

**Houston Independent School District**  
**002 Bellaire High School**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bellaire HS is a four-year Title 1 comprehensive public high school serving the needs of an urban, multi-ethnic, multicultural student body through diverse programs and activities. The current enrollment at BHS is just over 3100 students. The percentages listed below summarize the demographics of our school population.

Total	African American	Asian	Hispanic	Multi-Race	White
3153	19%	14%	43%	3%	21%

Econ. Disadvantaged	ELL	Mobility Rate	SPED
48.5%	14.5%	7.0%	7.7%

Bellaire HS is a World Language magnet offering students the choice of nine different languages to study. Advanced classes are offered through College Board's AP program and the International Baccalaureate diploma program. Bellaire offers fourteen UIL athletic programs and eight award-winning visual and performing arts programs. At Bellaire, there are over 115 clubs and organizations that students can pick from to further explore and expand on their personal interests and talents.

### Demographics Strengths

A factor that contributes to Bellaire's success is the diversity that exists within the student body and faculty/staff, both ethnically and socioeconomically. When 180 student leaders were polled about something they loved about Bellaire, 86% of students responded "it's diversity". The culture of the school both embraces and celebrates differences. Bellaire HS has over 115 clubs and many of these clubs represent ethnic groups from around the world. These clubs share attributes that distinguish them from other groups such as traditions, ancestry, language, history, society, culture, and religion.

### **Problems of Practice Identifying Demographics Needs**

**Problem of Practice 1:** Last year we had 906 students take 2414 AP Exams. Our African-American students took 161 AP exams, which makes up 6.7% of the overall total. Additionally, last year they had an average exam score of 2.32 while this year their average score was 2.98. While both of these increases are significant, there is still work to be done.

**Root Cause:** African-American students are not self-selecting AP courses.

# Student Learning

## Student Learning Summary

Summative data is most powerful when it tells a story. The journey for Bellaire High School (BHS) has been similar to many other schools over the last few years due to the pandemic. The data story for 2019-20 is incomplete since there was no STAAR EOC administration in spring 2020 and thus no accountability rating. And thus it is important to reference the 2018-19 accountability set. In that year Bellaire scored an overall score of 89 from the state of Texas and earned all seven possible distinctions. While we did receive an accountability rating for the 2020-21 school year, we understand that our data set only included the performance of students who chose to come to campus to participate in the STAAR EOC test administration. Overall we had comparable performance outside of Algebra 1.

For the 2021-22 school year, our Accountability Rating scored an 84 with four Distinctions earned. This was the 2nd highest score & 2nd most distinctions earned among all HISD comprehensive high schools. Finally, we ranked 1st or 2nd among all comprehensive high schools when comparing the percentage of students scoring at the Meets Expectations level across all five tested areas as well as 1st or 2nd when comparing the percentage of students scoring at the Masters Level across all five tested areas.

Formative data is collected by each PLC by administering common assessments on Ontrack each grading cycle. Assessments are developed through the use of the Lead4ward IQ resource, and the data collected is used to drive instruction moving forward. Renaissance 360 screening is analyzed throughout the year and used to document student growth and to identify students in need of Tier 2 and Tier 3 instruction in math and reading.

## Student Learning Strengths

Bellaire's Advanced Placement (AP) program continues to show success in students' performance surpassing their peers both at the state and national levels. Last year 906 Bellaire students took at least 1 AP exam. 773 students scored a 3 or higher on an exam. A total of 2414 AP exams were taken by students during the 2021-2022 school year. Finally, the equity and excellence indicator for Bellaire was measured at 52.4%. Specifically, that means that just under half of the Class of 2021 graduated having scored a three or higher on at least one AP exam during their time on campus. This is the highest rating we have scored in our school history and it is a product of a deliberate effort to expand college-level learning experiences across our entire student population.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Student TELPAS writing samples indicate a need to focus on incorporating writing opportunities across content areas. **Root Cause:** Opportunities are not being extended to the degree that is necessary for students to engage in the writing process in academic-level courses in content areas outside of English Language Arts.

**Problem of Practice 2:** Engaging students in collaborative activities that promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction while supporting students' social and emotional health. Revisiting and utilizing Kagan and Lead4ward Strategies to move classroom instruction away from lecture formats. **Root Cause:** Due to the pandemic and reentry into the school system students have had fewer opportunities to write authentically in courses.

**Problem of Practice 3:** The Algebra scores for Bellaire first-time testers improved from 2021 yet have not returned to pre-pandemic levels. **Root Cause:** The return from remote instruction combined with abstract thought was more challenging than anticipated. Critical TEKS were not mastered.

# Perceptions

## Perceptions Summary

Bellaire High School understands that an engaged school community is an empowered school community. And to that end, we spend a substantial amount of time dedicated to communicating outward while also receiving communication inward. We are committed to providing a strong academic program with clear channels of communication that allow our students to develop their individual interests.

Bellaire students describe their high school days as the "All-American" high school experience. Specifically, they recognize our diversity as the most critical descriptor, and, for many, it is a key reason they chose to attend Bellaire. Each year we require graduating seniors to complete a lengthy student survey that inquires about their overall experience. Bellaire scores well when it comes to students feeling like they were treated fairly and that they had opportunities to further their own development through a large set of programs (athletic, fine arts clubs, etc.). More than 90% of the seniors each year reference more than one specific adult that was an advocate for them, and that they know they could rely upon when they found themselves in a tough situation.

Bellaire faculty and staff enjoy being a part of the family. As a result of consistent and steady leadership (the school has only had eight principals in the 68 years that it's been open), a trusting and professional work environment, and the autonomy to continue their own professional learning, the school has a low turnover rate. Each year we issue 30plus year service pins and, for many of them, all of those years were spent on campus. Additionally, we have more than 30 Bellaire alums that have come back to work on staff and I think that speaks well to the initial experience they had as students. We manage a large new teacher cohort each year that includes everyone new to campus, regardless of their teaching experience. This cohort meets monthly through the fall semester. In the spring, the first-year teachers are required to still meet as the others have the option of attending the meetings. Each year the cohort shares how supportive this program is as they acclimate to Bellaire.

Our Bellaire parents and larger community take great pride in the school. As a whole, the group is supportive of Bellaire and public schools, yet they are quick to participate when they feel it is warranted. There is a high level of expectations from the community that spans from academics in the classroom to how accurately we communicate both our achievements and challenges. They are a community that must be trusted to be able to handle all types of information.

## Perceptions Strengths

In addition to what was shared above, we work hard to ensure that each student feels welcome on campus. We have a dedicated counselor for our ESL students and that has led to a more personalized approach while seemingly "shrinking" our large school to a smaller community.

We have developed a robust student transition program based on research. The three elements of a successful student transition program are that students or families feel safe, feel informed, and feel connected. To that end, we have built our freshman transition program with those three tenets in mind. Focused on increasing the number of touchpoints between families and the school, we begin in February of their 8th-grade year as we host Cardinal Kickoff for all incoming students. This is an evening event that shares information specific to Bellaire while also allowing prospective students to experience the spirit of our student life. We then continue with specific communications sent through our Remind Groups that deliver timely information. Cardinal Camp is our orientation event that more than 93% of our incoming freshmen attend each year. There is then a freshman-only dance followed by small focus group luncheons with freshmen to see how their first 3-5 weeks are going. We have seen strong results from our program and it has led to freshmen applying to serve as Cardinal Crew Leaders once they become 11th graders.

This is our seventh year working with the #BHSLearn initiative. This was a concerted effort in August 2016 to have the adults on campus reengage as learners themselves. Understanding that we cannot expect teachers to offer choice to their students if they are not allowed to govern their own learning, we have integrated both innovation and self-selection within our professional learning models. Daniel Pink's research points out that intrinsic motivation can only be fruitful if the adults have autonomy in what they learn, the opportunity to demonstrate mastery, and an understanding of the larger purpose.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Rebuilding a fractured school community. **Root Cause:** Bellaire suffered te death of a student from a school shooting on campus on January 14, 2020. Additionally, the campus is emerging from a massive school rebuild and the temporary reassignment of its campus Principal. Each of these has been disruptive in its own respective forms.

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

## Student 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Communications data
- Study of best practices
- Other additional data

# Board Goals

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

**Goal 1:** The Goal for Bellaire High School is that by the end of the 2022-23 school year, the percentage of African-American English I or II students, Hispanic English I or II students, or Economically Disadvantaged English I or II students, taking the EOC for the 1st time, will rise by 5% when looking at Level II Meets/Satisfactory results. The percentage of all English I or II students taking the EOC for the first time achieving Level III Masters will maintain or improve upon current respective levels of 23% and 18%.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** Using REN BOY data to identify the types of interventions that would be most impactful for Tier II & Tier III students, which will include adding Freckle and Summit K-12 to the set of tools for our teachers to use as an intervention.

**Evaluation Data Sources:** REN Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focus on CFUs using Lead4Ward and Seidlitz strategies  <b>Strategy's Expected Result/Impact:</b> Mastery of targeted TEKS.  <b>Staff Responsible for Monitoring:</b> Teacher                      Department administrator                      Dean of Instruction  <b>Action Steps:</b> Develop common standards-based assessments to be used by PLC reteaching and differentiated instruction per review of data.</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Measurable Objective 2:** Increase literacy levels by training and supporting our teachers as they increase the number of instances per week where their students read, write, speak and listen within the class period.

**Evaluation Data Sources:** Classroom Observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Talk Read Talk Write</p> <p><b>Strategy's Expected Result/Impact:</b> Increased fluency in reading, writing, speaking &amp; listening.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Department Administrator Dean of Instruction</p> <p><b>Action Steps:</b> Focused staff professional development Self-paced module developed within Canvas Strategy targeted in classroom instruction</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

**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:** By the end of the 2022-23 school year, the percentage of African-American Algebra I students, and Economically Disadvantaged Algebra I students, taking the EOC for the 1st time, will increase by ten percent when looking at Level II Meets/Satisfactory results. The percentage of all Algebra I students taking the EOC for the 1st time achieving Level III Masters will remain at or exceed the spring 2022 level of 21%.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** Further professional learning for our teachers on how to use Delta Math and Freckle for our Tier II and Tier III students as identified by the REN 360 BOY and teacher recommendation.

**Evaluation Data Sources:** Login usage and individual student tracking of progress.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Small group instruction for TEKS not mastered.</p> <p><b>Strategy's Expected Result/Impact:</b> Mastery of critical TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher PLC Leader Department Administrator Dean of Instruction</p> <p><b>Action Steps:</b> Assessment created using Lead4Ward IQ questions Assessment administered Data analyzed Small group targeted instruction</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 2:** Use of Lead4Ward IQ questions for Algebra I to assess student mastery of TEKS.

**Evaluation Data Sources:** Ontrack

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

**Goal 1:** The percentage of graduates that meet the criteria for CCMR will increase from a score of 63 to 67.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** By the end of the 2022-23 school year, we will increase the number of students that show college readiness on the TSI by 5%.

**Evaluation Data Sources:** TSI Data

Student goals and monitoring progress within Khan Academy

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Set course mastery goals for students in both English and Math within Khan Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Course mastery goals allow students to have a clear, long-term focus on what they want to achieve throughout the school year. Targeting specific learning needs will help bridge gaps and raise overall literacy and numeracy impacting TSI scores.</p> <p><b>Staff Responsible for Monitoring:</b> English and Math teachers Dean of Instruction</p> <p><b>Action Steps:</b> Train teachers on goal setting within the Khan Academy platform Provide all students with access to Khan Academy</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<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:** To support CCMR, 100% of students in grades 10-12 will have training on the use of Naviance.

**Evaluation Data Sources:** Naviance

College Center Records and Calendar

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule grade-level learning sessions to introduce and teach students how to navigate the Naviance platform.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased access to career interests Increased knowledge of college admission requirements Increased understanding of individual student's performance &amp; the resulting effect on post-secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> College Access Coordinator District-assigned College Success Advisors</p> <p><b>Action Steps:</b> Schedule grade-level training sessions Develop asynchronous learning materials that students can use to learn more about Naviance.</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 3:** By the end of the 2022-23 school year, 75% of all students enrolled in the CTE Business Management strand in the 2nd year will earn at least one Industry Certification.

**Evaluation Data Sources:** Certifications earned

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Introduce certification requirements early in the year and the campus expectations for student completion.</p> <p><b>Strategy's Expected Result/Impact:</b> Applications for certifications will be archived.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Business Teachers Department Administrator Dean of Instruction</p> <p><b>Action Steps:</b> Introduce the list of available certifications Access and utilize curriculum Develop additional resources for students to access so that they may attain mastery.</p> <p><b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

**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:** By the end of the 2022-23 school year, the percentage of all students receiving special education services that meet the approaches level of achievement in either English I or English II EOC exam will increase by three percentage points.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** Utilize the Co-Teach model to increase the English STAAR EOC performance of Special Education students by 3 percentage points when measured at the Approaches Level.

**Evaluation Data Sources:** OnTrack formative assessment data.

**Measurable Objective 2:** Increase the performance of African-American students that receive special education services by 5% when measured at the Approaches Level of achievement on the Algebra 1 STAAR EOC.

**Evaluation Data Sources:** REN 360 MOY and EOY

Delta Math

Freckle

OnTrack Formative Assessment Cycle Checks

STAAR EOC Algebra 1 results.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Align daily curriculum with Delta Math</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of critical Algebra 1 TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Department Administrator Dean of Instruction</p> <p><b>Action Steps:</b> Assign all students Delta Math accounts Align Critical TEKS Utilize Delta Math as a supplement to the campus curriculum.</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Goal 1:** ATTENDANCE

By the end of the 2022-23 school year, the attendance percentage will rise from 94.1% to 94.3%.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** Connect freshmen with upperclassmen beginning in August and continue regular check-ins through the year.

**Evaluation Data Sources:** Attendance reports

**Measurable Objective 2:** Strengthen communication between the attendance office, student supports, and families.

**Evaluation Data Sources:** Attendance reports

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

**Goal 2:** DISCIPLINE

Decrease the number of Out-of-School Suspensions by 5.25%.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** Teachers are trained in the state-required reporting process to CPS and early intervention strategies will be used by trained campus personnel

**Evaluation Data Sources:** Training history records

**Measurable Objective 2:** Professional learning focused on restorative discipline practices as well as culturally responsive classrooms.

**Evaluation Data Sources:** Learning reflections

**Measurable Objective 3:** Employ the campus wraparound specialists, along with the student support team, to intervene with students before a problem develops. This can include both education and support for the student and the family.

**Evaluation Data Sources:** Number of referrals within the Bellaire Student Support Referral System

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

**Goal 3:** VIOLENCE PREVENTION

By the end of the 2022-23 school year, we will decrease the percentage of serious incidents involving tobacco or drugs from 42% to 35% of the overall total number of serious incidents.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** Measure the effectiveness of teachers using the Bellaire Student Support Form to refer anyone that may be in need of support. This Student Support Form is delivered directly to the counselor & assistant principal for the students, as well as the school social worker.

**Evaluation Data Sources:** Student Support Form submissions

**Measurable Objective 2:** Employ the campus wraparound specialists, along with the student support team, to intervene with students before a problem develops. This can include both education and support for the student and the family.

**Evaluation Data Sources:** Data from Purple

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

**Goal 4:** SPECIAL EDUCATION

By the end of the 2022-23 school year, Bellaire will decrease the number of discipline infractions among African-American students with disabilities by 17%.

**Strategic Priorities:**

Transforming Academic Outreach

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

**Goal 5:** SPECIAL POPULATIONS:

By continuing to use AP potential data from the Fall 2022 PSAT administration, Bellaire will increase the number of African-American, Hispanic, and Economically Disadvantaged students in advanced coursework as measured by the AP class enrollment and AP exam performance.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** Increase the number of students that take the PSAT during the fall administration.

**Evaluation Data Sources:** PSAT registration totals.

**Measurable Objective 2:** Access all AP Potential reports within the College Board account.

**Evaluation Data Sources:** College Board reports and login data

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

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT

Bellaire will continue to exceed the industry standard of 21% click-thru on weekly e-News to parents and the larger community.

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

**Evaluation Data Sources:** Social Media engagements, Remind Group data, and Cardinal eNews subscription information.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Publicize at each parent and community meeting the various ways to stay connected with information from the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of families that are members or subscribers to our communication channels.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Principal</p> <p><b>Action Steps:</b> Take action</p> <p><b>Title I:</b> 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<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:** Increase the number of ELL families that actively participate in school meetings/events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize our ELL counselor and College Access Coordinator to develop information sessions focused on post-High School opportunities (TAFSA/FAFSA completion, English Classes for Parents, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of ELL families that rate their level of satisfaction with Bellaire HS</p> <p><b>Staff Responsible for Monitoring:</b> ELL Counselor LPAC Administrator Dean of Instruction Title I Coordinator</p> <p><b>Action Steps:</b> Take action planning for each meeting and find funding for the classes in the evening.</p> <p><b>Title I:</b> 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

**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, Spinal Screenings, Medication Administration and AED Maintenance Checks.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

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

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

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

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

**Goal 9:** OTHER UNMET (If applicable)

# State Compensatory

## Budget for 002 Bellaire High School

**Total SCE Funds:** \$624,619.13

**Total FTEs Funded by SCE:** 9

### Brief Description of SCE Services and/or Programs

The SCE dollars allow for us to hire additional certified personnel in high leverage positions. This arrangement allows us to differentiate for our most vulnerable students by having smaller class sizes. Finally, all of this only strengthens our overall program of academic reinforcement.

## Personnel for 002 Bellaire High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arrington, Hannah	Tchr, English	1
Brownfield, Mary	Tchr, English	1
Chopra, Reena	Tchr, Physics	1
Clay, Jennifer	Tchr, Math	1
Edwards, Jakarta	Tchr, Math	1
Johnson, Gary	Tchr, Physical Science	1
Kelley, Mark	Tchr, Social Studies	1
McDonald, Ashley	Tchr, English	1
Segir, Abdol	Tchr, Math	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

### 2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Continued use of the student information system to identify and monitor student growth.
- Continued use of district Unit Planning Guides and the staff development which accompanies it.
- Use of exemplar lessons and master courses while meeting by content and grade level to monitor.
- Model choice and personalization among teachers while engaging in lesson development.

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

Please see Title1Crate for the following documentation.

### 2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: vertical and horizontal alignment, Cardinal hour lunch tutorials, Saturday tutorials, Accelerated Instruction program and Grad lab. Documentation is included in the Title 1 Bin.

### 2.5: Increased learning time and well-rounded education

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

- Student choice of classes to take
- Cardinal Hour - which includes time for tutorials, make-up assignments, club meetings, and student choice in terms of advocacy.
- Extensive fine arts and athletic programs.
- Industry certifications for students within our CTE program.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas - providing opportunities for teachers to participate in professional development in their content areas as well as how to help their ELL and SPED populations.
- Proficient Tier 1 explicit instruction taking place in all content areas - courses are taught by highly effective teachers.
- Teachers collaborate in PLCs and dept meetings to ensure lessons are effective and differentiated to match each student learner.
- Small Group Instruction based on student data needs in class as well as one-one-one in tutorials during Cardinal Hour/lunch.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Please see Title1Crate for the following documentation.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Please see Title1Crate for the following documentation.

### **4.2: Offer flexible number of parent involvement meetings**

Please see Title1Crate for the following documentation.

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janet Davis	Counselor		100
Renee Lasprilla	Social Worker		100
Sarah Ray	Counselor		100

# 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.

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## 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.

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

### SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

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**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.**

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## 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"/>

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