

Houston Independent School District

011 Milby High School

2021-2022 Board Goals/Goals/Measurable Objectives

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 25, 2021
Public Presentation Date: September 14, 2021

Mission Statement

To develop learning capacity that enables purposeful citizenship every day for every student.

Vision

Charles H. Milby High School will provide deliberate, contextual, and purposeful learning opportunities that are linked to fostering problem solving and critical thinking skills through real-world experiences and dominant learning styles, with the intent to cultivate imagination and creativity that develops self-motivated life-long learners.

Value Statement

Charles H. Milby High School prides in its strong STEM Academy that is committed to academic excellence for all students. In order to achieve this goal, we support student learning by offering:

1. A strong core instructional program designed to help all students meet high academic standards.
2. Enrichment activities designed to expand student learning opportunities and to support their cognitive, social, emotional, moral and physical development.
3. A focused and comprehensive series of course in the fields of Science, Technology, Engineering and Medicine (STEM).
4. The campus environment expertly implements cross-curricular planning and collaboration to facilitate the integration of STEM throughout all subject areas, curriculum, and address deficiencies in academic performance.
5. All stakeholders know the vision and mission of the STEM campus and are able to articulate in 3 minutes or less why this STEM campus is the one to attend.

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Board Goals

Board Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: The percentage of students performing at the Meets level in ELA will increase from 38% to 42%, and at the Masters level will increase from 3% to 5% as measured by the 2021 STAAR English 1 and English 2 assessment. More specifically the percentage of students performing at the Meets level in English I will increase from 38% to 42%, and at the Masters level from 4% to 6% as measured by the 2021 STAAR English I assessment; and the percentage of students performing at the Meets level in English II will increase from 39% to 43%, and at the Masters level from 2% to 4% as measured by the 2021 STAAR English II assessment.

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Student reading grade level will increase by 1 or more grade levels quarterly. Evaluation Data Sources: Running Records, Renaissance 360 screeners (BOY, MOY, EOY)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: 50 min Silent Sustained Reading weekly during direct instruction, Vocab.com, Read Alouds

Strategy's Expected Result/Impact: Students increase reading level.

Staff Responsible for Monitoring: Ruth Pena/Principal; Karla Garcia/Dean of Instruction, Rick Shore/Assistant Principal, English Teachers, ELA Tutors, Tramaine Jordan/Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist, Ms. Potvin/Teacher Specialist

Action Steps: 1. Assess sufficient number of digital books for Sustained Silent Reading 2. Schedule Time during PLC to give PD on how to implement Silent Sustained Reading and Vocab.Com within classroom 3. Plan with teachers during PLC 4. Schedule PD with leadership team for virtual classroom observation/in class observation look fors with sustained silent reading 5. Observe and provide feedback for teacher on sustained silent reading 6. Identify exemplar teachers and provide struggling teachers time to observe exemplar teachers 7. Assess implementation using leadership observations and student renaissance/common assessment data

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Students will increase levels on common assessments (i.e from approaches to meets, or meets to masters) every 10 weeks. Students will improve essay writing skills by moving up a level every 10 weeks based on the EOC writing rubric. Evaluation Data Sources: Common Assessments every 3-4 weeks, DLA, Mock STAAR, English I and II STAAR EOC	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: OnTrack report monitoring and alignment of Study Guides to STAAR like questions. HELPS- History, Entertainment, Literary, Personal and





Sports with editing/revising their own work, peer review; editing and revising Do Nows; Friday= writing/STAAR remediation. With an emphasis on specials populations including SPED, 504, At Risk, and Deaf Ed, G/T, Magnet

Strategy's Expected Result/Impact: Increased student performance on common assessments and STAAR.

Staff Responsible for Monitoring: Ruth Pena/Principal; Karla Garcia/Dean of Instruction, Rick Shore/Assistant Principal, English Teachers, ELA Tutors, Tramaine Jordan/Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist, Ms. Potvin/Teacher Specialist

Action Steps: 1. PD during Pre-Service on common assessment creation ,backwards planning, Milby High School PLC protocol and data analysis, student study guide creation, Do Now Creation, AT BATS, use of campus data analysis plan (all based off of STAAR) 2. PD during pre service for instruction on special populations 3. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack. 4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common Assessment 5. PD for teachers on how students should track their own data 6. Continued appraiser lead PLCs to ensure strong PLC protocols and backwards planning 7. Assess implementation using leadership observations and student renaissance/common assessment data

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: EL students will progress a level in TELPAS based on their ability to use verbs in different tenses every 10 weeks. Evaluation Data Sources: TELPAS Snapshots, Common Assessments; Mock STAAR, Multilingual Instructional Walks, TELPAS	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Sheltered Instruction (Small group instruction and differentiated learning; Focused intervention groups based on CAs, district exams and running records collected in classes.

Strategy's Expected Result/Impact: EL students will move up a level on TELPAS.

Staff Responsible for Monitoring: Ruth Pena/Principal; Karla Garcia/Dean of Instruction; English Teachers; Julie Williams/ Shelter Instruction Coach, ELA Tutors, Tremaine Jordan/Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist; Ms. Potvin/Teacher Specialist

Action Steps: 1. Create Sheltered Instruction (Literacy Routines) Campus Leadership Team 2. Schedule PD for sheltered instruction for teachers during pre service 3. Schedule PD for Leadership Team on how to spot strong sheltered instruction during observations and walkthroughs 4. PD for teachers on how to grade TELPAS samples 5. Create EL talk committee who will host EL talks twice a semester with ELL students. 6. Create SIFE interview committee. 7. Assess implementation using leadership observations and student TELPAS snapshot Data/common assessment data

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: Increase the level of all students meeting " Meets" on the STAAR Algebra EOC assessment as well as increasing the number of students reaching the "Masters" level by providing on-going professional development in sheltered instruction (Literacy Routines), small group intervention, and decomposing of TEKS and data. By the end of the 2020-2021 school year, the overall percentage of students scoring at the "Meets" level in Math will increase by 5% as measured by STAAR.

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Students will increase achievement/performance levels on formative/common assessments from approaches to meets, or meets to masters every 10 weeks. All students will have ongoing goals focusing on growth to increase by at least 5% . Evaluation Data Sources: Common Assessments every 3-4 weeks, DLA, Mock STAAR, English I and II STAAR EOC	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: OnTrack progress monitoring of all students including special populations; SPED, 504, At Risk, and Deaf Ed, G/T, Magnet. Provide students with tailored intervention and small group instruction through designated Friday intervention days.

Strategy's Expected Result/Impact: Increased student performance on common assessments and STAAR.

Staff Responsible for Monitoring: Ruth Pena/ Principal; Ernesto Manrique/Teacher Specialist; Math Teachers; Karen Garcia/IT Specialist; Crystal Santos/Campus Data Specialist;

Action Steps: 1. PD Pre-service on analyzing and interpreting Lead4ward student/teacher report data to backwards plan and create tailored instruction. 2 PD Pre-service on PLC protocol for student study guide creation, Do Now Creation, AT BATS, use of campus data analysis plan (all based off of STAAR) 3. PD during pre service for instruction on special populations 4. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack. 5. PD for teachers on how students should track their own data 6. Continued appraiser lead PLCs to ensure strong protocols and backwards planning 6. Assess implementation using leadership observations and student renaissance/common assessment data.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Students will increase Math performance in Renaissance for each Domain , Standard Skills and Sub-skills by at least 2% in each category for every BOY,MOY, Progress monitoring, and EOY administered. Evaluation Data Sources: Renaissance BOY, MOY, EOY, Progress Monitoring	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Utilize Renaissance's Instructional Planning- Student Report to provide students with small group instruction, tailored lesson plans, and remedial intervention. Monitor Progress through PLC "Data Talks" to identify tier 2 and tier 3 students for intervention.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Ruth Pena/ Principal; Ernesto Manrique/Teacher Specialist, Math Head Teacher Christina Collins; Crystal Santos/Campus Data Specialist, Karen Garcia/IT Specialist

Action Steps: 1. PD during PLC on Renaissance assessment 2. Train teachers during PLC to analyze and interpret reports to drive instruction. 3. Using data from the Renaissance screener, create individual student goals 4. Provide teachers with the opportunity to use the data to backwards plan, create tailored instruction, and class activities. 5. Bases on each check point, create action plans to provide Tier 2 and Tier 3 students with intervention activities and differentiation.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: EL students will increase at least one level in each English proficiency TELPAS snapshots by providing students with sheltered instruction (Literacy Routines) that will provide comprehension to analyze and solve math word problems. Evaluation Data Sources: Campus Report Card, STAAR Results for Domain 4, TELPAS Snapshots, Common Assessments; Mock STAAR, Multilingual Instructional Walks, TELPAS	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Incorporate ESL strategies from Sheltered Instruction (Literacy Routines) Pre-service PD to lesson plans, class activities, instruction and assessments. Progress monitor EL students and provide small-group and differentiation during classroom instruction

Strategy's Expected Result/Impact: EL students will move up a level on TELPAS.

Staff Responsible for Monitoring: Ruth Pena/ Principal; Ernesto Manrique/Teacher Specialist, Math Head Teacher Christina Collins; Crystal Santos/Campus Data Specialist, Karen Garcia/IT Specialist

Action Steps: 1. PD- Pre-service on sheltered instruction (Literacy Routines) for implementation of ESL strategies. 2 Monitor Sheltered instruction through lesson plans, informal/formal walkthroughs and observations. 3. Provide teachers with exemplars of implementation of ESL strategies through "AT BATS" during PLCs scheduled throughout the school year. 4 Progress Monitoring of Special Pops using common/formative TELPASS snapshots data.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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: We will increase our Meets ELA and Mathematics TSI scores from 16% passing to 21% passing; our earned Dual Credit in ELA and/or mathematics (3 hours in ELA/Math or 9 hours in any subject) from 13% to 18%; and our Industry based certifications from 4% to 9% by the end of the 2021-2022 school year.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase our MET ELA and Mathematics TSI scores from 16% passing to 21% passing Evaluation Data Sources: TSI and English II STAAR testing for eligibility	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: We will target all students that are projected to attend junior college post high school. We will host 4 Saturday boot camp sessions to ensure student readiness. We will also utilize APEX TSI preparation software. If students are not successful on fall TSI testing an intervention plan will be put in place for these students based on TSI diagnostic report and they will be retested in the Spring during STAAR testing dates.

Strategy's Expected Result/Impact: Increased student performance on TSI

Staff Responsible for Monitoring: Mr. Ellis (Graduation Coach) Ms, Belmares (College Career Readiness Advisor)

Action Steps: Host 4 Saturday boot camp sessions
 Utilize APEX TSI preparation software
 Implement an intervention plan based on TSI diagnostic report

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase Dual Credit in ELA and/or mathematics (3 hours in ELA/Math or 9 hours in any subject) from 13% to 18% Evaluation Data Sources: TSI and English II STAAR testing for eligibility	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Recruit incoming freshmen based on previous test scores. TSI test these students then enroll eligible students in DC courses starting their sophomore year. We also use 9th grade test scores to identify potential dual credit students.





Strategy's Expected Result/Impact: Increased Dual Credit enrollment and attainment.

Staff Responsible for Monitoring: Mr. Ellis (graduation Coach), Ms. Georgandis (Lead Counselor), Ms. Ball (Counselor), Ms. Acosta (Counselor), Ms. Mar (Counselor)

Action Steps: TSI testing for all eligible students.

Analyze test scores to identify potential dual credit students.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Increase industry based certifications from 4% to 9% by the end of the 2021 -2022 school year. Evaluation Data Sources: During practicum course students will receive several practice tests to assess certification readiness.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Align an industry certification with each CTE pathway. Ensure that curriculum offered in those course not only align with TEKS, but prepare students to be successful in level 1 or higher certification.

Strategy's Expected Result/Impact: Increased attainment of certifications.

Staff Responsible for Monitoring: Dr. Blackmon (STEM Specialist), CTE department, Senior CTE Program Specialist/ Veronica Estrada

Action Steps: Align TEKS to industry level 1 or higher certifications
 PD for CTE teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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: The percentage of students performing at the Approaches Grade Level or Above in all subjects will increase from 31% to 36%, and at the Meets Grade Level or above will increase from 17% to 20% as measured by the 2022 STAAR assessments.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase Special Education restesters meeting Approaches by 5% by the Spring semester of 2021	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Special Education students that retest will participate in STAAR boot camp, intensive tutorial sessions.

Strategy's Expected Result/Impact: Increased student performance.

Staff Responsible for Monitoring: Principal; Dean of Instruction, Martin Puente/Special Education Department Chairperson, English I and English II Teachers, ELA Tutors, Algebra I Teachers, Alg Tutors, Biology Teachers, US History Teachers, Inclusion Support teachers

Action Steps: 1. PD during Pre-Service on common assessment creation ,backwards planning, Milby High School PLC protocol and data analysis, student study guide creation, Differentiating instruction based off of student IEP and ARD paperwork. 2. PD during pre service for instruction on special Education 3. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack. 4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common Assessment 5. PD for teachers on how students should track their own data 6. Continued appraiser lead PLCs to ensure strong PLC protocols and backwards planning 7. Assess implementation using leadership observations and student renaissance/common assessment data

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The Special Education performance in Algebra I on common assessments throughout the 2020-2021 school year will increase by 2 percentage points every common assessment.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Small group instruction and differentiated learning; Focused intervention groups based on CAs, district exams and running records collected in classes.





Strategy's Expected Result/Impact: Increased student performance on assessments

Staff Responsible for Monitoring: Principal; Dean of Instruction, Martin Puente/Special Education Department Chairperson, English I and English II Teachers, ELA Tutors, Algebra I Teachers, Alg Tutors, Biology Teachers, US History Teachers, Inclusion Support teachers

Action Steps: 1. PD during Pre-Service on common assessment creation ,backwards planning, Milby High School PLC protocol and data analysis, student study guide

creation, Differentiating instruction based off of student IEP and ARD paperwork. 2. PD during pre service for instruction on special Education 3. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack. 4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common Assessment 5. PD for teachers on how students should track their own data 6. Continued appraiser lead PLCs to ensure strong PLC protocols and backwards planning 7. Assess implementation using leadership observations and student renaissance/common assessment data

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: The Special Education performance in English I and English II on common assessments throughout the 2020-2021 school year will increase by 2 percentage points every common assessment.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Small group instruction and differentiated learning; Focused intervention groups based on CAs, district exams and running records collected in classes.

Strategy's Expected Result/Impact: Improved student performance on assessments

Staff Responsible for Monitoring: Ruth Pena/Principal; Karla Garcia/Dean of Instruction, Rick Shore/Assistant Principal, English Teachers, ELA Tutors, Tramaine Jordan/Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist, Ms. Potvin/Teacher Specialist

Action Steps: 1. PD during Pre-Service on common assessment creation ,backwards planning, Milby High School PLC protocol and data analysis, student study guide creation, Do Now Creation, AT BATS, use of campus data analysis plan (all based off of STAAR) 2. PD during pre service for instruction on special populations 3. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack. 4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common Assessment 5. PD for teachers on how students should track their own data 6. Continued appraiser lead PLCs to ensure strong PLC protocols and backwards planning 7. Assess implementation using leadership observations and student renaissance/common assessment data




Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: ADDITIONAL CAMPUS GOALS: Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent and Community Engagement, Mandated Health Services, Coordinated Health Program, ELA EOC, Algebra I EOC.

Goal 1: ATTENDANCE

Improve attendance from 95.7% to 96.7%; Maintain Quartile 1 for attendance and meeting all accountability measures by end of 2022.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Decrease tardies in first and second period by 5%	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: "*Daily monitoring of Attendance

- *Phone calls to absent student
- *Monitoring late arrivals/ Documenting tardiness
- *Implement Attendance contracts
- *Conducting home visits
- *Refer parent/student to court
- *Weekly attendance meetings"

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: "*Principal

- *Administrative Team
- *Teachers
- *Clerks
- *Wrap-Around Specialist
- *CIS
- *Counselors"

Action Steps: "*Train administrative Staff (Administrators and clerks) on the usage of Power School which will allow them to monitor absences in PowerSchool SIS and run a report after ADA

- *Train administrative staff, academy clerks, drop out specialists on the process of DRIP (Dropout Recovery Intervention Prevention) meetings which will be held on a weekly basis.
- *Set up system for PD academy clerks/truancy officers to make phone calls to absent students
- *Designate Attendance clerks to run exceptions report daily.
- *Truancy officers establish conference with student at follow-up of DRIP meeting, request supporting documents, if needed.
- *Create Home-visit teams by alpha which will identify the root cause of excessive absence (Medical, transportation, family separation, out-of-zone, etc.)
- *Create a monitoring system by issuing out TRIAD and truancy letters following Texas truancy law."

Title I Schoolwide Elements: 2.4, 2.6, 3.2

Board Goal 5: ADDITIONAL CAMPUS GOALS: Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent and Community Engagement, Mandated Health Services, Coordinated Health Program, ELA EOC, Algebra I EOC.

Goal 2: DISCIPLINE

Decrease student Out-of-School Suspensions by 3% by the end of 2022.





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

Board Goal 5: ADDITIONAL CAMPUS GOALS: Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent and Community Engagement, Mandated Health Services, Coordinated Health Program, ELA EOC, Algebra I EOC.

Goal 3: VIOLENCE PREVENTION

Decrease school safety issues by 10% by the end of 2022.

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

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 1: Reduce the number of Drug incidents by 5%				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: "*PD on Drug Alcohol Abuse

*Include in Teacher Handbook as responsibility to report

*Include information during Student Assembly

*Monitor Restrooms

*Parent workshops"

Strategy's Expected Result/Impact: Safer school

Staff Responsible for Monitoring: Administrators; Counselors; Foundations Team; Campus officer; CIS; Wrap Around Specialist(s)

Action Steps: "*Milby HS will adopt a reporting policy

*Mentoring programs for female and male students (ROSES and Ascending to Men)

*Teachers will participate in Foundations Professional Development

*Administration will review reporting responsibilities as outlined in Teacher Handbook

*Administrators/Counselors/Wrap Around personnel/CIS personnel will respond to reports of incidents

*Provide information during "Parent University" and "Coffee with The Principal"





Ruiz with HPD for Parent and Teacher training"

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: ADDITIONAL CAMPUS GOALS: Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent and Community Engagement, Mandated Health Services, Coordinated Health Program, ELA EOC, Algebra I EOC.

Goal 4: SPECIAL EDUCATION - The percentage of students performing at the Approaches Grade Level or Above in all subjects will increase from 32% to 37%, and at the Meets Grade Level or above will increase from 6% to 11% as measured by the 2022 STAAR assessments.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase Special Education re-testers meeting Approaches by 5% by the Spring semester of 2022 Evaluation Data Sources: EOC exams in all subject areas.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Special Education students that retest will participate in STAAR boot camp, intensive tutorial sessions.

Strategy's Expected Result/Impact: Increased SpEd student performance

Staff Responsible for Monitoring: Principal; Dean of Instruction; Special Education Department Chairperson, English I and English II Teachers, ELA Tutors, Algebra I Teachers, Alg Tutors, Biology Teachers, US History Teachers, Inclusion Support teachers





Action Steps: 1. PD during Pre-Service on common assessment creation ,backwards planning, Milby High School PLC protocol and data analysis, student study guide creation, Differentiating instruction based off of student IEP and ARD paperwork. 2. PD during pre service for instruction on special Education 3. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack. 4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common Assessment 5. PD for teachers on how students should track their own data 6. Continued appraiser lead PLCs to ensure strong PLC protocols and backwards planning 7. Assess implementation using leadership observations and student renaissance/common assessment data

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: ADDITIONAL CAMPUS GOALS: Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent and Community Engagement, Mandated Health Services, Coordinated Health Program, ELA EOC, Algebra I EOC.

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. Increase our Special Population STAAR performance at the "Meets" level by 3%

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of our teachers will implement differentiation strategies to reach all Special Populations.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Examine the results of each Common Assessment every 2-3 weeks to identify teachers whose instructional techniques allow students to master specific objectives.

Strategy's Expected Result/Impact: Increased mastery of objectives by all sub-pops.

Staff Responsible for Monitoring: Principal; Dean of Instruction; All Teachers, All Tutors, All Administrators, Tramaine Jordan/Dyslexia Specialist, Blaine Simmons/IAT Specialist, 504 Specialist, District TDS in all content areas, Shelsie Belmares/College and Career Advisor, Claudia Cardenas/GT Coordinator, Martin Puente/ SPED Department Chair, William Ellis/ Grad Lab Coach- Dual Credit Coordinator, Julie Williams/ LEP Coordinator

Action Steps: 1. PD Pre-service on analyzing and interpreting lead4ward student/teacher report data to backwards plan and create tailored instruction. 2 PD Pre-service on PLC protocol for student study guide creation, Do Now Creation, AT BATS, use of campus data analysis plan (all based off of STAAR) 3. PD during pre service for instruction on special populations 4. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack. 5. PD for teachers on how students should track their own data 6. Continued appraiser lead PLCs to ensure strong protocols and backwards planning 6. Assess implementation using leadership observations and student renaissance/common assessment data.





Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: ADDITIONAL CAMPUS GOALS: Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent and Community Engagement, Mandated Health Services, Coordinated Health Program, ELA EOC, Algebra I EOC.

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Increasing parent involvement by 10 % by June 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase the number of parents attending Coffee with the Principal by 10% Evaluation Data Sources: Sign-in sheets	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: *Provide a variety of methods to communicate with parents in their native language.

*Parent surveys

*Open-door policy

*Hosting academic nights (STEM, Fine Arts, Math and ELA)

Strategy's Expected Result/Impact: Increased parent participation.

Staff Responsible for Monitoring: *Teachers

*Admin

*Counselors

*CIS/Wraparound

Action Steps: * Offer morning and evening Coffee with the Principal sessions

* All meetings are bilingual

* Remind parents one week in advance through social media, marquee, callouts, and letters

* Keeping a consistent calendar to the first Tuesday of every month

* Offer incentives for participants

Title I Schoolwide Elements: 3.1, 3.2





Board Goal 5: ADDITIONAL CAMPUS GOALS: Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent and Community Engagement, Mandated Health Services, Coordinated Health Program, ELA EOC, Algebra I EOC.

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 Details	Reviews			
<p>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.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
<p>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.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
<p>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.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
<p>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.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
<p>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.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
<p>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.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
<p>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.</p> <p>Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: ADDITIONAL CAMPUS GOALS: Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent and Community Engagement, Mandated Health Services, Coordinated Health Program, ELA EOC, Algebra I EOC.

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: ADDITIONAL CAMPUS GOALS: Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent and Community Engagement, Mandated Health Services, Coordinated Health Program, ELA EOC, Algebra I EOC.

Goal 9: The percentage of students performing at the Meets level in ELA will increase from 38% to 42%, and at the Masters level will increase from 3% to 5% as measured by the 2022 STAAR English 1 and English 2 assessment. More specifically the percentage of students performing at the Meets level in English I will increase from 38% to 42%, and at the Masters level from 4% to 6% as measured by the 2022 STAAR English I assessment; and the percentage of students performing at the Meets level in English II will increase from 39% to 43%, and at the Masters level from 2% to 4% as measured by the 2022 STAAR English II assessment.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 1: Student reading grade level will increase by 1 or more grade levels quarterly.				

Strategy 1: 50 min Silent Sustained Reading weekly during direct instruction, Vocab.com, Read Alouds

Strategy's Expected Result/Impact: Increased reading level

Staff Responsible for Monitoring: Principal; Dean of Instruction; English Teachers, ELA Tutors, Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist), Ms. Potvin/Teacher Specialist

Action Steps: 1. Assess sufficient number of digital books for Sustained Silent Reading 2. Schedule Time during PLC to give PD on how to implement Silent Sustained Reading and Vocab.Com within classroom 3. Plan with teachers during PLC 4. Schedule PD with leadership team for virtual classroom observation/in class observation look fors with sustained silent reading 5. Observe and provide feedback for teacher on sustained silent reading 6. Identify exemplar teachers and provide struggling teachers time to observe exemplar teachers 7. Assess implementation using leadership observations and student renaissance/common assessment data

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2: Students will increase levels on common assessments (i.e from approaches to meets, or meets to masters) every 10 weeks. Students will improve essay writing skills by moving up a level every 10 weeks based on the EOC writing rubric.				

Strategy 1: OnTrack report monitoring and alignment of Study Guides to STAAR like questions. HELPS- History, Entertainment, Literary, Personal and Sports with editing/revising their own work, peer review; editing and revising Do Nows; Friday= writing/STAAR remediation. With an emphasis on specials populations including SPED, 504, At Risk, and Deaf Ed, G/T, Magnet





Strategy's Expected Result/Impact: Increased common assessment scores

Staff Responsible for Monitoring: Principal; Dean of Instruction; English Teachers, ELA Tutors, Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist, Ms.

Potvin/Teacher Specialist

Action Steps: 1. PD during Pre-Service on common assessment creation ,backwards planning, Milby High School PLC protocol and data analysis, student study guide creation, Do Now Creation, AT BATS, use of campus data analysis plan (all based off of STAAR) 2. PD during pre service for instruction on special populations 3. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack. 4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common Assessment. 5. PD for teachers on how students should track their own data 6. Continued appraiser lead PLCs to ensure strong PLC protocols and backwards planning 7. Assess implementation using leadership observations and student renaissance/common assessment data

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: ELL students will progress a level in TELPAS based on their ability to use verbs in different tenses every 10 weeks.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Sheltered Instruction (Small group instruction and differentiated learning; Focused intervention groups based on CAs, district exams and running records collected in classes.

Strategy's Expected Result/Impact: Increased TELPAS scores

Staff Responsible for Monitoring: Principal; Dean of Instruction; English Teachers, Julie Williams/ Shelter Instruction Coach, ELA Tutors, Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist, Ms. Potvin, Teacher Specialist

Action Steps: 1. Create Sheltered Instruction (Literacy Routines) Campus Leadership Team 2. Schedule PD for sheltered instruction for teachers during pre service 3. Schedule PD for Leadership Team on how to spot strong sheltered instruction during observations and walkthroughs 4. PD for teachers on how to grade TELPAS samples 5. Create EL talk committee who will host EL talks twice a semester with ELL students. 6. Create SIFE interview committee. 7. Assess implementation using leadership observations and student TELPAS snapshot Data/common assessment data

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: ADDITIONAL CAMPUS GOALS: Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent and Community Engagement, Mandated Health Services, Coordinated Health Program, ELA EOC, Algebra I EOC.

Goal 10: Increase the level of all students meeting " Meets" on the STAAR Algebra EOC assessment as well as increasing the number of students reaching the "Masters" level by providing on-going professional development in sheltered instruction (Literacy Routines), small group intervention, and decomposing of TEKS and data. By the end of the 2021-2022 school year, the overall percentage of students scoring at the "Meets" level in Math will increase by 5% as measured by STAAR.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Students will increase achievement/performance levels on formative/common assessments from approaches to meets, or meets to masters every 10 weeks. All students will have ongoing goals focusing on growth to increase by at least 5% .	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: OnTrack progress monitoring of all students including special populations; SPED, 504, At Risk, and Deaf Ed, G/T, Magnet. Provide students with tailored intervention and small group instruction through designated Friday intervention days.

Strategy's Expected Result/Impact: increased math scores

Staff Responsible for Monitoring: Principal; Dean of Instruction; Teacher Specialist, Math Teachers; Specialist

Crystal Santos/Campus Data Specialist, IT

Action Steps: 1. PD Pre-service on analyzing and interpreting lead4ward student/teacher report data to backwards plan and create tailored instruction. 2 PD Pre-service on PLC protocol for student study guide creation, Do Now Creation, AT BATS, use of campus data analysis plan (all based off of STAAR) 3. PD during pre service for instruction on special populations 4. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack. 5. PD for teachers on how students should track their own data 6. Continued appraiser lead PLCs to ensure strong protocols and backwards planning 6. Assess implementation using leadership observations and student renaissance/common assessment data.

Title I Schoolwide Elements: 2.5, 2.6

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Students will increase Math performance in Renaissance for each Domain , Standard Skills and Sub-skills by at least 2% in each category for every BOY, MOY, Progress monitoring, and EOY administered.	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Students will increase Math performance in Renaissance for each Domain , Standard Skills and Sub-skills by at least 2% in each category for every BOY,MOY, Progress monitoring, and EOY administered.

Strategy's Expected Result/Impact: increased math performance

Staff Responsible for Monitoring: Principal; Dean of Instruction; Teacher Specialist, Math Teachers; Crystal Santos/Campus Data Specialist, IT Specialist

Action Steps: 1. PD during PLC on Renaissance assessment 2. Train teachers during PLC to analyze and interpret reports to drive instruction. 3. Using data from the Renaissance screener, create individual student goals 4. Provide teachers with the opportunity to use the data to backwards plan, create tailored instruction, and class activities. 5. Bases on each check point, create action plans to provide Tier 2 and Tier 3 students with intervention activities and differentiation.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: EL students will increase at least one level in each English proficiency TELPAS snapshots by providing students with sheltered instruction (Literacy Routines) that will provide comprehension to analyze and solve math word problems.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Incorporate ESL strategies from Sheltered Instruction (Literacy Routines) Pre-service PD to lesson plans, class activities, instruction and assessments. Progress monitor EL students and provide small-group and differentiation during classroom instruction

Strategy's Expected Result/Impact: increased TELPAS performance

Staff Responsible for Monitoring: Principal; Dean of Instruction; Julie Williams/LEP, Math Teachers, Puente/SPED CHAIR

Action Steps: 1. PD- Pre-service on sheltered instruction (Literacy Routines) for implementation of ESL strategies. 2 Monitor Sheltered instruction through lesson plans, informal/formal walkthroughs and observations. 3. Provide teachers with exemplars of implementation of ESL strategies through "AT BATS" during PLCs scheduled throughout the school year. 4 Progress Monitoring of Special Pops using common/formative TELPASS snapshots data.

Title I Schoolwide Elements: 2.4, 2.5, 2.6