

Houston Independent School District
484 Middle College High School at HCC Gulfton
2022-2023 Campus Improvement Plan



Mission Statement

MISSION STATEMENT

The mission of Middle College High School-Gulfton is to educate and mentor students through pathways to graduation by supporting them with integrity in their life, college, and career choices.

Vision

VISION STATEMENT

Our vision is to create a community of future leaders and life-long learners who are well-equipped to succeed in a global society.

Value Statement

Beliefs - We believe the mission can best be achieved by its:

- Commitment to engaging students' learning by positively moving them towards high school graduation, college, and career goals.
- Collaboration among teachers, students and parents who are equal partners when working towards graduation, college, military or workforce certifications.
- Mentoring students with integrity with a focus on developing future leaders.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
Perceptions	6
Priority Problems of Practice	7
Comprehensive Needs Assessment Data Documentation	8
Board Goals	9
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.	10
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.	11
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.	13
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.	15
Board Goal 5: N/A - Additional Campus Goals	17
Targeted Support Measurable Objectives	37
Additional Targeted Support Measurable Objectives	38
State Compensatory	39
Budget for 484 Middle College High School at HCC Gulfton	40
Title I	40
1. Comprehensive Needs Assessment (CNA)	41
1.1: Comprehensive Needs Assessment	41
2. Campus Improvement Plan	41
2.1: Campus Improvement Plan developed with appropriate stakeholders	41
2.2: Regular monitoring and revision	41
2.3: Available to parents and community in an understandable format and language	42
2.4: Opportunities for all children to meet State standards	42
2.5: Increased learning time and well-rounded education	42
2.6: Address needs of all students, particularly at-risk	42
3. Annual Evaluation	43
3.1: Annually evaluate the schoolwide plan	43
4. Parent and Family Engagement (PFE)	43
4.1: Develop and distribute Parent and Family Engagement Policy	43
4.2: Offer flexible number of parent involvement meetings	44
5. Targeted Assistance Schools Only	44
Title I Personnel	44
Addendums	45

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our current enrollment is 111 students in grades 9-12, ages 14-24. We are a school of choice, accepting transfer students from different Houston ISD schools, private and charter schools, and online or home schools. A middle college high school program is designed to re-engage young adults that have encountered some obstacles or setbacks on their path to graduation and no longer connect with the traditional high school model and culture. We serve a diverse group of students who are looking for a smaller, safer, and more supportive learning environment located in Southwest Houston. Our partnership with Houston Community College allows us to provide students with the opportunity to take dual credit courses and workforce training at various HCC locations. Our demographics include 75% Hispanic, 16% African American, 2% white, and 4% other (HISD Connect, August 2022). Our current subgroups include: 28% English Language Learners, 1% Gifted and Talented, 12% receive Special Education, 75% At-risk, and 49% Economically Disadvantaged /Free or Reduced Lunch (HISD Connect, August 2020). 56% of our students are 17-24 years of age. Our students are served by 7 teachers, 1 principal, 1 administrative admin, 1 clerk, 1 registrar, 1 school nurse, 1 Wraparound Specialist. Of our 14 faculty and staff members, 21% are African American, 43% are Hispanic, 14% are Caucasian and 14% are other.

Demographics Strengths

1. Middle College High School-Gulfton has a small faculty and staff which is very diverse. Of our 14 faculty and staff members, 29% are Hispanic, 50% are African American and 21% are White.
2. We are located close to several Houston Community Colleges which makes it easier for students to attend Dual Credit and and Workforce classes.
3. We will provide wraparound services this school year for all students.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Data for the past 3 years shows an increase in the total number of students needing social/emotional supports from 20 to 42. The time our support staff spent dealing with these cases grew from 293 to 680 hours. **Root Cause:** Students are experiencing stress-related issues due to deaths of a students and other emotional incidents.

Problem of Practice 2: All students are not from the Gulfton neighborhood and transportation to and from school may be impacted as it relates to attendance. Attendance decreased from 89.93% to 87.53% from 2019-2020 and from 87.53% to 87.1% from 2020-2021 and 87.1% to 65% from 2021-2022. **Root Cause:** Students come from all over the district which impacts travel time to school. Also, many of our students have to work to support their families and/or have children of their own.

Student Learning

Student Learning Summary

Based on our 2021-2022 School Report Card, Middle College High School-Gulfton earned a C under the Alternative Education Accountability system. The attendance rate was 64%. Several factors impact student achievement at our campus as 75% of students are at risk due to various reasons. Last year our attendance average was 87% and is the primary root cause of poor student performance on assessments. Many students lack study skills and some are unable to retain material taught. The average reading level of students on this campus is fifth grade which impacts learning and achievement in all content areas. At least 96% of our student body is classified as economically disadvantaged. Although our English Language Learner population increased from 27% to 28% this school year, the number of students now classified as ELL grew from 28 to 49 students which is a 57% increase. Parental involvement has been very low in the past which impacts student attendance and academic performance. In some cases, students have jobs, live on their own and do not always make the best decisions about school. Support is in place for students with special needs however, a Special Education teacher is needed on campus daily. At least 75% of our student population is in need of mentors. Over 80% of our student body feels that they will not get bullied online. About 33% of teachers felt they were not receiving adequate feedback on their 80% of teaching. About 80% of staff feel they are not receiving adequate feedback. 70% of parents feel students will receive help from a faculty/staff member if they are bullied. This year we will focus on the planning effective lessons with data driven information which informs teachers and administrators of weaknesses/misconceptions.

Although we met standards in all Domains, our STAAR achievement data indicates that reading comprehension, writing, and mathematics must continue to be the focus of our school improvement plan. We will provide ongoing professional development in order to support English Language Learners and Special Education students. Our teachers need professional development in developing literacy across the content areas and differentiating instruction by leveled text and student product. Though we met standard in Domain 3, our graduation rate needs to improve.

By removing barriers and obstacles which impact attendance, student attendance should increase. Student retention is a priority. We will provide Metro passes and flexible schedules as needed. Increasing access to wrap-around services and the implementation of restorative practices allows us to provide support for students. We have partnered with Communities in Schools to connect students with resources. Additional student support will be provided by the district's Social Emotional Learning department who will also facilitate professional development to staff and provide additional support in the areas of restorative practices and de-escalation strategies.

The Class of 2022 had an 51.2% graduation rate for all students which was 16% short of the targeted goal of 67%. A challenge for our students will be recovery of attendance and credits before June 2023.

Using Spring 2022 data, only 17% of English Learners met their progress measure which was 4 students. There were 16 students who needed to increase their performance levels in order for us to have met the 36% target. In ELA, the target was 44% of all students to meet progress. Only 20% met progress which was 25 students. We were 30 students away from meeting the target. We are currently offering Saturday School tutorials for identified students. Students are also in a Reading intervention class for additional support. In Algebra 1, the target was 46% of all students to meet progress. Only 7% met grade level which was 3 students. We were 18 students away from meeting the target. The targeted interventions are using pull-outs, Imagine Math, Algebra 1 APEX EOC review, and Sirius Algebra I preparation workbooks.

Student Learning Strengths

Based on the 2021-2022 STAAR data, our students' strengths are in U.S. History and Biology. In 2020-2021 we showed strength in US History in the Meets category. Students are in smaller classes most of the time which allows the teachers to work closer with individual students. Teachers are able to collaborate over best practices for instructional delivery methodologies for all students during PLC time on Fridays. We provide academic tutors for small group pull outs for Tier II & III students during the school day. Students also use the adaptive digital learning resources as a supplement to their lessons. We have included life skills for students in advocacy classes this year. Some of the life skills we will present are: financial literacy, etiquette (social skills and attire), how to write resumes, planning for short-term and long-term goals.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: The English Learner student group has a lower passing rate in 2019 than other student groups. **Root Cause:** There is a need for more professional learning for teachers in order to improve instructional support for our EL students.

Problem of Practice 2: Student achievement was impacted due to several factors such as transportation and attendance. **Root Cause:** District transportation was unavailable during last school year so they worked virtually which was difficult for many students. Many of these students became less motivated to learn and stopped attending classes.

Problem of Practice 3: Students lack the prerequisite skills needed to master current grade-level math coursework. **Root Cause:** Many of our students do not have a good foundation in math due to elementary and some middle school teachers not having a background in math. As we know, math is a spiraling subject and if the foundation is not strong then most likely there may be weaknesses.

Perceptions

Perceptions Summary

Middle College High School at Gulfton offers a student-centered learning environment for high school students providing them the opportunity to earn college credit, become job ready and acquire skills necessary to become lifelong learners. MHCS at Gulfton partners with Houston Community College to provide high school students the opportunity to earn college credit and high school credit through the dual credit program. We provide students assistance with college applications, FASFA applications, ApplyTexas applications and many other college/career transitions.

Student attendance and retention is a priority. We will provide Metro passes and flexible schedules as needed. Increasing access to wrap-around services and the implementation of restorative practices allows us to provide support for students and connect them with resources. Additional student support will be provided by the district's Social Emotional Learning department who will also facilitate professional development to staff and provide additional support in the areas of restorative practices and de-escalation strategies.

The 2020 federal graduation rate was 52.5%. This is the 4th year that we have been identified by the state to complete the Targeted Improvement Plan. We are also working with the College and Career Readiness department to increase the graduation rate. Students in grades 9-12 will have access to the Career and College Readiness advisor during the Fall & Spring semester. The Career and College Readiness advisor will use co-pilot to track data points at specific times of the school year after the 1st, 3rd and 5th grading cycles. The advisor will be given a binder with both the junior/senior rosters, transcripts, and class schedules along with a college or career entry survey. Administration will also monitor/track progress and set goals with students who are taking college courses and/or workforce certifications. All students will be required to take the TSIA during the school year. Students in grades 9-11 will use Khan Academy for SAT Practice for 15 hours per semester. In addition to Khan Academy, we will use Apex tutorials and Imagine Learning help build skills to pass TSI.

Perceptions Strengths

Student practice is integrated within daily instruction weekly and tracked. All students will be required to take the TSI during the school year. Students in grades 9-11 will use Khan Academy for SAT Practice for 15 hours per semester. In addition to Khan Academy, we will use Apex tutorials and Imagine Learning help build skills to pass TSIA.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Students do not earn course credit because of receiving (No Grades due to attendance) or earning failing grades due to non attendance. **Root Cause:** Some of our students work late, are the head of households, or have some transportation problems which have an impact on daily attendance.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability 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

Board Goals

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






Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 10 percentage points from 33% in spring 2021 to 55% in spring 2024.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of Tier 2 and Tier 3 students will be enrolled in the assigned Reading Intervention course, Read to Achieve, Summit K-12 Accelerated Literacy and Language Development, and Freckle to improve comprehension and fluency skills.






Evaluation Data Sources: Freckle and Summit K-12 enrollment and results

Strategy 1 Details	Reviews			
Strategy 1: One on one conference with teacher within 3 days of taking the Ren 360 Universal screener or progress monitoring assessment to inform student of level and set new goal. Students create their data folder and goal setting form. Strategy's Expected Result/Impact: Students should be able to track their progress. Staff Responsible for Monitoring: Principal Action Steps: 1. Teacher will conference with students within three days of taking the screener or progress monitoring assessment to inform student of level and set new goal. 2. Faculty will receive PD on Sheltered Instruction throughout the year. 3. Teachers will monitor progress of Tier 2 students bi-weekly and Tier 3 students weekly. 4. Vocabulary will be integrated in the classrooms and schoolwide. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of students will demonstrate a minimum of one level's growth as measured by the End of Year(EOY) assessment.

Evaluation Data Sources: Renaissance 360 reports

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will plan and deliver individualized interventions in small groups to Tier II and III students. Students engage in self-selected silent reading across all content area classes for a minimum of 10 minutes and respond with a Ripple Strategy.</p> <p>Strategy's Expected Result/Impact: Progress will be determined through formative assessments and classroom observations.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Action Steps: 1. The teacher will plan and deliver individualized interventions in small groups 2. Plan lessons with dual coded objectives and differentiation 3. Monitor progress and hold conferences to set new goals weekly for Tier III and biweekly for Tier II students.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</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: MATH The Algebra 1 EOC achievement will increase from 18% to 30% in the meets category, 15% to 20% in the masters category, and increase by 10% by August 2024.

Strategic Priorities:
Expanding Educational Opportunities






Measurable Objective 1: 100% of students enrolled in math courses will complete the Renaissance 360 Universal Screener the first 25 days of school.

Evaluation Data Sources: Renaissance 360 Universal Screener results will show 100% complete.

Strategy 1 Details	Reviews			
Strategy 1: Make sure every student can perform certain tasks. Strategy's Expected Result/Impact: 100% of the identified students will take the Ren 360 Universal screener before September 16, 2022. Staff Responsible for Monitoring: Principal Action Steps: 1. Will administer screening in small groups. 2. Track who has not tested daily and work with other teachers to pull students who have not been tested. 3. Assess any newly enrolled student during the testing window. 4. Students will be given a folder to track progress. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of Tier 2 & 3 students will be enrolled in the intervention program, Freckle, to complete lessons by the end of the school year.

Evaluation Data Sources: Freckle, Progress Monitoring assessment

Strategy 1 Details	Reviews			
Strategy 1: Teacher will plan and deliver individualized interventions in small groups to Tier II and Tier III students. Students will engage in differentiated lesson activities which are appropriate for their learning modalities. Strategy's Expected Result/Impact: Progress will be determined through formative assessments and classroom observations. Staff Responsible for Monitoring: Principal Action Steps: 1. The teacher will plan and deliver individualized interventions in small groups 2. Plan lessons with dual coded objectives and differentiation 3. Monitor progress and hold conferences to set new goals weekly for Tier III and biweekly for Tier II students. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	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: The percentage of graduates that meet the criteria for CCMR will increase from 36% to 48% by August 2024.

Strategic Priorities:
Expanding Educational Opportunities






Measurable Objective 1: The percentage of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 31% to 48% by August 2024. The principal and registrar will review transcripts when making decisions about TSIA testing. They will also meet with students to decide which dual credit courses they need.

Evaluation Data Sources: TSI, Dual Credit course grades

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement best practices for differentiation, vocabulary and reading/writing across content areas. Khan Academy, APEX Learning, and Freckle will also be utilized. Strategy's Expected Result/Impact: All student groups will show some progress as a result of the implementation. Staff Responsible for Monitoring: Principal Action Steps: 1. Teachers will implement best practices for differentiation, vocabulary and reading/writing across content areas to help support students for TSIA testing. 2. The principal and registrar will review transcripts when making decisions about TSIA testing. 3. They will also meet with students to decide which dual credit courses they need. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			






Measurable Objective 2: The percentage of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from 3% to 25% by August 2024. The principal and registrar will review transcripts when making decisions about TSIA testing. They will meet with students to explain college courses including the UT OnRamps Computer Science course offered on campus. We will also offer Microsoft Office Industry-based certification for students.

Evaluation Data Sources: TSIA Testing results, OnRamps course grades

Strategy 1 Details	Reviews			
Strategy 1: Administration will monitor and track progress to set goals with students who are taking college courses and College Prep Math and/or College Prep English. Strategy's Expected Result/Impact: To increase the number of students passing college courses and College Prep Math and College Prep English. Staff Responsible for Monitoring: Principal Action Steps: 1. Administration will monitor and track progress. 2. Set goals with students who are taking college courses and/or workforce certifications. 3. In order for there to be a partnership between HCC and MCHS-Gulfton, administration will meet with online or in-person HCC instructors at least twice during the semester. Title I: 2.4, 2.5, 2.6 - TEA Priorities: 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 CCMR Outcomes Bonus for military ready will increase from 0% to 20% by August 2024.

Evaluation Data Sources: Enlistment

Strategy 1 Details	Reviews			
Strategy 1: Allowing different branches of the U.S. Military to meet with students during lunch. Strategy's Expected Result/Impact: Students may become interested in joining the military for career purposes. Staff Responsible for Monitoring: Principal Action Steps: 1. Different branches of the U.S. Military will be invited to meet with students during lunch. 2. Military personnel also meets one on one with students that are interested during different times of the school year. Title I: 2.4, 2.5, 2.6 - TEA Priorities: 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: By June 2023, at least 60% of the Middle College High School-Gulfton students will graduate with at least one of the college readiness criteria as defined by TEA.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: By the end of the 2022-2023 school year, students enrolled in a dual-credit course, College Prep course, or take the TSIA will be tracked.

Evaluation Data Sources: The TSIA (Texas Success Initiative) college assessment, Dual Credit course grades

Strategy 1 Details	Reviews			
Strategy 1: Administration will monitor and track progress and set goals with students who are taking college courses and/or workforce certifications. Strategy's Expected Result/Impact: The percentage of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 31% to 43% by August 2024. Staff Responsible for Monitoring: Principal Action Steps: 1. Conduct one-on-one conferences with students and monitor progress of course completion. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	 45%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: By September 2022, teachers will implement best practices for differentiation, listening and speaking, vocabulary and reading/writing across content areas through interventions used during class and small group pull-outs.

Evaluation Data Sources: Formative Assessments, Classroom observations and Exit tickets, Student Conferences and the RTI process

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use leveled texts in all content areas. Students will read, write and have discourse daily in each content area. Vocabulary will be integrated in the classrooms and schoolwide.</p> <p>Strategy's Expected Result/Impact: Teachers will implement best practices for differentiation, vocabulary and reading/writing across content areas.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Action Steps: Partner with district departments to deliver professional development.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals


Goal 1: ATTENDANCE Attendance percentages will increase from 64% to 90% by the time the Universal Screener - Beginning of the Year (BOY) assessment to the End of the Year (EOY) assessment is administered


Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: 100% of the enrolled students will be monitored daily through class participation and in-person.

Evaluation Data Sources: Progress Monitoring, Attendance Trackers


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will send list of missing students to Ms. Cardona, attendance clerk, by class periods daily. Ms. Cardona will call parents immediately</p> <p>Strategy's Expected Result/Impact: If we show a sense of urgency contacting parents as soon as the student's absence occurs, we will be hopeful to receive immediate feedback when a student returns to school.</p> <p>Staff Responsible for Monitoring: Ms. Cardona, Attendance Clerk</p> <p>Action Steps: 1. Teachers will use a staff group text to list absent students every class period. 2. The attendance clerk will begin calling students and parents after receiving the first group text from teachers.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 2 Details	Reviews			
Strategy 2: Attendance reports will be run by grade level every Wednesday. A conference will be set up with the Attendance Committee every Friday. Strategy's Expected Result/Impact: Accuracy needed in tracking attendance which supports attendance contracts Staff Responsible for Monitoring: Principal Holly Gibson Action Steps: 1. The 2nd period attendance will be submitted and all absent students' parents will receive a phone call daily. 2. This will be documented by the attendance clerk. 3. If the call is successful and improvement is made, a meeting will not be needed at that time. However, if the call is unsuccessful, a parent conference will be needed. 4. Student will most likely be placed on an attendance contract which will be monitored daily. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2: The attendance committee will meet bi-weekly to review attendance of students who are missing >10% of class.





Evaluation Data Sources: Progress Monitoring, Attendance Trackers

Strategy 1 Details	Reviews			
Strategy 1: Attendance reports will be run by grade level every Wednesday. A conference will be set up with the Attendance Committee every Friday. Strategy's Expected Result/Impact: Attendance and grades improved. Staff Responsible for Monitoring: Ms. Cardona, Attendance clerk; Principal Gibson Action Steps: 1. The 2nd period attendance will be submitted and all absent students' parents will receive a phone call daily. 2. This will be documented by the attendance clerk. 3. If the call is successful and improvement is made, a meeting will not be needed at that time. However, if the call is unsuccessful, a parent conference will be needed. 4. Student will most likely be placed on an attendance contract which will be monitored daily. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use a staff group text to list absent students every class period. 2. The attendance clerk will begin calling students and parents after receiving the first group text. Strategy's Expected Result/Impact: Attendance and grades improved Staff Responsible for Monitoring: Ms. Cardona, Attendance Clerk; Principal Gibson Action Steps: The 2nd period attendance will be submitted and all absent students' parents will receive a phone call daily. 2. This will be documented by the attendance clerk. 3. If the call is successful and improvement is made, a meeting will not be needed at that time. However, if the call is unsuccessful, a parent conference will be needed. 4. Student will most likely be placed on an attendance contract which will be monitored daily.		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3: Increase attendance by reinforcing daily attendance with incentives such as a six-weeks celebration for attendance at 90% or above.

Evaluation Data Sources: Progress reports, report cards

Strategy 1 Details		Reviews			
Strategy 1: Individual student awards every 6 weeks Strategy's Expected Result/Impact: To increase the attendance rate Staff Responsible for Monitoring: Attendance Clerk, Ana Cardona Action Steps: 1. To establish an incentive system for students to receive individual attendance rewards every 6-weeks. 2. Students with 85% or above attendance will be eligible. 3. Students who have perfect attendance will receive an additional reward. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals







Goal 2: DISCIPLINE: To reduce the dis-proportionality of the Out of School Suspension rate by 5% between race and gender and use programs which will educate rather than use punitive measures.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: Teachers will submit less than 5% of discipline referrals by June 2023, since Middle College HS-Gulfton currently has a relatively low number of disciplinary removals overall.

Evaluation Data Sources: District disciplinary data, Teacher referrals

Strategy 1 Details	Reviews			
Strategy 1: Administrators and teachers use a form of restorative discipline by building rapport with students first. Strategy's Expected Result/Impact: Students are more likely to comply when corrected in a way that shows empathy. They must also be taught how to accept consequences for their actions. Staff Responsible for Monitoring: Principal Holly Gibson Action Steps: Book study with teachers on Teach like a Champion 2.0 and Restorative discipline Title I: 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Train Faculty and Staff over Trauma Informed Practices. Strategy's Expected Result/Impact: Staff needs to show empathy toward students and administration needs to practice empathy with staff. Staff Responsible for Monitoring: Principal Gibson Action Steps: 1. The faculty and staff will be trained over Trauma Informed practices. 2. Teachers will follow up with campus administration or Wraparound specialist over any concerns about students showing signs of trauma. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 2: 100% of students will be taught to respond differently when faced with difficult decisions by October 2022.

Evaluation Data Sources: Principal, wraparound , and teacher reports should show a decrease in the number of disciplinary infractions involving students.

Strategy 1 Details	Reviews			
Strategy 1: Faculty and staff will be taught what signs to look for when dealing with students affected by trauma. Strategy's Expected Result/Impact: Faculty and staff will be able to communicate effectively with students and send them to the wraparound specialist or principal if needed for more support. Staff Responsible for Monitoring: Wraparound Specialist; SEL Liaison Action Steps: Train Faculty and Staff over Trauma Informed Practices Title I: 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Faculty will establish a rapport with students from the beginning to the end of the school day. Strategy's Expected Result/Impact: Students and faculty are able to communicate effectively when there may be a potential problem. Staff Responsible for Monitoring: Faculty, Principal Gibson Action Steps: 1. Teachers will meet and greet students at the door or in Microsoft Teams everyday. 2. Teachers will use restorative practices such as reflective circles as a way to use fairness with students. 3. Teachers will make phone calls to parents as needed. 4. Teachers should assign students roles such as, time keeper, recorder, discussion leaders, etc. on a weekly basis to keep students involved in classroom routines. Title I: 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of faculty and staff will be taught what signs to look for when dealing with students affected by trauma by October 2022.

Evaluation Data Sources: Classroom observations, Lunch time observations

Strategy 1 Details	Reviews			
Strategy 1: 100% faculty and staff will be trained over trauma informed practices by November 2021. Staff Responsible for Monitoring: Principal Gibson Action Steps: 1. The faculty and staff will monitor students and report any suspected trauma to administration 2. Teachers will follow up with CIS or campus administration over any concerns about students showing signs of trauma.	Formative			Summative
	Nov	Jan	Mar	June
	 15%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals







Goal 3: VIOLENCE PREVENTION: Increase in time reporting of and responding to incidents by 50% in and out of school by June 2022 that will prevent violence and increase students' feeling of safety.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: 100% of students will be taught how to report bullying, cyberbullying, drug use, suicidal thoughts, or other harmful behavior by October 2022.

Evaluation Data Sources: Decrease the number of referrals and use alternative methods which are not as punitive when assigning consequences.

Strategy 1 Details	Reviews			
Strategy 1: Create an anonymous bullying report link on our website and HUB landing page according to the Sandy Hook training. Strategy's Expected Result/Impact: Administration will be informed immediately so that necessary action will be taken if necessary Staff Responsible for Monitoring: Principal Gibson Action Steps: Sandy Hook Training will be provided virtually or In-person for students, faculty, staff and administration. Title I: 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Principal will review discipline data daily. Strategy's Expected Result/Impact: Principal needs to make sure to follow up with all incidents involving students consistently. Consistency will help keep disciplinary cases to a minimum. Staff Responsible for Monitoring: Principal Gibson Action Steps: Teachers will be trained over restorative practices, positive behavior reinforcements and using simple instructions with all students. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				






Measurable Objective 2: Written referrals will decrease by 3% due to using restorative practices and positive behavior supports by May 2023.

Evaluation Data Sources: Classroom observation of redirected behavior, Disciplinary referrals

Strategy 1 Details	Reviews			
Strategy 1: Principal will review discipline data daily. Strategy's Expected Result/Impact: Teachers have routines i Strategy's Expected Result/Impact: Teachers have routines in place in classroom which lessens the amount of student behavior referrals written Staff Responsible for Monitoring: Principal Gibson Action Steps: Teachers will be trained over restorative practices, positive behavior reinforcements and using simple instructions with all students.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Principal will review discipline data daily.

Evaluation Data Sources: Classroom observation of redirected behavior, Disciplinary referrals

Strategy 1 Details	Reviews			
Strategy 1: Administration will share and model best practices of classroom behavior management and engaging lesson activities with teachers to minimize disruption of instruction Strategy's Expected Result/Impact: Consistency will help keep disciplinary cases to a minimum Staff Responsible for Monitoring: Principal Gibson Action Steps: Teachers will be trained over restorative practices, positive behavior reinforcements and using simple instructions with all students.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






Goal 4: SPECIAL EDUCATION: All students in each subgroup will show at least one year's growth in reading, writing, and mathematics.

Strategic Priorities:

Transforming Academic Outreach






Measurable Objective 1: 100% of teachers will monitor, track progress, and set goals with students daily.

Evaluation Data Sources: EasyIEP compliance dashboard, classroom observations, grades

Strategy 1 Details		Reviews			
Strategy 1: Teachers will receive professional development on conducting one on one conferences, RTI process, OnTrack reports, Universal Screener. Strategy's Expected Result/Impact: 100% of teachers will monitor and track progress and set goals with students daily Staff Responsible for Monitoring: Dr. Easter-SPED Dept. Chair ;H. Gibson, Principal Action Steps: Partner with district departments to ensure teachers will receive professional development on conducting one-on-one conferences and facilitating effective small group instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	






Measurable Objective 2: 100% of Tier 2 and Tier 3 students will receive interventions for at least 90 minutes each week in English and Math.

Evaluation Data Sources: Progress monitoring tracker

Strategy 1 Details	Reviews			
Strategy 1: Targeted small group instruction will be embedded within the instructional block and closely monitored. Strategy's Expected Result/Impact: 100% of Tier 2 and Tier 3 students will receive interventions for at least 60 minutes each week in all content areas Staff Responsible for Monitoring: Principal Gibson Action Steps: Teachers will receive professional development on the RTI process and use of digital progress monitoring tools.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of teachers will monitor/track progress and set goals with students daily.

Evaluation Data Sources: 100% of teachers will monitor and track progress and set goals with students daily.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will review student data and student progress during bi-weekly PLC meetings. Strategy's Expected Result/Impact: 100% of teachers will monitor and track progress and set goals with students daily. Staff Responsible for Monitoring: Principal Gibson Action Steps: Teachers will receive professional development on conducting one-on-one conferences, RTI process, OnTrack reports, and Universal Screener. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






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

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

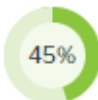




Measurable Objective 1: All students in each subgroup will show at least one year's growth in reading, writing, and mathematics.

Evaluation Data Sources: ELD

Strategy 1 Details	Reviews			
Strategy 1: Teachers will identify the language proficiency of each student on LEP roster and complete linguistic accommodations charts for each class period. Strategy's Expected Result/Impact: 100% of teachers will identify student's language proficiency levels. Staff Responsible for Monitoring: Principal Gibson Action Steps: Teachers will complete LEP rosters for each class period during pre-service days. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive professional development to learn how to use EL strategies to make input comprehensible and increase language acquisition. Strategy's Expected Result/Impact: 100% of teachers will write content and language objectives daily for all courses Staff Responsible for Monitoring: Principal Gibson Action Steps: Teachers will receive professional development to learn how to use EL strategies to make input comprehensible and increase language acquisition. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 2: All teachers will receive professional development on disciplinary literacy and receive ongoing differentiated support.

Evaluation Data Sources: LEP Rosters, Student Charts, Linguistic Accommodations Chart

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive sheltered instruction professional development from the Multilingual department. Strategy's Expected Result/Impact: Use of sentence stems, Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Teachers will write content and language objectives daily for all courses.

Evaluation Data Sources: Lesson plans, Classroom board configurations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will develop lesson plans which address diverse learners. Strategy's Expected Result/Impact: 100% of teachers will implement best practices for differentiation Staff Responsible for Monitoring: Principal Gibson Action Steps: 1. Targeted professional development will be provided during pre-service days on developing effective lesson plans and disciplinary literacy. 2. All teachers will complete G/T training by the first day of school.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By May 2023, parental involvement shall increase by 3% due to collaboration with the FACE Dept.

Evaluation Data Sources: Parent sign-in sheets, parent engagement meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Partner with the Parent Engagement Office (FACE) to recruit and train parents Strategy's Expected Result/Impact: Increased parental participation in community and campus events Staff Responsible for Monitoring: Principal Holly Gibson Action Steps: Schedule the following workshops: Know Your Rights; Gang Awareness; Human Trafficking; Drug Abuse prevention; Dual Credit Night; FAFSA Night	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: Increase parental involvement by 5%.





Evaluation Data Sources: Event sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Administration will reach out to parents through Coffee with the Principal meetings and phone messages at least 4 times this school year. Strategy's Expected Result/Impact: To build relationships with parents	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Principal, Administrative assistant</p> <p>Action Steps: 1. Send out invites for the Coffee with principal meetings. 2. Send out call outs to parents inviting them to the meetings.</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p>	<div><div>0%</div></div>			
<div><div><div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div>→</div></div><div>Continue/Modify</div></div><div><div><div>✖</div></div><div>Discontinue</div></div></div>				

Measurable Objective 3: Increase consistency of two-way communication between teachers and parents by 5%.

Evaluation Data Sources: Track all communication with families in a communication log, and monitor each families' responses over time.

Strategy 1 Details	Reviews			
Strategy 1: Track all communication with families in a communication log, and monitor each families' responses over time Strategy's Expected Result/Impact: Increased communication of student progress and student engagement due to parental contact Staff Responsible for Monitoring: Principal Gibson Action Steps: 1. Create an electronic communication log.	Formative			Summative
	Nov	Jan	Mar	June
 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, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:





Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:





Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below

Strategy 1 Details	Reviews			
Strategy 1: Students will be educated on the importance of a spinal screening. Strategy's Expected Result/Impact: Students and parent are aware of the outcomes of having a spinal screening with physician if the nurse detects a problem. Staff Responsible for Monitoring: Nurse Shen Action Steps: Provide those who screen positive with the appropriate information and cost-effective clinics	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team





Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Educate students and parents on the HISD correct method of medicine administration Strategy's Expected Result/Impact: Students and parents understand the process of how to submit medicine to the nurse that needs to be taken on campus. Staff Responsible for Monitoring: Nurse Shen Action Steps: Review how to take medicine correctly by reading the directions and the warnings of possible side effects.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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:

Number of AEDs on campus: 0

Strategy 1 Details	Reviews			
Strategy 1: A Spreadsheet will be maintained monthly to track checks of the AED. Strategy's Expected Result/Impact: AED's maintenance will be kept up to date. Staff Responsible for Monitoring: Nurse Shen Action Steps: 1. Create Spreadsheet 2. Make sure the Principal and Administrative Assistant has access to the spreadsheet.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals





Goal 9: OTHER UNMET The Biology EOC scores will increase from 28% to 50% in meets and 10% in masters categories. The U.S. History EOC scores will increase from 32% to 50% in meets and from 18% to 30% in masters categories.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The Biology EOC scores will increase from 28% to 50% in meets and 10% in masters categories.

Evaluation Data Sources: Formative Assessments results, Classroom observations, and Exit tickets will be used to place students in interventions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be given a Biology formatives such as exit tickets, interim assessments and common assessments. Strategy's Expected Result/Impact: Students will show gains from 5-10% after every formative assessment. Staff Responsible for Monitoring: Principal Gibson Action Steps: 1. Teacher uses the scope and sequence. 2. Teacher uses the district master courses and pacing calendar. 3. teacher uses Exit tickets frequently. 4. Teacher administers formative assessments and/or snapshots monthly. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: The U.S. History EOC scores will increase from 32% to 50% in meets and from 18% to 30% in masters categories.

Evaluation Data Sources: Formative Assessments results, Classroom observations, and Exit tickets will be used to place students in interventions

Strategy 1 Details	Reviews			
Strategy 1: Students will be given a U.S. History formative or snapshot assessment monthly Strategy's Expected Result/Impact: Formative Assessments results, Classroom observations, and Exit tickets will be used to place students in interventions Staff Responsible for Monitoring: Principal Gibson Action Steps: 1. Teacher uses the scope and sequence. 2. Teacher uses the district master courses and pacing calendar. 3. Teacher administers formative assessments and/or snapshots monthly. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	1	1	Teachers will identify the language proficiency of each student on LEP roster and complete linguistic accommodations charts for each class period.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	1	1	Teachers will identify the language proficiency of each student on LEP roster and complete linguistic accommodations charts for each class period.

State Compensatory

Budget for 484 Middle College High School at HCC Gulfton

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

None

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students.

Several factors impact student achievement at our campus as 75% of students are at risk due to various reasons. Last year our attendance average was 87% and is the primary root cause of poor student performance on assessments. Many students lack study skills and some are unable to retain material taught. The average reading level of students on this campus is fifth grade which impacts learning and achievement in all content areas. At least 96% of our student body is classified as economically disadvantaged. Although our English Language Learner population increased from 27% to 28% this school year, the number of students now classified as ELL grew from 28 to 49 students which is a 57% increase. Parental involvement has been very low in the past which impacts student attendance and academic performance. In some cases, students have jobs, live on their own and do not always make the best decisions about school. Support is in place for students with special needs however, a Special Education teacher is needed on campus daily. At least 75% of our student population is in need of mentors. Over 80% of our student body feels that they will not get bullied online. About 33% of teachers felt they were not receiving adequate feedback on their 80% of teaching. About 80% of staff feel they are not receiving adequate feedback. 70% of parents feel students will receive help from a faculty/staff member if they are bullied. This year we will focus on the culture of the school, planning effective lessons with data driven information which informs teachers and administrators of weaknesses/misconceptions.

Although we met standards in all Domains, our STAAR achievement data indicates that reading comprehension, writing, and mathematics must continue to be the focus of our school improvement plan. We will provide ongoing professional development in order to support English Language Learners and Special Education students. Our teachers need professional development in developing literacy across the content areas and differentiating instruction by text level and student product. Though we met standard in Domain 3, our graduation rate needs to improve.

By removing barriers and obstacles which impact attendance, student attendance should increase. Student retention is a priority. We will provide Metro passes and flexible schedules as needed. Increasing access to wrap-around services and the implementation of restorative practices allows us to provide support for students. We have partnered with Wraparound Specialist to connect students with resources. Additional student support will be provided by the district's Social Emotional Learning department who will also facilitate professional development to staff and provide additional support in the areas of restorative practices and de-escalation strategies.

We plan to hire contracted academic tutors for Math, English Language Arts, and Science. We plan to purchase more charging towers since our building is old and does not have a lot of outlets for students to charge their devices. We need to purchase Achieve 3000 for students to have access to level-text, comprehension questions and helps students build stamina and improves fluency. We will continue to use Sirius End-of-Course work booklets to help prepare for STAAR testing.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: by providing on programs they would like to see during the school year. They also were briefed on the school budget so that they would understand how money was allocated for resources.

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: Teacher observations and walkthroughs, data from formative assessments, review of lesson plans prior to execution and review of progress monitoring notes.

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

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

placing on the School website- www.houstonisd.org/gulfton

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: Intervention times, before and after school tutorials, and small group pull outs for Tier II and Tier III students. Writing and student discourse across disciplines. We will also use the clevertouch smart board and digital resources such as Summit k-12 and Freckle.

2.5: Increased learning time and well-rounded education

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:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT Bats:
- Small Group Instruction based on student data needs:

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:
- Proficient Tier 1 explicit instruction taking place in all content areas:

- Bi-weekly AT Bats:
- Small Group Instruction based on student data needs:

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parents
- Teachers
- Administrators

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

1. We will continue to partner with the Parent and Family Engagement department.
2. Parent Volunteer Opportunities: Backpack Buddies, Lunch Duty, School Based Events, and Grad Walks
3. Parent workshops (virtual or in-person): Know Your Rights (targeting our undocumented parents), Dual Credit Night, FAFSA Night, Open House, Orientation, Human Trafficking Awareness, and DACA (targeting parents of undocumented students)
4. Community Events: National Night Out Volunteers and Gulfon Parade/Celebration

ANNUAL MEETING FOR TITLE I, PART A PARENTS

Middle College High School at HCC Gulfon will hold an annual meeting to inform parents of the school's participation in Title I , Part A programs, and to explain the Title I, Part A requirement and the right of parents to be involved in the Title I , Part A programs.

The Annual Meeting for Title I, Part A parents was held on Wednesday, September 15, 2021.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 09/15/2022
- Meeting #1 Alternate -09/16/2022
- Meeting #2 - 11/10/2022
- Meeting #2 Alternate - 11/11/2022
- Meeting #3 - 02/09/2023
- Meeting #3 Alternate - 02/10/2023
- Meeting #4 - 04/13/2023
- Meeting #4 Alternate -04/14/2023

4.2: Offer flexible number of parent involvement meetings

October 19, 2022 Coffee with the Principal

February 27, 2023 Coffee with the Principal

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Waddell	Teacher	Title 1	.50

Addendums

SIP APPROVAL 2022-2023

School Name and Campus:

Middle College High School - Gulfton

Principal Name: 484

School Office: High School Office

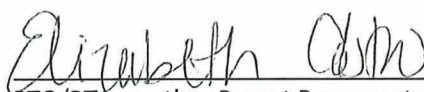
Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/9/2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.


Principal

9/9/22
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative


9/9/22
Date


SDMC Teacher Representative


9/9/22
Date


School Support Officer/Lead Principal

9-9-2022
Date


School Office Assistant Superintendent

9-9-2022
Date


Effective Schools Facilitator (ESF) or Professional Service Provider (PSP)
(if applicable or still in use under grant contract)

09-09-2022
Date

2022-2023

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

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

1. _____
2. _____
3. _____
4. _____

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

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

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
