Objective 3:** Update training for all staff members to properly respond to situations when alerted by the See Something Say Something monitoring team.

**Evaluation Data Sources:** Incident Reports from the See Something Say Something Team

| Strategy 1 Details   |  | Reviews  |   |  |  |
|--|--|--|---|--|--|
| <b>Strategy 1:</b> Keep all staff involved in campus safety current on all the new updates to the alert and responding system.<br><b>Strategy's Expected Result/Impact:</b> Maintain a group of staff members who are trained and capable of effectively and efficiently responding to situations when alerted.<br><b>Staff Responsible for Monitoring:</b> Ms. Rawlings, SEL Liaison, and Campus Safety Team<br><b>Action Steps:</b> Complete all updated trainings as soon as possible and keep current with system changes. |  | Formative  |   |  | Summative  |
|  |  | Nov  | Jan   | Mar  | June   |
|  |  |             |   |  |  |
|  |  |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

## Board Goal 5: N/A - Additional Campus Goals






### Goal 4: SPECIAL EDUCATION

#### Strategic Priorities:

Transforming Academic Outreach






**Measurable Objective 1:** Special Education students will increase in overall STAAR EOC data from 35% Approaches to 45% Approaches, 18% Meets to 20% Meets, and 10% Masters to 20% Masters.

**Evaluation Data Sources:** OnTrack; Data PLCs; Reteaching lesson plans focused on particular TEKS/Objectives; Data-driven instructional forms, STAAR EOC

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Special Education co-teachers will engage in data-driven instruction to track student data, identify misconceptions, and create re-teaching plans and interventions for students in their classes. Special Education teachers will plan and create appropriate accommodations and modifications in class to ensure students are on track to STAAR achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 22-23 SY, there will be a 10%-point closure of the achievement gap observed for Special Education students as compared to their general education peers.</p> <p><b>Staff Responsible for Monitoring:</b> Griselda Gonzalez, Associate Principal; Elizabeth Stengler, Special Ed Teacher Specialist; R. Nuber, N. Bell, J. Sheffield - Special Education Department Chairs; Assistant Principals; Special Education Co-teachers</p> <p><b>Action Steps:</b> *Special Education co-teachers will engage in data-driven instruction.<br/>           *Co-teachers will track student data and identify misconceptions.<br/>           *Co-teachers will create re-teaching plans and interventions for students in their classes.<br/>           *Co-teachers will host small group instruction for students identified by data.<br/>           *The process will be monitored by the Associate Principal, Special Education Assistant Principal, Instructional Specialists, and appraisers.</p> | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |   |     |     |           |






**Measurable Objective 2:** Easy IEP will be used to document student attendance, progress, and engagement to ensure federal and state compliance. Special Education Department Chairs will closely monitor proper case management of students by holding bi-weekly meetings with case managers.

**Evaluation Data Sources:** Case manager student logs; Progress Tracker reports, Case manager check-ins, Lesson plans

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
|  | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
| <b>Strategy 1:</b> Case managers are responsible for following up with each student on their case load a minimum of biweekly to review attendance, grades, behavior, and other areas of concern. Students will be required to sign off that a meeting occurred and all documentation will be collected and presented to the administrative team each week. Dept. chairs will hold regular check-ins with administration to ensure compliance.<br><b>Strategy's Expected Result/Impact:</b> By the end of the 22-23 SY, there will be a 10% point closure of the achievement gap observed for Special Education students as compared to their general education peers.<br><b>Staff Responsible for Monitoring:</b> Diego Linares, Principal, Assistant Principal; Special Education Teacher Specialist; Special Education Department Chairs; Co-teachers<br><b>Action Steps:</b> *Case managers are responsible for following up with each student on their case load a minimum of biweekly to review attendance, grades, behavior, and other areas of concern.<br>*Students will be required to sign off that a meeting occurred and all documentation will be collected.<br>*Documentation will be presented to the administrative team each week.<br>*Dept. chairs and SPED Instructional Specialist will ensure case managers are in compliance.<br>*Progress Monitoring reports will be sent home every six weeks. |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |   |     |     |           |

**Measurable Objective 3:** All Dyslexia students with service plans under SPED or 504 will be scheduled into interventions to receive 180 minutes per week of live instruction or monitored for as needed interventions.

**Evaluation Data Sources:** Data from Ren 360; Mastery Checks; Dyslexia Progress Monitoring reports; Lesson plans; Training certifications

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
|   | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
| <b>Strategy 1:</b> Students will be grouped by ability in groups of 6-8 to receive live instruction from campus interventionists. Interventionists will be trained by the District in Reading by Design.<br><b>Strategy's Expected Result/Impact:</b> By the end of the 22-23 SY, there will be a 10%-point closure of the achievement gap observed for Special Education students as compared to their general education peers.<br><b>Staff Responsible for Monitoring:</b> Griselda Gonzalez, Associate Principal; Elizabeth Stengler, Special Education Teacher Specialist; Robin Nuber, Nicholas Bell, Jeremy Sheffield- Special Education Department Chairs; Tara Wheeler, Reading and Dyslexia Interventionist, District Dyslexia Personnel<br><b>Action Steps:</b> *Identify dyslexia students: SPED and 504.<br>*Review service plans to ensure adequate support.<br>*Within the master schedule, ensure students are receiving 180 minutes of live lessons per week.<br>*Ensure teachers attend necessary trainings.<br>*Dyslexia Screening Team at various points will look at student data and monitor progress. |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |     |     |           |

## Board Goal 5: N/A - Additional Campus Goals

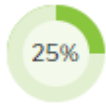




**Goal 5: SPECIAL POPULATIONS:** EB, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. Increase our Special Populations' STAAR performance at the "Meets" level by 10%.

### Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach






**Measurable Objective 1:** All Beginner, Intermediate, & Advanced Emergent Bilingual students will engage in Summit K-12 for a total of 60 minutes per week.

**Evaluation Data Sources:** The Summit K-12 technology application will be used by our EL teachers 3 days a week for a minimum of 20 minutes to engage students in language acquisition activities and provide students with authentic TELPAS practice.

| Strategy 1 Details  |  | Reviews   |     |     |           |
|---|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> The Summit K-12 technology application will be used by our Emergent Bilingual teachers 3 days a week for a minimum of 20 minutes to engage students in language acquisition activities and provide students with authentic TELPAS practice.<br><br><b>Strategy's Expected Result/Impact:</b> Students will receive practice in TELPAS listening and speaking skills, resulting in skill improvement, familiarity with the TELPAS testing format, and improved TELPAS scores.<br><b>Staff Responsible for Monitoring:</b> Maria Gonzales Rojas, Dean of Instruction. Michelle Wagner, Assistant Principal; and teachers Yurixi Rojas, Samantha Maldonado, Kristianma Drum Bento, Amy Hulshizer, and Elizabeth Van Auken.<br><b>Action Steps:</b> *Teachers will incorporate Summit K-12 into their weekly lessons for 20 minutes, 3 days per week.<br>*Teachers will run usage and progress reports on a weekly basis to provide necessary feedback to students who are not meeting the 60 minutes per week.<br>*As an Emergent Bilingual team, teachers and administration will look at the usage and progress reports during PLCs and make necessary changes as needed.<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools |  | Formative   |     |     | Summative |
|   |  | Nov   | Jan | Mar | June      |
|   |  |  |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |  |   |     |     |           |

**Measurable Objective 2:** All beginner and intermediate classes will receive support from our Emergent Bilingual instructional specialist.

**Evaluation Data Sources:** Title III

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 1:</b> Our EB instructional specialist will provide in-class and PLC support to teachers by providing effective Emergent Bilingual strategies, assisting with data tracking and data compilation, and facilitating data-driven lesson planning.<br><b>Strategy's Expected Result/Impact:</b> With the increased instructional support, teachers will be able to provide personalized and differentiated support to EB's at all levels, resulting in advancement of TELPAS levels.<br><b>Staff Responsible for Monitoring:</b> Maria Gonzales Rojas, Dean of Instruction; Michelle Wagner, Assistant Principal; Linda Cardenas, ESL Instructional Specialist, and teachers Yurixi Rojas, Samantha Maldonado, Elizabeth Van Auken, Amy Hulshizer, and Kristianna Drum Bento.<br><b>Action Steps:</b> The EB instructional specialist will attend EB PLC's to provide planning support and EB classrooms to provide observational feedback and suggestions on use of strategies.<br>Teachers and administrators will track EB formative assessments to determine progress measures and areas of deficiency.<br>EB instructional teams will incorporate data analysis and observational feedback into curriculum.<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   |  |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |   |     |     |           |

**Measurable Objective 3:** Newcomer students will attend Reading Lab interventions and receive support from a newcomer mentor and language acquisition coach.

**Evaluation Data Sources:** Personnel

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Newcomer students will receive individual and small-group language acquisition and instructional support through our reading lab coach, language acquisition coach, and newcomer mentor.<br><b>Strategy's Expected Result/Impact:</b> Personalized language and instructional support in small groups will help to | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |

improve English lexile levels and objective mastery in beginner and intermediate EB students, resulting in advancement of TELPAS scores.

**Staff Responsible for Monitoring:** Maria Gonzales Rojas, Dean of Instruction; Michelle Wagner, Assistant Principal; Margaret Morris, Reading Lab Teacher; Linda Cardenas, EB Instructional Specialist

**Action Steps:** Beginner and intermediate students will be pulled from elective classes to receive reading lab instruction.

Newcomers will receive services from the newcomer mentor.

Beginner and intermediate students will receive in-class language support from the language acquisition coach.

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools



No Progress



Accomplished



Continue/Modify



Discontinue



## Board Goal 5: N/A - Additional Campus Goals


**Goal 6: PARENT and COMMUNITY ENGAGEMENT:** Parent engagement is directly correlated to student engagement. By the end of the 22-23 SY, there will be a 5% point increase in the number of community partnerships and/or parents attending campus sponsored events and an increase in the amount of family and community involvement to support the initiatives of our campus.


### Strategic Priorities:





Expanding Educational Opportunities

**Measurable Objective 1:** Through a partnership with the Houston Food Bank, we will host a brick and mortar food pantry on campus to support students, families, and the community with food insecurities.

**Evaluation Data Sources:** Food Bank Rosters

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
|  | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> By utilizing a partnership with the Houston Food Bank and HISD Food Services, Sam Houston MSTC will be a hub for food distribution. This will increase food security for students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase food security for families in our community thus allowing students and families to be able to better focus on education.</p> <p><b>Staff Responsible for Monitoring:</b> Dr. Diego Linares, Principal; Griselda Gonzalez, Associate Principal; Angela Crowley, Title I Coordinator; Hermelinda Cazares, Parent Engagement Rep.; PTO President and volunteers</p> <p><b>Action Steps:</b> *Promote open food pantry to Houston MSTC students, families, and community via campus communication outlets.<br/>*Feeder pattern schools share Houston MSTC distribution site details with their communities.<br/>*Responsible staff members set-up phone banks to answer community members questions about food distribution.</p> <p><b>Title I:</b><br/>4.1, 4.2<br/>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> |  |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 2:</b> By utilizing the results of the student Choices Program survey of risky behavior, our campus counseling team and Wraparound services will work to arrange community partnerships to provide necessary services to our students and families.<br><br><b>Strategy's Expected Result/Impact:</b> Provide resources and services to our students, families, and communities so that there will be an increased focus on education.<br><b>Staff Responsible for Monitoring:</b> Dr. Diego Linares, Principal; Ashley Charles, Student Support Specialist; Campus Counseling Team; Wraparound Specialists<br><b>Action Steps:</b> *Utilize Burbank Memorial Hermann Clinic to provide Health Services.<br>*Effectively connect students to needed services by engaging families during virtual Coffee with the Principal meetings and staff during professional development to better understand student needs.<br>*SEL in practice: Resolving conflicts through Restorative Practices by implementing Restorative Circles.<br><br><b>Title I:</b><br>4.1, 4.2<br>- <b>TEA Priorities:</b><br>Improve low-performing schools | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   |  |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Measurable Objective 2:** With help from our Parent Engagement Representative, we will host events to increase parent and community engagement such as Back to School Bash, Open House, College and Career Readiness Parent Nights, Holiday Posada, and Coffee with the Principal meetings.

**Evaluation Data Sources:** Sign in sheets from meetings and events

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Use events, social media, and other tools to engage parents so that they will gain access to teachers, staff, and special programs available to them and their students.<br><br><b>Strategy's Expected Result/Impact:</b> Increased access to school faculty/staff, resources, and information about news | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |

and events.

**Staff Responsible for Monitoring:** Dr. Diego Linares, Principal; Griselda Gonzalez, Associate Principal; Angela Crowley, Title I Coordinator; Hermelinda Cazares, Parent Engagement Rep.; PTO President and volunteers

**Action Steps:** \*Increase Social media presence.

\*Connect parents with various district and other resources.

\*Monitor social media and send relevant information to parents.

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Improve low-performing schools



No Progress



Accomplished



Continue/Modify



Discontinue

## 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.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
|   | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Registrar and registrar clerk will work in collaboration with school nurse and clinic clerk to facilitate students' immunization compliance per Texas statutes (<a href="https://www.dshs.texas.gov/immunize/school/school-requirements.aspx">https://www.dshs.texas.gov/immunize/school/school-requirements.aspx</a>).</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention to reduce immunization delinquencies.</p> <p><b>Staff Responsible for Monitoring:</b> Marcia Norris, Registrar, Maria Berrios, Registrar clerk and registration/enrollment related back staff, Nurse Babb, Ms. Yanez, nurse clerk</p> <p><b>Action Steps:</b> 1. Registrar/Registrar clerk will provide copies to school nurse/clinic clerk of all immunization records presented by parent for enrollment.<br/>2. For students enrolling from outside Houston ISD, Registrar/Registrar clerk will automatically include immunization record request from prior school district as part of records request and provide copy of immunization record to school nurse/clinic clerk after received.<br/>3. Registrar/Registrar clerk will identify for school nurse/clinic clerk daily new enrollments.<br/>4. During new enrollment, as time permits, school nurse and/or clinic clerk is available to review students' current immunization status.</p> |  |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> School nurse and clinic clerk will work in collaboration with parent/guardian to facilitate students' immunization compliance.</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing intervention to reduce immunization delinquencies of currently enrolled students.</p> <p><b>Staff Responsible for Monitoring:</b> Joy Babb, RN, School Nurse; Yvonne Rodriguez Yanez, Clinic Clerk</p> <p><b>Action Steps:</b> 1. The Department of State Health Services (DSHS) chart, 2022-2023 Texas Minimum State Vaccine Requirements for Students Grades K-12 will be utilized by school nurse and clinic clerk in determining immunization requirements for enrolled students.</p> <p>2. Clinic clerk will utilize Health Office Anywhere Immunization Delinquency report to determine students with delinquencies.</p> <p>3. Clinic clerk will utilize the Texas Department of State Health ImmTrac2 (<a href="https://immtrac.dshs.texas.gov/TXPRD/portallInfoManager.do">https://immtrac.dshs.texas.gov/TXPRD/portallInfoManager.do</a>) to search for delinquent students' immunization records for possible updated information and input into Health Office Anywhere.</p> <p>4. Clinic clerk will notify parents via telephone and USPS mail of students' non-compliance with the State of Texas immunization requirements and document communication dates and times per student.</p> <p>5. During acute visits to clinic, parents/guardians and students will be educated regarding the availability of free health care including vaccines and transportation from school to free clinic, Memorial Hermann School Based Clinic at Burbank Middle School, and back.</p> <p>6. School nurse and clinic clerk will enter into the school district's electronic health record the vaccine dates from hard copy vaccine records received and those found in ImmTrac.</p> <p>7. Two contacts, phone call/letter, will be made to parent to request parent provide current immunization record or to take their child to get missing vaccine(s). Parent and student will be educated regarding free immunization resource through Memorial Hermann school based clinic if they cannot afford the nominal vaccination fee allowed by State of Texas.</p> | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  |  |     |     |           |








| Strategy 3 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 3:</b> Administrative staff intervention to exclude students who continue to be non-compliant with immunization requirements in accordance with State of Texas statute, <a href="http://www.theotx.org/wp-content/uploads/2018/05/Texas-Immunization-Requirements.pdf">http://www.theotx.org/wp-content/uploads/2018/05/Texas-Immunization-Requirements.pdf</a> (e.g.; ... "the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.").</p> <p><b>Strategy's Expected Result/Impact:</b> Final intervention to minimize risk of transmission of preventable communicable diseases to student population.</p> <p><b>Staff Responsible for Monitoring:</b> Griselda Gonzalez, Associate Principal; Ada Rivera, Dean of Students; Glenn Ryan, Dean of Students; Jesus Solis, Dean of Students; Jaime Moretti, Dean of Students; Bryan White, Dean of Students; Michelle Wagner, Dean of Instruction; Danielle Williams, Dean of Students, Michael Hines, Dean of Students; and any new grade level administrator</p> <p><b>Action Steps:</b> 1. School nurse/clinic clerk will provide to grade level administrators the names of students who are still not compliant with State of Texas mandated vaccines after two attempts of contact with parent/guardian.<br/> 2. Grade level administrator will meet with student and contact parent to collaborate plan for student's compliance with State of Texas statute regarding immunizations within 2 days.<br/> 3. Grade level administrator will communicate with school nurse/clinic clerk, when met with student and deadline given for compliance.<br/> 4. School nurse/clinic will follow up with grade level administrators for students who continue to be non-compliant with immunizations a week after grade level administrator is notified.<br/> 5. Grade level administrators will exclude students from school to give parents time to get their child vaccinated and to provide copy of current immunizations to school nurse or clinic clerk in accordance with State of Texas statute regarding immunization compliance in school (<a href="https://www.dshs.texas.gov/immunize/docs/school/E11-13255.doc">https://www.dshs.texas.gov/immunize/docs/school/E11-13255.doc</a>).</p> | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   | <br>0% |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |   |     |     |           |

**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 2022.

**Evaluation Data Sources:** None. There are no grade level mandated screenings in high schools.








**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 2022.

**Evaluation Data Sources:** None. There are no grade level mandated screenings in high schools.

| Strategy 1 Details  | Reviews   |   |   |           |
|---|---|---|---|-----------|
| <b>Strategy 1:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, & 7)<br><b>Strategy's Expected Result/Impact:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, & 7)<br><b>Staff Responsible for Monitoring:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, & 7)<br><b>Action Steps:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, & 7) | Formative   |   |   | Summative |
|   | Nov   | Jan   | Mar   | June      |
|   |  |  |  |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue            |   |   |   |           |

**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 2022.

**Evaluation Data Sources:** None. There are no grade level mandated screenings in high schools.






| Strategy 1 Details  | Reviews   |   |   |           |
|---|---|---|---|-----------|
| <b>Strategy 1:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, & 7)<br><b>Strategy's Expected Result/Impact:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, & 7)<br><b>Staff Responsible for Monitoring:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, & 7)<br><b>Action Steps:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, & 7) | Formative   |   |   | Summative |
|   | Nov   | Jan   | Mar   | June      |
|   |  |  |  |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue            |   |   |   |           |

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

**Evaluation Data Sources:** None. There are no grade level mandated screenings in high schools.

**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, unlicensed diabetic care assistant, or other school principal designee for the school year 2022-2023.

**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team  
Documentation in Health Office Anywhere, Medication Administration form and Diabetic Treatment form.






| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> School nurse, UDCA, clinic clerk and any staff member who administers medication will document medication given that was prescribed by a doctor to be administered during school hours.<br><b>Strategy's Expected Result/Impact:</b> Students will receive medication as prescribed.<br><b>Staff Responsible for Monitoring:</b> Joy Babb<br><b>Action Steps:</b> School principal to identify back up people<br>Online UDCA course is available to staff who are or want to be back up to school nurse.<br>School nurse is available to train staff (i.e.; teachers, administrators, clerks, teacher aides, etc.) regarding scheduled, as needed and emergency medications and diabetic plans. | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  |  |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |   |     |     |           |

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

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED: Joy Babb, RN, and back up Yvonne Yanez, clinic clerk

Number of AEDs on campus: 15

Copies of each completed to date Automatic External Defibrillator (AED) Monthly Checklist are given to Health and Medical Services during end of year checkout.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> AED monthly maintenance checks.<br><b>Strategy's Expected Result/Impact:</b> AEDs will be functions in an emergency<br><b>Staff Responsible for Monitoring:</b> Joy Babb (during contract period)<br><b>Action Steps:</b> AEDs will be checked for expired pads and batteries.  | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  |  |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue |   |     |     |           |



## Board Goal 5: N/A - Additional Campus Goals

### Goal 8: OTHER UNMET (SCIENCE)

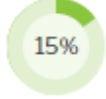




Academic achievement has a direct correlation on student performance on STAAR EOCs. By the December retest & May EOC administrations, there will be a 8% point increase in STAAR Biology passing scores as evidenced by results. These increases include the percentage of students performing at the 8% approaches, 5% meets, and 4% masters on the Biology STAAR as well as the number of students meeting standard.

#### Strategic Priorities:

Expanding Educational Opportunities

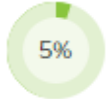




**Measurable Objective 1:** Student overall passing for Biology STAAR will increase from 64% to 72% or higher in the 2022-2023 school year.

**Evaluation Data Sources:** Common Formative Assessment data, Summative Assessment data, Reteaching plans for lower performing TEKS/Objectives with Do-Nows & Exit tickets aligned to identified objectives, Reworked pacing calendars.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
|   | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Teachers will engage in weekly data driven PLCs . On these days, Biology teachers will all spend 40 mins working on one or more of the following: Data analysis, Reteaching plans, Intervention planning, At Bats, Lesson planning and Resources creation. They will also realign upcoming instructional calendars by looking at Lead4ward TEKS frequency distribution and campus formative assessment data. Finally, they will implement backwards planning by creating next cycles' common formative assessments before the lessons are planned.</p> <p><b>Strategy's Expected Result/Impact:</b> Biology teachers will identify trends using evaluation data sources, create effective intervention plans to address learning gaps and extension activities to challenge high achieving students.</p> <p><b>Staff Responsible for Monitoring:</b> Diego Linares, Principal; Maria Rojas Gonzales, Dean of Instruction; Glenn Ryan, Assistant Principal; Chinelo Ugwa, Instructional Specialist</p> <p><b>Action Steps:</b> - Teachers will realign upcoming instruction to include reteach days by analyzing data from formative assessments.</p> <ul style="list-style-type: none"><li>- Plan meaningful intervention and reteach opportunities for students who scored below the set goal on formative assessments.</li><li>- Plan the next cycle's campus-based common assessment, making sure to include TEKS that weren't mastered on the previous assessment.</li><li>- Plan multiple checks for understanding to monitor student comprehension of lesson objectives.</li><li>- At Bats upcoming lessons to identify parts of the lesson to improve before it is delivered.</li></ul> <p><b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - \$15,000</p> |  |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>  |   |     |     |           |






**Measurable Objective 2:** Achievement gap between SPED students and their peers will be narrowed from 35% to 28% or lower.

**Evaluation Data Sources:** Common Formative Assessment data, Summative assessment data, District assessment data, End of semester data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> SPED students will be targeted for intervention through small group instruction using formative assessment data. Interventions will focus on high impact skills and concepts as shown in the Lead4ward frequency distribution.</p> <p><b>Strategy's Expected Result/Impact:</b> Achievement gaps between SPED students and their peers will be narrowed through small group SPED students interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Maria Rojas Gonzales, Dean of Instruction; Glenn Ryan, Assistant Principal; Chinelo Ugwa, Instructional Specialist; Holli Gwaltney, Biology Teacher - Sped; Jonathan Dightman, Biology Co-teacher</p> <p><b>Action Steps:</b> - Provide in class Biology small group instruction to targeted SPED students, to start after the first CFA. Small group interventions will be held by Biology Teacher, Ms. Gwaltney and Biology co-teacher, Mr. Dightman.</p> <p>- Ms. Gwaltney and Mr. Dightman will analyze student data from formative assessments to determine objectives and skills needed students performed poorly on.</p> <p>- Ms. Gwaltney will reassess students at the end of each topic to check for growth and mastery.</p> <p>- Instructional Specialist, Chinelo Ugwa, will check in every week to assist in identifying priority TEKS and analyzing the data from assessments.</p> <p><b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |   |     |     |           |

**Measurable Objective 3:** Biology STAAR retesters will be targeted for enrollment in the Biology STAAR Review intervention to decrease the number of Biology STAAR retesters by 5% in the 2022-2023 school year.

**Evaluation Data Sources:** STAAR Review Formative Assessments, BOY data, EOY data, Mock STAAR data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Students will be targeted for the Biology STAAR review intervention to receive biology instruction in preparation for Biology STAAR EOC. Instruction will focus on two key components: 1. Most commonly tested TEKS clusters based on Lead4ward Frequency distribution chart; 2. Individualized instruction for students using their Biology EOC Report card pulled from A4E. The Science instructional specialist will provide essential resources to the Biology STAAR review interventionist, Ms. Perez and will also guide her in planning high impact instruction for the Biology STAAR review classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Biology STAAR retesters will receive targeted biology instruction . They will demonstrate progress in formative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Maria Rojas Gonzales, Dean of Instruction; Glenn Ryan, Assistant Principal; Chinelo Ugwa, Instructional Specialist; Marisol Perez, Science Interventionist</p> <p><b>Action Steps:</b> - Provide Biology interventions to targeted Biology STAAR retesters starting October 17, 2022. Interventions will be held by Marisol Perez.</p> <ul style="list-style-type: none"> <li>- Interventionist will analyze previous STAAR data to determine objectives and skills needed for specific students enrolled in the program by October 10, 2022.</li> <li>- Ms. Perez will analyze each student's STAAR report to focus her lessons around students' needs.</li> <li>- There will be biweekly assessments to determine student mastery and instructional plan designed based on data analysis.</li> <li>- Instructional Specialist, Chinelo Ugwa, will check in weekly to assist in data analysis.</li> </ul> <p><b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |   |     |     |           |

## Board Goal 5: N/A - Additional Campus Goals






**Goal 9:** US History STAAR EOC: Academic achievement has a direct correlation on student performance on STAAR EOCs. By the December retest & May EOC administrations, there will be an 8% point increase in STAAR US History passing scores as evidenced by results of 85% of testers passing. These increases include the percentage of students performing at the 8% approaches, 5% meets, and 4% masters on the US History STAAR as well as the number of students meeting standard.

### Strategic Priorities:

Expanding Educational Opportunities

**Measurable Objective 1:** US History STAAR re-testers will be targeted for participation in tutorial intervention to decrease the number of US History STAAR re-testers by 5% in the 2022-2023 school year.

**Evaluation Data Sources:** STAAR Review Formative Assessments, BOY data, EOY data, Mock STAAR data

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
|   | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Students will be targeted for the US History STAAR review intervention to receive US History instruction in preparation for the US History STAAR EOC. Instruction will focus on two key components: 1. Most commonly tested TEKS clusters based on Lead4ward Frequency distribution chart; 2. Individualized instruction for students using their US History EOC Report card pulled from A4E. The History department administrators will provide essential resources to the US History STAAR tutorial teacher to guide planning towards high impact instruction for the US History STAAR tutorial.</p> <p><b>Strategy's Expected Result/Impact:</b> US History STAAR re-testers will receive targeted US History instruction . They will demonstrate progress in formative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> History department administrators, IS's, Maria Rojas Gonzales, Dean of Instruction</p> <p><b>Action Steps:</b> - Provide US History interventions teachers to targeted US History STAAR re-testers starting October 17, 2022. .</p> <ul style="list-style-type: none"><li>- Teachers will analyze previous STAAR data to determine objectives and skills needed for specific students enrolled in the program by October 10, 2022.</li><li>- Teachers will analyze each student's STAAR report to focus her lessons around students' needs.</li><li>- There will be biweekly assessments to determine student mastery and instructional plan designed based on data analysis.</li><li>- Department administrators, will check in weekly to assist in data analysis.</li></ul> |  |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>  |   |     |     |           |