

**Houston Independent School District
034 High School for Law and Justice
2021-2022 Campus Improvement Plan**



Mission Statement

The mission of the High School for Law & Justice is to provide students and staff with a safe facility wherein strong academic education is provided in conjunction with an in-depth study of Law Enforcement and Legal Studies in order to provide a successful transition into their chosen career paths or advanced academics.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The High School for Law & Justice was established in 1981. We are a specialty magnet campus in HISD that is comprised of student from the surrounding Houston area. We currently have 454 students in grades 9th - 12th. Students must apply to our campus during the fall of their 8th grade year, we do not have a set attendance zone. We work with community partners like Houston Police Department, Houston Emergency Center, Greater Harris County, and University of Houston Law School. These stakeholders are our partners in education and provide services and support that allow our students access to careers and experiences in the law and justice fields. Our CTE program is strong throughout the campus as we work to provide our students with hands on experiences and provide our stakeholders with college and career ready students that are ready to take on jobs or college. Being that our students come from across the district, we have built a master schedule that provides students with supports for intervention, social emotional learning, and enrichment during the school day. We have a full-time counselor, magnet coordinator, wraparound specialist, two assistant principals, and part-time college and career readiness advisor. Our average class size ranges from 20-28 students depending on the course. At this time, none of our special pops students require in class support. Our attendance rate is 98.5%, we do not have truancy issues, and dropouts are rare. Over the last 2 years our attendance rate has increased, our Advanced Placement passing scores have increased, and our Meets increased with our English II STAAR scores. To maintain and promote high attendance we work as a team to respond to any transportation issues that exist, make calls to parents of absent students – additionally we educate the parents on the affects of low attendance for high school credit courses. We use A4E to track absences by frequency and parent contact is designated to the assistant principal responsible by grade level. Our student data is reflective of students that attend school regularly and have minimal educational gaps. The school demographics are 71% Hispanic, 23% African American, 3% White, 1% Asian, and 2% other. Of the total students on campus, 67% are female and 33% are male.

Demographics Strengths

There is a very strong community at the campus. We serve the needs of all students and foster a sense of belonging no matter the demographic. Students are exposed to professionals that represent their background and culture.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The males are highly outnumbered by the females on campus - this is the opposite of the workforce that we mirror in the Law & Justice fields. **Root Cause:** This may be due to the fact that female students are more intentional when looking for a high school choice. Not quite sure as to the root cause.

Student Learning

Student Learning Summary

Students have continued to score well in all areas of accountability. Our domain ratings are as follows: Student Achievement – A rating, School Progress - A rating, and Closing the Gaps - A rating. The academic performance for each student group varies from 99% to 98% - showing minimal difference across ethnicity. Our district benchmark assessment scores align with STAAR scores. Our STAAR results disaggregated by Race/Ethnicity and Student Groups in Reading, Math, Writing, Science, and Social Studies do not tend to vary more than 1% either way. Scores for English II Meets has increased significantly from previous years. Algebra 1 scores and passing rate dropped by 18% from previous years. Our campus earned all six Distinction Designations for achievement. 100% of our students are on track to graduate. What is our longitudinal graduation rate is 100% and is 0%. An average of 35% of our students are enrolled in AP courses. Our passing rate for AP exams is 17% and 18% passing rate for SAT exam. Both passing rates for AP and SAT need to increase. As far as CCMR performance, 100% of our students graduated with a CCMR indicator. Performance on state assessments is comparable to performance on local benchmark assessments. Covid has impacted our Algebra 1 scores and SAT scores. This is due to lack of involvement in prep for SAT and lack of calculator skills for Algebra 1.

Student Learning Strengths

Students excel in all STAAR EOC's in meeting the approaches rate by 90% or higher. The exception is Algebra 1 in Spring 2021 that resulted in a lower passing rate than normal for the first time in several years. Our meets rate for English II increased from 84% to 90% and the masters rate increased from 6% to 13%.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Few students meet passing score for composition category of English I & II EOC STAAR Test, therefore the level of mastery is low despite a high percentage of students meeting standard. **Root Cause:** Students have deficits in writing across all content areas.

Problem of Practice 2: A high percentage of students do not meet the passing score for math portion of SAT. **Root Cause:** Several students entering 9th grade have taken Algebra 1 in Middle Schools. The gaps in learning subsequently have an impact on their performance on SAT possibly due to less rigorous instruction at the middle school level.

School Processes & Programs

School Processes & Programs Summary

We are a specialty magnet high school that focuses on careers in the Law Enforcement and Criminal Justice fields. These programs are directly aligned to our vision, mission, and goals. We set high expectations for all our students on a daily basis. Students can enroll in advanced coursework and/or college level coursework. Students that are at risk are supported first by their classroom teachers, with additional support provided by administrators and college and career readiness advisor. Our students have access to interventions, clubs, and enrichment during the school day. Upperclassmen have the most access to advanced coursework based on our master schedule. All the students on our campus are enrolled in CTE courses and graduate with 5 or more credits for that category. We have a college and career advisor along with a school counselor that regularly provide support to students regarding college, career and military guidance. College fairs are scheduled annually that allow students access to universities and career information. We have great success when collaborating with outside entities such as Houston Emergency Center, Greater Harris County, and Houston Police Department. Those entities look to us to provide a pathway of employment for our students, and they support us by providing hands on learning and partnerships. Each student has one-to-one technology, and hotspots are provided as needed. Students in our HEC center program have access to systems that parallel the Houston Emergency Center. They can practice taking emergency calls while here on campus and learn about emergency procedures. In regard to developing adult talent on campus, teachers that are interested in leadership may be provided with an additional planning period to support learning while taking on additional duties. Additionally, the assistant principals are responsible for duties that allow them to supervise, make decisions, and receive guidance and feedback from the campus principal. As we determine our focused areas of improvement, we discuss campus data relative to STAAR, CCMR, SAT, PSAT, and AP exams. This is facilitated during PLC's and faculty meetings with the staff/instructors. Once root causes are identified, we schedule our professional development supports to target those areas.

Perceptions

Perceptions Summary

The attendance rate is 98% for all students, there is less than a 1% difference between race/ethnicity groups and student groups. In previous years, the attendance rate was around 95%, but still with little difference between groups, and the rate has increased over the past three years. There are little to no disciplinary issues at the campus, and no DAEP placements. We provide students access to incident report forms electronically and on paper. They use the forms to solicit assistance with any issues they may be having regarding peers or instructors. Students are considerate with one another and allow us to help diffuse and mediate any issues they may be having with peers and/or instructors. The graduation rate is 100%. The staff turnover rate is 1%, which is minimal. The faculty and staff are a dedicated group of individuals that work hard to give our students the best education and opportunities possible. Teacher attendance rate is also high, and they understand that the more they are present the more that students will be present as well. We work with alumni, and other stakeholders to keep abreast of the fields that we cover in our CTE program and how to support our community. Our parents have praised our communication and weekly newsletters in addition to our accessibility. It may be difficult for parents to participate in some events at times since some live far from the campus. We have remedied that by providing as many virtual meetings as possible. Students at times find our instruction challenging, but we provide the proper supports needed to make them college and career ready. We hold an annual Law Day to engage the community/students in which we invite different Law Enforcement agencies and personnel to speak to our students. Teachers describe us as a unique campus in which they can teach students that are willing and ready to learn. Teachers are supported by administrators as each is designated to provide instructional support to a specific content area.

Perceptions Strengths

We are the only school in the Houston area that focuses on CTE in the Law & Justice fields. We provide students with teachers that have had first hand experience working in the field. They bring those experiences into the classroom instruction on a daily basis. We provide weekly communication to parents regarding upcoming events and other important information. Our teachers enjoy what they do and come to work everyday to ensure they students will be successful.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Increase parent participation during 9th grade meeting for incoming freshmen. **Root Cause:** Due to being a campus with older students, parents tend to not be as involved. Additionally, as a specialty magnet, distance can sometimes be an issue for after school events.

Problem of Practice 2: Increase PTO membership and participation from 5% to 20%. **Root Cause:** Due to being a campus with older students, parents tend to not be as involved. Additionally, as a specialty magnet, distance can sometimes be an issue for after school events.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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

- SAT and/or ACT assessment data
- PSAT
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals





Board Goal 1: 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 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: The goal for the High School for Law & Justice is that by the end of the 2019-2020 school year, the percentage of English I or II students achieving Masters level performance will increase by 10%.

Strategic Priorities: Transforming Academic Outreach





Measurable Objective 1: 90% of students will be at Tier 1 reading level.

Evaluation Data Sources: Ren360 - BOY, MOY, EOY -- English EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will take the scheduled assessments for Ren360 and teacher will maintain progress monitoring log.</p> <p>Strategy's Expected Result/Impact: Increase in number of students reading at Tier 1 level</p> <p>Staff Responsible for Monitoring: "English 1 & 2 Teachers English Content Admin"</p> <p>Action Steps: All students will take the scheduled assessments for Ren360 and teacher will maintain progress monitoring log.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Measurable Objective 2: At least 25% of students will score a 3 or 4 on Reporting category 4 - composition

Evaluation Data Sources: English EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: All 9th & 10th grade students in need of writing intervention will be double blocked in English course and reading/writing support class.</p> <p>Strategy's Expected Result/Impact: At least 25% of students will score a 3 or 4 on Reporting Category 4 - Composition</p> <p>Staff Responsible for Monitoring: Counselor, Principal, English/Reading teacher</p> <p>Action Steps: All 9th & 10th grade students in need of writing intervention will be double blocked in English course and reading/writing support class.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: Board Goal Alignment: Expanding Educational Opportunities: Students will be better prepared to meet the challenges of math coursework in college and continue on a 4 year track for graduation.

Strategic Priorities: Expanding Educational Opportunities





Measurable Objective 1: 100% of students will utilize Khan Academy for math strategies.

Evaluation Data Sources: Khan Academy Usage reports, SAT

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will embed the use of Khan Academy into their lesson plans.</p> <p>Strategy's Expected Result/Impact: 100% of students will utilize Khan Academy for math strategies.</p> <p>Staff Responsible for Monitoring: All math teachers, math administrator</p> <p>Action Steps: Teachers will embed the use of Khan Academy into their lesson plans.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 2: 100% of students AP Math courses will utilize the resources on the CollegeBoard website.

Evaluation Data Sources: SAT Results, CollegeBoard

Strategy 1 Details	Reviews			
<p>Strategy 1: AP teachers will use the CollegeBoard website to facilitate rigorous learning in the classroom and utilize the resources available for student success.</p> <p>Strategy's Expected Result/Impact: 100% of students in AP math courses will utilize the CollegeBoard website to complete assessments/practice.</p> <p>Staff Responsible for Monitoring: AP Teachers, math administrator, Principal</p> <p>Action Steps: AP Teachers will utilize the CollegeBoard website modules to increase student knowledge of AP exam and expectations for success.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS





Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase average SAT Math score from 461 to 500 by 2022.

Evaluation Data Sources: Khan Academy usage reports, SAT scores

HB3 Board Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Each student in grades 9-11 will use Khan Academy for SAT practice at least 15 hours in the Spring Semester. Strategy's Expected Result/Impact: Increase in the number of students that meet the passing score for SAT Math. Staff Responsible for Monitoring: Math Teachers, math administrator, principal Action Steps: Each grading cycle students in 9-11 (not enrolled in Algebra 1) will complete 5 hours on Khan Academy each grading cycle for a supplemental grade in Math. Weekly progress monitoring by the teacher. Students in 9-11 (enrolled in Algebra 1) will complete 5 hours each grading cycle of Imagine Math to prepare for the Algebra 1 EOC and SAT prep. Students will use a combination of synchronous and asynchronous instructional time to meet the time requirement. Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

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Measurable Objective 2: Increase the percent of industry based certifications earned from 31% to 40% by 2022.

Evaluation Data Sources: PEIMS Data, Certification Records





HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Each student in grade 9-12 will receive individualized College and Career Counseling once per semester.</p> <p>Strategy's Expected Result/Impact: Increased completion of industry based certifications.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, College & Career Advisor</p> <p>Action Steps: Counselors, College Career Access Coordinators and Grade Level Deans will meet with students in the Fall to ensure students are on track for graduation and review career interest. Students are enrolled in a CTE coherent sequence that is aligned with an industry-based certification, AP courses. Students begin taking IBCs as early as 9th grade depending on the pathway. Earned certifications will be reported to the Registrar, Counselor, Assistant Principal & College Career Access Coordinator. Assistant Principals will meet with students in the Spring to review Fall course selections and identify and discuss current college and career readiness status.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: Increase the average SAT Evidence-Based Reading and Writing score from 502 to 520 by 2022.

Evaluation Data Sources: SAT Results

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Use online resources to further practice and provide students with individualized instruction.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students meeting the passing score for SAT Reading/Writing.</p> <p>Staff Responsible for Monitoring: Social Studies teachers, Social Studies Administrator</p> <p>Action Steps: Weekly bell ringers focusing on the grammar skills assessed on the EBRW section of the SAT in English and Social Studies courses. Use of Vocab.com, TurnItIn in the 9th and 10th grade English Courses to align with the curriculum. Each grading cycle students in 11th grade will complete 5 hours on Khan Academy. 12th grade English classes will focus on building vocabulary with the use of vocabulary.com. Students will use a combination of synchronous and asynchronous instructional time to meet the time requirement.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Board Goal 4: CLOSING THE GAPS 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By May 2020, we will increase performance within all special populations by 10%.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: SPED Chair will communicate with all teachers of SPED students , provide strategies as needed, and push-in support to individual students based on their IEP.</p> <p>Strategy's Expected Result/Impact: 100% of SPED students will pass state exams.</p> <p>Staff Responsible for Monitoring: Sped Chair, All Administrators, Counselor</p> <p>Action Steps: SPED Chair will communicate with all teachers of SPED students , provide strategies as needed, and push-in support to individual students based on their IEP.</p> <p>Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Board Goal 5: N/A - Additional Campus Goals

Goal 1: High School for Law & Justice will increase student attendance from to 97% for school year 2021-2022.

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

Measurable Objective 1: Daily Attendance

Evaluation Data Sources: PEIMS report

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily attendance will be monitored and phone calls will be made to parents that have missed two or more days.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate.</p> <p>Staff Responsible for Monitoring: Administration, counselor, wraparound specialist</p> <p>Action Steps: Weekly check-ins with parents and students.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Board Goal 5: N/A - Additional Campus Goals

Goal 2: High School for Law & Justice will reduce the number of suspensions by 5% from the previous year.

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

Measurable Objective 1: Reduce the amount of student referrals to the administration.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with parent contact strategies and steps for resolution of low level discipline incidents. Strategy's Expected Result/Impact: Reduced suspension rate. Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal Action Steps: Weekly meetings to discuss any discipline issues and/or restorative practice options. Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

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





Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

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, Smore weekly newsletter subscribers

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will deliver updates to parents and community on an as needed and weekly basis via newsletter. Campus admin will connect with staff members to ensure any/all vital information is included in communication methods.</p> <p>Strategy's Expected Result/Impact: Parent/community will have increased knowledge regarding events and important dates on campus.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Action Steps: Weekly communication amongst admin and staff for notices to be added to communication.</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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, 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.

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.

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:

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 (If applicable)

State Compensatory

Budget for 034 High School for Law and Justice

Total SCE Funds: \$56,973.17

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

To partially fund resources and materials for students to minimize and/or close the academic achievement gap.

Personnel for 034 High School for Law and Justice

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kelly, Letyne Geneva Grace	Tchr, History	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the Executive Summary for the next school year. The components of the campus needs assessment include the: continuing with the creative writing class in the master schedule, review of alignment and rigor in all classes - especially AP courses, and consistent monitoring of attendance patterns. HSLJ aims to increase the number of students scoring at the Masters level of performance on the English EOC's and scoring a 3 or higher on Advanced Placement exams.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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:

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:

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

The SIP is available to parents in the following locations: School Website

The SIP was made available to parents by: School website, and link in parent newsletter

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:

- data-driven instruction
- review of assessment information to drive interventions/enrichment

2.5: Increased learning time and well-rounded education

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

- Bell to bell instruction
- Advocacy class for peer support and tutoring
- One-to-one technology
- 90 minute classes with a master schedule that allows for classes providing additional academic support/tutorials/clubs
- Use of OnTrack and other online programs to track student progress and achievement.
- Use of digital resources provided by district/purchased by campus will be utilized to enhance instruction for ELA.
- Alternating A/B block schedule

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
- Small Group Instruction based on student data needs

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent - Maria Garcia
- HISD FACE - Nicolas Meza
- Campus Administration: Stacy Garcia, LeTyne Kelly, James Estrella
- Campus Teachers: Felicia Bovell, Shakira Precious

The PFE was distributed

- On the campus website and HSLJ weekly newsletter

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Holding meetings virtually
- Coffee with the Principal
- Open House
- Grade level meetings

3.2: Offer flexible number of parent involvement meetings

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 - September 8, 2021 - 9:00am
- Meeting #1 Alternate - September 9, 2021 - 5:00pm
- Meeting #2 - October 7, 2021 - 9:00am
- Meeting #2 Alternate - October 8, 2021 - 5:00pm
- Meeting #3 - January 6, 2022 - 9:00am
- Meeting #3 Alternate - January 7, 2022 - 5:00pm
- Meeting #4 - April 14, 2022 - 9:00am
- Meeting #4 Alternate - April 15, 2022 - 5:00pm

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shakira Precious	Class Reduction Teacher English		

Addendums