

**Houston Independent School District**  
**060 Revere Middle School**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Paul Revere Middle School is located in West Houston and is part of the Westchase community. Approximately 65% of the student body lives in apartments in the southwest and central parts of Houston. Approximately 7% of the population is comprised of Magnet students. Revere has a strong partnership with the community, including non-profit organizations, such as Grace Presbyterian Church, WHAM, and Aliya (Good Girls) Ministries, Wild Lyfe, Pair Houston (Refugee and Immigrant Support), and Amanah Refugee Support. Our campus serves a very diverse group of families and is identified by the district as the middle school with the highest newcomer population. Refugees make up a significant percentage of this group. 44% of our students are identified as Emergent Bilinguals. Our campus includes students from over 40 countries with over 28 languages spoken. 55% of our students identify as Hispanic, 32% African American, 8% White, 4% Asian, and 2% two or more races. Over 92% of our student population is identified as Economically Disadvantaged and 10% are identified as Special Education.

The professional staff at Paul Revere consists of 61-Classroom Teachers, 5-Co-Teachers, 5-Teacher Assistants, 9-Clerks, 1 Secretary, 2 Counselors, 1 School Nurse, and 9 Administrators. Approximately 28% of the staff are male and 72% are female. Fifty-two percent of the teaching staff has less than 10 years of experience and sixteen percent of the teaching staff has more than 10 years of experience.

Revere is a STEM magnet school, which offers unique courses including: Principles of Information Technology, Marketing, Entrepreneurship, Principles of Applied Engineering, and Introduction to Engineering. In addition to our magnet courses, we focus on college and career readiness by offering the most high school credit courses at an HISD middle school, such as: Algebra 1, French 1 and 2, Spanish 1 and 2, Art I, IPC, and . We have a robust offering of UIL activities, and programs, such as: theatre, dance, band, soccer, football, basketball, cheer, volleyball, track and cross country. A significant portion of our success is also due to our intense Kickstart Karate Program sponsored by Chuck Norris. Our students are able to gain discipline strategies as well as earn rankings in all belt degrees.

### Demographics Strengths

Many of our students are comprised of families with siblings in which trends have shown, remain in the community as students move from elementary through high school. Our community remains steadfast with a consistent annual enrollment capping out between eleven hundred to twelve hundred students. Our school community remains a melting pot of cultures which makes Revere unique. The make-up of our school administration and staff is also indicative of the community we service.

Revere's geographical location is a main attraction as it relates to accessibility to many small businesses as well as the immediate access to several major freeways.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** Emergent bilingual population for the 2021-22 school year did not have any student exit from the ESL program. **Root Cause:** Lack of teacher training/capacity building in Sheltered Instruction strategies for teachers. Lack of follow through from teachers. Too many vacancies in key positions.

# Student Learning

## Student Learning Summary

When examining student achievement scores, such as the STAAR, students at Revere Middle School scored an overall letter grade of a D (officially Not Rated based on TEA's rating mechanism) with a 68. In Domain 1 we scored a 58, in Domain 2A we scored a 66, Domain 2B we scored a 66 and in Domain 3 we scored a 73. Compared to the 2019-2020 school year, the last time the campus was officially rated, we decreased from 73 to 68 overall, a decrease of 7 points. We did not earn any distinctions.

Reading language arts had the highest achievement at 34% approaches level, 37% meets level and 21% masters level. Mathematics had 47% approaches level, 18% meets level and 6% masters level. Science had 56% approaches level, 29% meets level and 10% masters level. Social Studies had the lowest rate at 34% approaches level, 11% meets level and 3% masters level. There is a clear achievement gap between our special education population and general education population in reading, math and science. If we compare the approaches level, we see a gap of -25 points in reading, -13 points in math, -13 points in science. There is also an achievement gap between our EB population and general population in Science and Social Studies with -13 and -17 respectively.

Growth was a big focus for our campus. In domain 2, the Reading growth rate was 69% and in Math it was 59%. In domain 3, we met 5 of 20 demographic targets for student achievement, 9 of 19 targets for growth targets and 1 of 10 for student success. Reading was a bright spot because in growth status, 9 of 10 targets were met while none in math were met.

When it came to TELPAS, we met the state target of 36% growth with a 45% growth percentage. Our overall yearly attendance was 89%. We had out of school suspensions, in school suspensions and DAEP accepted referrals.

We have identified that EL performance is the key lever in our campus success. Revere is working diligently to address these issues through formative assessment and data discussions on a weekly basis, strategic administrative meetings, and collaboration with district support. We have also built in intervention classes for all grade levels in math and reading this school year for our Tier II and III students. All teachers participate in weekly PLCs to support content literacy, data driven planning and delivery and professional learning. We are also focused on teaching the ELPS in all content areas which will support all our students, not just those who are identified as EL.

## Student Learning Strengths

A strength for our campus was reading growth. Students met 9 of 10 growth targets in domain 3 while they grew at a rate of 69% overall. Reading achievement was the highest at 64%. Overall, a strength was Domain 3 where we obtained a C rating (73).

TELPAS was a strength because we met the state target of 36% with a 45% growth rate.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** There is an achievement gap between reading and math STAAR academic achievement. The mathematics achievement data is 47% at approaches level which is 17 below Reading scores. Growth data for math is 59% which is 10 points lower than Reading growth (69%). **Root Cause:** Teacher vacancies. School-wide discipline problems. Lack of consistent math coaching and PD for teachers.

# School Processes & Programs

## School Processes & Programs Summary

**Programs:** Revere is a premier middle school for not only college-bound students, but for those who desire to enter industry or the workforce, because we are a STEM campus with a strong Magnet Program, offer rigorous core classes, targeted intervention classes, and a variety of electives and sports. Revere is also a Verizon Innovative Learning campus where teachers have the opportunity to engage in a unique, immersive curriculum to leverage technology in their classrooms.

Revere has a unique, culturally sensitive environment that also offers a variety of in-school extracurricular programs and after school clubs such as karate demo team, cheerleading, UIL academic tournaments, concert band, art club, and UIL sports.

**Processes:** Revere faculty and staff utilize the school report card, individual professional appraisals, and community feedback to identify strengths, weaknesses, and areas of growth. We use the SIP process to set goals for identified areas of growth, as well as, to map out the plan of implementation of planned interventions.

**Instructional:** Revere will use the 5-E model of instruction and Sheltered Instruction in all content areas. Core content areas will utilize the Team-Teach Co-Teach model. A wealth of resources and a comprehensive curriculum are strengths for our campus because of the scope of the lessons and activities. Classroom walkthroughs and observations are used to determine the areas of instruction that needs to be strengthened.

Interventions (for struggling students) - Struggling students are assigned enrichment classes, participate in small-group instruction both in and out of the classroom, in-school & after school tutoring is provided by contracted tutoring services, teachers, and instructional specialists.

**Curricular:** District written curriculum will be the main resource implemented at Revere. Additional resources include IXL, Summit K12, Imagine Math, Imagine Reading, Amplify, and ST Math. Collaborative planning and assessment of the resources take place weekly during the school year to ensure that quality instruction is occurring in the classrooms. The additions to the curriculum should help teachers with narrowing down which resources to use to teach the concepts and skills listed on the scope and sequence. Teachers meet in their PLCs (Professional Learning Communities) to analyze the standards (TEKS) being taught and assessed per six weeks. They take that information to purposeful planning meetings where they work collaboratively to plan instruction to best meet the needs of their students.

**Personnel (recruit/support/retain):** All Revere staff members meet the highly qualified standards. Our staff continues to work as a Professional Learning Community, learning and growing together to be the best teachers possible for our students. Attendance rates for staff are good overall, with individuals experiencing problems in this area being addressed as needed. Our Administrator, Counseling, Technology, Instructional, Special Education and Magnet Departments facilitate our programs within the school, functioning as a school-wide leadership team as well. Ongoing professional development is embedded into our meeting structures and PLC meetings are held weekly to address ongoing instructional needs. Teachers are evaluated using the T-TESS system, and teachers in need of assistance are addressed and coached in a supportive and timely manner. Teachers who are new to the profession or the campus are supported by being assigned a buddy or mentor. Both professional and paraprofessional staff have the opportunity to receive professional development opportunities. These trainings enhance the teaching and learning that is happening in each classroom. Teachers are able to collaborate through engaging in the PLC process, per grade level and content area. Instructional aides are also able to receive specialized training to address such academic areas as the Social and Emotional development, technology, etc..

**Organizational:** Work groups operate for the purpose of sharing, problem solving and implementing school improvement goals. The purpose of any work group is to foster student success. The school is organized into grade level teams, subject area departments and committees.

6th, 7th, and 8th grade level teams are located on the second floor of Revere MS.

Departments - CTE, Reading & English Language Arts, Mathematics, Social Studies, Science, Core Enrichment, Fine Arts, Physical Education, Counseling/Guidance, Special Education, Social & Emotional Learning, Project Explore, At-Risk, Administrative

Committees (subject to change) - Discipline/MTSS, Facilities & Safety, Attendance, Student Council, Culture/Sunshine, Events

## GRADE LEVEL TEAM, COMMITTEE, PROFESSIONAL LEARNING COMMUNITY, AND DEPARTMENT EXPECTATIONS:

Grade level teams, professional learning communities, and departments form support groups that can offer suggestions, share success and encourage professional development. Professional learning communities also provide a structure for communication and a forum for curriculum improvement. Committees facilitate the accomplishment of School Improvement Plan goals. Sometimes committees may recommend a change in policy. These recommendations should reflect the mission, philosophy, and goals of the school. The ultimate goal of these groups is to improve instruction so that all students will receive rigorous and relevant coursework.

## MEETINGS:

Teachers are required to attend all faculty meetings, department meetings, professional learning community meetings, committee meetings, and grade level meetings, (if applicable).

## LEADERSHIP RESPONSIBILITIES:

Committee Chairpersons, Department Chairs and Professional Learning Community facilitators, are designated by the Leadership Team for the purpose of providing collaborative leadership. These roles are opened at the end of each year, and staff can apply for or volunteer for any and all of these roles each year.

\*All leadership team members may be assigned additional duties as designated by the principal or designee.

**Administrative:** All logistical and administrative tasks are assigned by the Principal. An organizational chart with personnel and duties assigned is provided. The management of daily operations has processes and procedures to ensure seamless, professional, courteous, and proper services to all stakeholders.

## School Processes & Programs Strengths

Despite the disruptions that came along with the COVID-19 pandemic, Revere Middle School continues to do its best to ensure all students receive equitable opportunities for learning. We are continuing to implement school-wide programs that have been successful in the past and improving them along the way.

**Vanguard Magnet Program:** The program supports our GT students to expand on their intellectual, creative, and leadership qualities. The programs provide a curriculum that is structured, sequenced, and challenging by incorporating higher-level thinking skills and developing independent research skills in students. The program also maximizes the general ed program increasing depth and complexity.

**STEM:** STEM learning practices are infused into all subjects at Revere. STEM education is an interdisciplinary approach to learning that removes the traditional barriers separating the four disciplines of science, technology, engineering, and math and integrates them into real-world, rigorous, and relevant learning experiences for students. (*Vasquez, Sneider, and Comer, 2013*)

## School Athletics:

UIL Sports- Football, Basketball, Volleyball, Track, Wrestling, Soccer, and Cross Country (subject to change)

**School Clubs:** Cheer-leading, UIL Academic Tournaments, Karate Demo Team, Dance, Concert Band, Yearbook, and Robotics

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** Revere MS had below 50% of students achieving "Meets" on STAAR Reading and Mathematics. **Root Cause:** Due to the disruption from COVID-19 on attendance and instructional consistency, school-wide programs where less effective.



# Perceptions

## Perceptions Summary

This year we have implemented Patriot PRIDE core values: prepared, respectful, independent, determined and empathetic. The perception of our campus in the past has at times been that we are a school with a lot of fights. We have spend the past three years working to change the climate of the school through mindset work and morale building initiatives becuae these two things have led to a lack of excellence on the campus. We are focusing this year on what all our stakeholders had a hand in designing, our aspirational belief statements and our core values (honesty, hard work, compassion, and diversity) and the constant repetition and reference to these beliefs and attributes has already started to make a change within the first three weeks of school, as we noticed that students have had a hard time reacclimating into the school building for face to face instruction, for most after a year and a half. Our Beliefs: We believe our teachers and staff are compassionate, dedicated, and open-minded professionals who build positive relationships, design engaging experiences, and foster the development of the whole child. We believe that our students are the heart of the school who are engaged, responsible, and independent thinkers destined to become productive leaders. We believe that our families are supportive and collaborative partners who expect a safe, inviting, and academically challenging learning environment for their children. We believe our community is a proactive contributor in developing meaningful relationships with students, parents, and staff while providing them with new and valuable resources and experiences.

## Perceptions Strengths

Some of our perception strengths are that we have a strong STEM program and our campus has robust fine arts and athletics programs.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Consistent high staff turnover rates **Root Cause:** Teachers not receiving support needed due to administrative capacity being diminished with other tasks, and with a skill deficit as it pertains to time and task management and prioritization.

**Problem of Practice 2:** Students are engaged in weekly inappropriate physical contact with others **Root Cause:** SEL needs have increased along with inconsistent support, and accountability by school staff

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Running Records results
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

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

- Completion rates and/or graduation rates 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
- Staff surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS 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
- Action research results
- Other additional data

# Board Goals

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







**Goal 1:** By the end of the 2022-23 school year, students will increase their Reading performance at the meets and above level by 13 points from 37 to 50%.

**Strategic Priorities:**

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

**Measurable Objective 1:** By MOY, each student's reading level will increase by one lexile as measured by Ren 360.

**Evaluation Data Sources:** Ren 360

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use on Track data platform to create small groups/intervention groups. <b>Strategy's Expected Result/Impact:</b> Raise reading level <b>Staff Responsible for Monitoring:</b> Principal, TS, Teachers <b>Action Steps:</b> Tier 1 instruction, informal data digs, PLCs, data conferences,  <b>TEA Priorities:</b> Improve low-performing schools	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:** By the end of the 2022-23 school year, all students will increase their meets performance on STAAR from 18 to 30 percent.





**Strategic Priorities:**

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

**Measurable Objective 1:** By MOY, 50% of Tier II and Tier III students will increase a level of performance as measured by Ren 360.

**Evaluation Data Sources:** Ren 360

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use On Track data to monitor and implement reteaching strategies that will aid in small group instructional practices.  <b>Strategy's Expected Result/Impact:</b> An increase in mathematical fluency, application and processing. <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Teacher Specialist, Assistant Principals <b>Action Steps:</b> Develop meaningful small group lessons based on student data reports. Monitor formal and informal assessment data via student and teacher data tracker. Implement Teacher Data Conferences Implement Student Data Conferences after each unit assessment Provide consistent feedback and next steps with students.  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide academic opportunities for students to make up failing assignments using an alternate method to assess mastery. <b>Strategy's Expected Result/Impact:</b> The expected impact is to diminish the affects of learning gaps that will aid in students meeting state standard. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, Math Coach, Dean of Instruction <b>Action Steps:</b> Provide student with test results Schedule time to conference with the student Determine how you will assess the student Reteach the concept using an alternate method Offer student/s with an opportunity to formally assess their knowledge using a different assessment method than originally provided.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </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:** By the end of the 2022-2023 school year, the percentage of students achieving masters level on STAAR Reading and Math will increase from 21 to 30 percent in Reading and from 6 to 20 percent in Math.

**Strategic Priorities:**

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

**Measurable Objective 1:** The number of students reaching masters level will increase by 5 points at every common assessment until the goal/target is reached. level.

**Evaluation Data Sources:** Common assessment results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use individualized pathways in Imagine Literacy, IXL and ST Math to differentiate instruction for students. <b>Strategy's Expected Result/Impact:</b> Increase the academic readiness of students <b>Staff Responsible for Monitoring:</b> Teachers, teacher specialists, APs, principal <b>Action Steps:</b> Train teachers on using Imagine Literacy, IXL and ST Math Create rigorous common assessments Monitor data of the percentage of masters students	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Goal 1:** By the end of the 2022 -2023 school year, the percentage of special education students at the meets level on STAAR will increase from 27 to 40%.

**Strategic Priorities:**





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

**Measurable Objective 1:** 100% of teachers will be implementing IEPs with fidelity to ensure student common assessment scores improve by 5 points every time they are administered.

**Evaluation Data Sources:** IEPs





Common assessments

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> In co-taught and self-contained reading classes, instructional strategies will include chunking information, step-by-step written and verbal instructions, following a predictable sequence; and helping students organize information.  <b>Strategy's Expected Result/Impact:</b> The expected impact of using the co-taught model is increased opportunities for small groups, one-to-one learning, and stronger modeling during lessons.  <b>Staff Responsible for Monitoring:</b> Principal, Gerardo Medina, SPED Administrator, Dr. Juan Lopez, SPED Chairperson, Anita Samuy, Aprasiers, Campus Administors.  <b>Action Steps:</b> 1. OSES will conduct a Co-Teach PLC for general educators and special educators. 2. OSES and SPED Chair will monitor co-teaching classes for identified instructional strategies during the school year. 3. Appraisers, SPED Chair, Instructional Specialists, and OSES will provide, coaching, and PD to teachers identified to need instructional improvement.		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Measurable Objective 2:** By December 17, 2022, after providing services to SWD, staff will document, in a designated location or EASYIEP log, (1) strategies used during lessons, and (2) accommodations used for 2 out of 2 graded lessons.

**Evaluation Data Sources:** Canvas Grade teacher grade notes, EasyIEP Progress Log, OSES compliance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> On a weekly basis, after providing services to students with disabilities, staff will document provided services in the electric student grade book (PowerSchool for general educators) and/or log services in the district special education platform (EasyIEP for the special educator or other service providers).</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of students' IEP is not only mandatory under IDEA, it is essential to determining the effectiveness of accommodations and instructional setting decisions made by the ARD committee.</p> <p><b>Staff Responsible for Monitoring:</b> OSES Campus Specialist, Principal, Gerardo Medina, SPED Administrator, Dr. Juan Lopez, SPED Chairperson, Anita Samuy, Aprasiers, Campus Administors.</p> <p><b>Action Steps:</b> 1. Establish Campus-wide expectation that teachers document accommodations and instructional strategies in the "notes" in their gradebook.  2. Establish Departmental expectations that case managers complete weekly service logs.  3. Monitor grade book notes for accommodations and EASYIEP service log entries on a weekly basis and address any staff deficits.  4. Monitor Campus weekly compliance report from OSES.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Goal 1: ATTENDANCE** By the end of the 2022-23 school year, the student attendance rate will increase from 90% to 96% percent as measured by daily attendance reports.





**Strategic Priorities:**

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

**Measurable Objective 1:** By December 2022, student attendance rate will increase by 2 points from 90 to 92% percent.

**Evaluation Data Sources:** attendance reports

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Identify frequently absent/tardy students during 1st period Monitor three or more student absences during Graduate Support meetings Implement and Monitor Attendance Contracts as needed.  <b>Strategy's Expected Result/Impact:</b> The expected result should yield an increase in individual student attendance and an overall increase in the school's attendance. <b>Staff Responsible for Monitoring:</b> Attendance Clerk, At-Risk Manager; Wraparound Specialists; Principal, Assistant Principals, Counselors. <b>Action Steps:</b> Execute Daily Reports to determine absent students by 8:45 am by the attendance office Grade Level Clerks will execute contact with parents/guardians of the absent student/s. If no answer, document and leave a message if applicable. Upon three tardies/absences; a parent conference is scheduled via face to face/phone or video to discuss next steps.  <b>TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Conduct bi-weekly home visits for students with five or more absences each grading cycle. <b>Strategy's Expected Result/Impact:</b> The expected impact is to reduce the number of absences in students that are identified as high-risk and to develop a plan of action to support the student/s and parents with guidance as it relates to truancy and the impact it has on student learning. <b>Staff Responsible for Monitoring:</b> Principal, Attendance Clerk, At-Risk Manager, SEL Department, All Assistant Principals, Counselors, Wraparound Specialists. <b>Action Steps:</b> Conduct weekly Graduate Support Meetings to determine students of focus Divide the students' names home by grade level and most consecutive absences Coordinate the time and date of the visit with grade level dean and campus officer Visit the residence with a partner and the campus officer Provide written documentation per the outcome of the visit Meet with parent to provide next steps. Refer to correct department as needed. Email the grade level dean and grade level clerk with the outcome.  <b>TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

### Goal 2: DISCIPLINE

#### Strategic Priorities:

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

**Measurable Objective 1:** Decrease campus PEIMS reported disciplinary offenses by 50% from the 2021/2022 school year.

**Evaluation Data Sources:** Incident report from HISD Connect, monitored by the campus discipline coordinator and principal.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate restorative practices and circles to ensure minor violations are handled through various strategies and avenues other than OSS and ISS.  <b>Strategy's Expected Result/Impact:</b> Decrease out of school suspensions and in school suspension for minor violations by 100%.  <b>Staff Responsible for Monitoring:</b> School counselors, CIS Manager, SEL Specialist, Campus Discipline Coordinator, Principal, and Grade Level AP's.  <b>Action Steps:</b> Refer students with minor and repeated minor violations of the code of conduct to our campus SEL team to engage in restorative circles and practices as well as de-escalation strategies and techniques to hep students cope and manage behavior.  <b>TEA Priorities:</b> Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><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>				





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

**Goal 3: VIOLENCE PREVENTION** By the end of the 2022-23 school year, physical and/or violent discipline referrals will decrease by 50% from the totals in the 2021-22 school year.

**Summative Evaluation:** Some progress made toward meeting Goal

**Measurable Objective 1:** We will decrease physical and/or violent discipline referrals by 5% each grading cycle for the 2022-2023 school year by implementing restorative circles, Conflict resolution, Counseling Services, and utilizing the services of CIS and WrapAround Services.

**Evaluation Data Sources:** Assessment of Campus wide Discipline Report every three weeks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement school-wide CHAMPS and Kickboard application to track student behavior choices. <b>Strategy's Expected Result/Impact:</b> Decrease in negative student interactions; <b>Staff Responsible for Monitoring:</b> Principal, teachers, counselors, wrap around, behavior specialist, teacher specialists	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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





**Goal 4: SPECIAL EDUCATION** By end of 2022-23 school year, 100% of SLL and SLC-Alt students will pass the STAAR Alt.

**Strategic Priorities:**

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

**Measurable Objective 1:** By December 2022, SLL and SLC students will participate successfully in the Unique Learning Program in class to assess their learning.

**Evaluation Data Sources:** Unique Curriculum

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Train teachers in Unique Learning so that they are able to provide effective and appropriate lessons to students. <b>Strategy's Expected Result/Impact:</b> effective implementation of Unique. Increased academic output (as measured by STAAR Alt). <b>Staff Responsible for Monitoring:</b> Teachers, Special education administrator, Leadership team <b>Action Steps:</b> Train teachers in Unique Learning Observe instruction alignment in classrooms		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			



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

**Goal 5: SPECIAL POPULATIONS:** By the end of 2022-23 students, Emergent Bilinguals will show one level of growth in TELPAS from 42% this past school year to 55%.

**Measurable Objective 1:** By MOY, EB students will show 5% growth from BOY scores as measured by Summit K-12.

**Evaluation Data Sources:** Summit K-12

### HB3 Board Goal

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Students use Summit K-12 weekly <b>Strategy's Expected Result/Impact:</b> Increased differentiated instruction <b>Staff Responsible for Monitoring:</b> Teacher of Record, SI Coach <b>Action Steps:</b> Train teachers on Summit K-12, train students on Summit K-12, develop and implement expectations for use in classes, monitor student use bi-weekly  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Goal 6: PARENT and COMMUNITY ENGAGEMENT** By the end of the 2022-23 school year, the number of PTO members will increase from 10 parents in the 2021-22 school year to 30 parents this school year.





**Strategic Priorities:**

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

**Measurable Objective 1:** By December 2022, the PTO membership will increase from 10 to 15 parents.

**Evaluation Data Sources:** PTO sign in sheets

PTO membership

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> We will conduct parent workshops, monthly coffees with the principal, and after the launching of a Parent Center where parents can come and volunteer on campus. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement/empowerment <b>Staff Responsible for Monitoring:</b> Principal, parent engagement coordinator, leadership team <b>Action Steps:</b> PTO elections Holding coffees with the principal Scheduling parental workshops		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:** MMUNIZATION MONITORING data entry and state reporting requirements will be completed by a certified school nurse on or before October 31, 2022.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Nurse Canga

Estimated number of students to be screened: 1110

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure all enrolled have up-to-date vaccinations as identified by the school nurse. <b>Strategy's Expected Result/Impact:</b> Ensure that all scholars enrolled have up-to-date vaccinations as identified by the campus nurse, Nurse Canga. <b>Staff Responsible for Monitoring:</b> Principal, School Nurse <b>Action Steps:</b> The campus registrar will ensure that the campus nurse, Nurse Canga, reviews the incoming students' vaccination record prior to enrolling.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Measurable Objective 2:** VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 16, 2022

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

Estimated number of students to be screened: 1110

**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 16, 2022.

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

Estimated number of students to be screened: 1110 students

**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 16, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Nurse Canga  
Estimated number of students to be screened: 1110

**Measurable Objective 5:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before December 16, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Nurse Canga  
Estimated number of students to be screened: 345

**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 2022-2023.

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

**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: Nurse Canga  
Number of AEDs on campus: 5

**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

**Measurable Objective 1:** TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before February 15, 2023.

**Measurable Objective 2:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 15, 2023.

**Measurable Objective 3:** 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 2022-2023

**Measurable Objective 4:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Measurable Objective 5:** 100% of students will complete a nutrition and health unit during physical education classes.

**Evaluation Data Sources:** LP/Unit plans focused on health and nutrition in PE classes.

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

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

## Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
5	2	1	1	Incorporate restorative practices and circles to ensure minor violations are handled through various strategies and avenues other than OSS and ISS.

# State Compensatory

## Budget for 060 Revere Middle School

**Total SCE Funds:** \$221,501.00

**Total FTEs Funded by SCE:** 2

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

State compensatory funds provide for 2 teaching positions, extra duty pay for teacher tutorials and planning, extra duty pay for support staff, coverage for substitutes and purchase of classroom instructional materials

## Personnel for 060 Revere Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aruni Chakrabarti	Teacher	1
Sharonda Bluntson	Teacher	1



# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Title 1 funds are being used to bring in additional support needed around teacher development and student support through small group instruction. The resources purchased are utilized in the classroom environment to ensure students can interact in highly engaging and rigorous lesson. We purchase instructional supplies, notebooks, manipulatives, data tracking materials, etc.

## 2. Campus Improvement Plan

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

The CIP was developed with input from teacher leaders, SDMC committee members and parents. This year our CIP will continue to focus on two root causes which are strengthening the capacity of our teachers and leaders. In addition, our focus will be on effective tier 1 instruction. An analysis of the student data and teacher walkthrough data revealed that teachers didn't have the capacity nor the pedagogy awareness to effectively plan and implement rigorous lessons that are aligned to the state standards. The cultural competence that is needed to meet the needs of our scholars has been absent in professional development. Consistent practice through effective AT-BAT sessions was non-existent therefore; practice followed by feedback was needed so that content knowledge, pedagogy, and planning practices are strengthened to a level that yields student growth.

### 2.2: Regular monitoring and revision

All stakeholders will monitor the needs of the campus quarterly and revise the current plan to better meet the needs of the campus.

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

Campuses shall jointly develop with and distribute to parents and Family members of participating children, a digital copy of the CIP via the school's website. The CIP will include:

- A copy in English and Spanish.
- The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

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

All scholars will have opportunities to meet State standards, which are as follows:

- 6th Grade-Pass Reading and Math STAAR
- 7th Grade - Pass Reading and Math STAAR
- 8th Grade - Pass Reading, Math, Science and Social Studies STAAR
- All scholars - Attend school 90% of the instructional year

We will track potential student success by administering STAAR practice tests three times during the school year. We will use this data to ensure that all academic gaps have been

addressed during classroom instruction, enrichment periods, tutorials and pull-out interventions.

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

Scholars will have the opportunity to increase learning within the classroom as well as the following:

- Small Group Pull outs with the teacher of record
- Enrichment period built into the master schedule
- Small Group Pull outs with an outside tutoring company
- Lunch tutorials with Instructional Specialists
- Before and After School Tutorials
- Saturday Tutorials

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

We will address the whole child by utilizing the following strategies:

- Identify high priority students and their needs
- Conduct weekly meetings with high priority students to address their needs
- The WrapAround Specialist will conduct monthly Student-At-The-Center meetings
- Coordinate with PAIR to address the needs of our refugee population
- Counselors will intervene with students with challenging behaviors
- Use previous student data to create an individual Student Needs Assessment
- Tailor Small grouping based on needs identified
- Offer additional opportunities to extend learning
- Leverage the RAK ROOM to increase student buy-in

## **3. Annual Evaluation**

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

All stakeholders will monitor the needs of the campus quarterly and revise the current plan annually, to better meet the needs of the campus.

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

### **4.1: 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 - Lynesha Kizart

- Parent - Laetia Hayes
- Parent Engagement Representative- Samantha Ramirez
- Title 1 Coordinator - Kristen Jackson Jordan
- Admin - Kristen Jackson Jordan
- WrapAround Specialist - Santa Palacios
- At-Risk Program Administrator - Neneh Koroma
- CIS Liaison - Layla Torres
- Behavior Specialist - Anthony Singleton

The languages in which the PFE was distributed include:

- English and Spanish

Four strategies to increase Parent and Family Engagement include:

1. Campus Open House, Academic nights, and informational nights
2. CIS/Wraparound Services supports and events for parents
3. Parent class course offerings
4. Newsletters, school messenger, and ongoing parent contact

## **4.2: Offer flexible number of parent involvement 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).

Meeting #1: \_\_\_\_\_ 09/08/22 5 PM\_\_\_\_\_ Alternate Meeting: \_\_\_\_\_ 9/09/22 9 AM\_\_\_\_\_

Meeting #2: \_\_\_\_\_ 12/08/22 10 AM\_\_\_\_\_ Alternate Meeting: \_\_\_\_\_ 12/08/22 5 PM\_\_\_\_\_

Meeting #3: \_\_\_\_\_ 02/09/23 10 PM\_\_\_\_\_ Alternate Meeting: \_\_\_\_\_ 02/9/23 5 PM\_\_\_\_\_

Meeting #4: \_\_\_\_\_ 05/24/23 10 PM\_\_\_\_\_ Alternate Meeting: \_\_\_\_\_ 05/24/23 5 PM\_\_\_\_\_

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

### **5.1: Determine which students will be served by following local policy**

All students.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carolyn Gordon	Teacher	Interventions	1.0
Samantha Ramirez	Parent Engagement Coordinator	Parent Engagement	1.0
Terrie Leigh	Teacher	Interventions	1.0

# Addendums

**2022-2023**

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

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

**Campus Name** \_\_\_\_\_

**Campus Number** \_\_\_\_\_

## **SPECIAL REVENUE FUNDING GOALS**

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

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

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

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

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

### SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

*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.**

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



### ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

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

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

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

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

Rev. 01/13/2022

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

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

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

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

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