

Houston Independent School District
011 Milby High School
2022-2023 Campus Improvement Plan



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Built in 1926 to serve the Harrisburg Community, Charles H. Milby High School is located in Southeast Houston and will be serving an enrollment of 2100 students for 2022-2023 school year. Our long-standing, active alumni are successful citizens, representing many different political, social, and economic areas. Milby's demographic data shows a student population of 91% Hispanic, 8% African-American, and >1% other. Approximately 25% of our students are Emerging Bilingual Students and another 12% require special education services (with a 40 student overlap). This represents approximately 35% of our population that requires additional assistance.

Demographics Strengths

Strong alumni ties help retain teachers and staff. Overall faculty and staff includes a significant percentage of Milby graduates, including our principal and dean of instruction. Community and staff commitment to building a positive, productive, and sustainable school culture. Out-of-zone magnet student enrollment at capacity.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: English Learners routinely under-perform other student populations in meeting standards. **Root Cause:** Long-term Emerging Bilingual students are not progressing according to TELPAS data due to high mobility rate.

Student Learning

Student Learning Summary

For 2018-2019 school year, Milby HS received an overall rating of a C. Domain 1 Scale Score: 69%, Domain 1 Rating:D, Domain 2 Part A: 72, Domain 2 Part B: 78, Domain 2 Rating: C, Domain 3 Rating: C. When analyzing the TEA data, we see growth in all areas except our graduation rate. Graduation rate took a dip from a 86.9% in 2018 to a 85.6% in 2019 Accountability Summary. Our Economic Disadvantage Performance grew from a 86.0% to a 92.6%. Our Academic growth demonstrated a substantiated amount of growth. MHS went from a 58% to 72% scaled score moving 14 percentage points. Closing the Gaps criteria increased by a total of 6%.

When reviewing data for EOC Algebra I we see the increase of 8% in approaches, 12% in Meets and 8% in Masters. Our English I took a 1% dip in Approaches but increased in both Meets and Masters. English II grew by 13% in Approaches, 8% in Meets and 2 % in masters with all sub-pops showing a growth as well. Biology grew by 2% in Approaches, Meets and Masters and double digits in SPED population. Finally, our US History grew 2% in approaches and double digits in Meets, Masters and SPED.

Student Learning Strengths

Strong alumni ties help retain teachers and staff. Overall faculty and staff includes a significant percentage of Milby graduates, including our principal and dean of instruction. Community and staff commitment to building a positive, productive, and sustainable school culture. Out-of-zone magnet student enrollment at capacity.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students have difficulty and reaching meets and masters grade level on all EOC exams. **Root Cause:** Students enter 9th grade with severe achievement gaps

Problem of Practice 2: English Learners routinely under-perform other student populations in meeting standards. **Root Cause:** Long-term Emerging Bilingual students are not progressing according to TELPAS data due to high mobility rate.

School Processes & Programs

School Processes & Programs Summary

In spite of COVID disruption, Milby High School kept campus attendance rate above 90%. Weekly DRIP meetings are used as checkpoints for individual students' weekly attendance and to discuss necessary interventions and supports. Teachers meet weekly for PLCs by content departments, for all subjects. We do data dives using OnTrack and other resources to disaggregate data and implement interventions, as needed. Industry certifications are offered in every CTE pathway at Milby HS. Dual credit classes are offered in English, Algebra II, US History, US Government, Mexican American History, Sociology, Cosmetology and Communication Application core departments. Varsity and sub-varsity sports and fine arts programs remain strong institutions on campus for all students. Our campus benefits from various grants, especially focused on STEM. Maintain a healthy and sustainable magnet program.

School Processes & Programs Strengths

In spite of the pandemic our campus demonstrated growth in the following areas: EOC Algebra I we see the increase of 8% in approaches, 12% in Meets and 8% in Masters. Our English I took a 1% dip in Approaches but increased in both Meets and Masters. English II grew by 13% in Approaches, 8% in Meets and 2% in masters with all sub-pops showing a growth as well. Biology grew by 2% in Approaches, Meets and Masters and double digits in SPED population. Finally, our US History grew 2% in approaches and double digits in Meets, Masters and SPED. Industry certifications increased from 160 in the 2020-2021 to 323 in the 2021-2022 school year and a total of 447 out of 495 seniors earning a CCMR indicator. All offered varsity sports teams made playoffs or showed significant improvement from years' prior, and theatre productions and competitions increased. Made it to State in wrestling Regionals in several sports

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Advanced academics (AP scores) did not show growth. **Root Cause:** Lack of student accountability, or monitoring systems/honor code.

Problem of Practice 2: English Learners routinely under-perform other student populations in meeting standards. **Root Cause:** Long-term Emerging Bilingual students are not progressing according to TELPAS data due to high mobility rate.

Perceptions

Perceptions Summary

In spite of COVID disruption, Milby High School kept campus attendance rate above 90%. Weekly DRIP meetings are used as checkpoints for individual students' weekly attendance and to discuss necessary interventions and supports. Teachers meet weekly for PLCs by content departments, for all subjects. We do data dives using OnTrack and other resources to disaggregate data and implement interventions, as needed. Industry certifications are offered in every CTE pathway at Milby HS. Dual credit classes are offered in English, Algebra II, US History, US Government, Mexican American History, Sociology, Cosmetology and Communication Application core departments. Varsity and sub-varsity sports and fine arts programs remain strong institutions on campus for all students. Our campus benefits from various grants, especially focused on STEM. Maintain a healthy and sustainable magnet program.

Perceptions Strengths

In spite of the pandemic our campus demonstrate growth in the following areas: Attendance maintained at above 90%. Showed growth in several academic areas: Based on the last two Spring EOC STAAR examinations (Spring 2021 and Spring 2022), our Algebra 1 data shows growth from 67%-75% passing; English 2 data shows growth from 56%-69% passing; Biology data shows growth from 67% to 69% passing; and US History data shows growth from 81% to 84% passing. Number of students earning industry certifications increased. Industry certifications increased from 160 in the 2020-2021 to 393 in the 2021-2022 school year. All offered varsity sports teams made playoffs or showed significant improvement from years' prior, and theatre productions and competitions increased. Made it to State in wrestling Regionals in several sports

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Incoming students with multiple at-risk indicators. **Root Cause:** Failure to provide adequate interventions for attendance, academic achievement, and language acquisition.

Problem of Practice 2: English Learners routinely under-perform other student populations in meeting standards. **Root Cause:** Long-term Emerging Bilingual students are not progressing according to TELPAS data due to high mobility rate.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- 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

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: The percentage of students performing at the Meets level in ELA will increase from 40% to 45%, and at the Masters level will increase from 5% to 8% as measured by the 2022 STAAR English 1 and English 2 assessments. More specifically the percentage of students performing at the Meets level in English I will increase from 37% to 41%, and at the Masters level from 5% to 8% 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 53% to 58%, and at the Masters level from 6% to 9% as measured by the 2022 STAAR English II assessment.

Strategic Priorities:





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

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)

HB3 Board Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: 30 min Khan Academy daily during Homeroom.</p> <p>Strategy's Expected Result/Impact: Students increase reading level.</p> <p>Staff Responsible for Monitoring: Ruth Pena/Principal; Karla Garcia/Dean of Instruction, Brent Rumbo/Assistant Principal, English Teachers, ELA Tutors, Tramaine Jordan/Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist.</p> <p>Action Steps: 1. Train teachers and student at the beginning of the year on Khan Academy. 2. Schedule Time during PLC to give PD on how to implement Khan Academy 3. Plan with teachers during PLC 4. Schedule PD with leadership team classroom observation look-fors with Khan Academy expectations. 5. Observe and provide feedback for teacher on the use of Khan Academy 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</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2: Students will increase levels on common assessments (i.e from approaches to meets, or meets to masters) every 6 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 2-3 weeks, DLA, Mock STAAR, English I and II STAAR EOC

HB3 Board Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: OnTrack report monitoring and alignment of Study Guides to STAAR like questions. Editing and revising. Do Nows; Friday= writing/STAAR remediation with an emphasis on special populations including SPED, 504, At Risk, and Deaf Ed, G/T, Magnet</p> <p>Strategy's Expected Result/Impact: Increased student performance on common assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Ruth Pena/Principal; Karla Garcia/Dean of Instruction, Brent Rumbo/Assistant Principal, English Teachers, ELA Tutors, Tramaine Jordan/Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist</p> <p>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)</p> <p>2. PD during pre service for instruction on special populations</p> <p>3. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack</p> <p>4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common assessment</p> <p>5. PD for teachers on how students should track their own data</p> <p>6. Continued appraiser lead PLCs to ensure strong PLC protocols and backwards planning</p> <p>7. Assess implementation using leadership observations and student renaissance/common assessment data</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 3: Emerging Bilingual students will progress a level in TELPAS based on their ability to speak and use verbs in different tenses every 6 weeks.

Evaluation Data Sources: TELPAS Snapshots, Common Assessments; Mock STAAR, Multilingual Instructional Walks, TELPAS

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Sheltered Instruction (Small group instruction and differentiated learning) and focused intervention groups based on CAs, district exams and running records collected in classes. A new Sheltered Instruction strategy will be used every 3 weeks to be implemented across all subject areas.</p> <p>Strategy's Expected Result/Impact: EB students will move up a level on TELPAS.</p> <p>Staff Responsible for Monitoring: Ruth Pena/Principal, Karla Garcia/Dean of Instruction, English Teachers; Ester Salazar/ Shelter Instruction Coach, ELA Tutors, Tremaine Jordan/Dyslexia Specialist, Blaine Simmons/IAT Specialist and 504 Specialist</p> <p>Action Steps: 1. Create Sheltered Instruction (Literacy Routines) Campus Leadership Team 2. Schedule PD for sheltered instruction for teachers during PLCs 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 EB Student talks committee who will host EB Student 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</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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: Increase the level of all students achieving Meets on the STAAR Algebra I 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 2022-2023 school year, the overall percentage of students scoring at the Meets level in Math will increase from 39% to 44% as measured by STAAR.

Strategic Priorities:

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

Measurable Objective 1: Increase the level of all students achieving Meets on the STAAR Algebra I 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 2022-2023 school year, the overall percentage of students scoring at the Meets level in Math will increase from 39% to 44% as measured by STAAR.

Evaluation Data Sources: Ongoing Common Assessments, DLA, EOC.

HB3 Board Goal

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: 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 7% to 12%; and our Industry based certifications from 4% to 9% by the end of the 2022-2023 school year.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

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





HB3 Board Goal

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student performance on TSI</p> <p>Staff Responsible for Monitoring: Mr. Ellis (Graduation Coach) Ms. Gallegos (College Access Coordinator)</p> <p>Action Steps: 1. Host 4 Saturday boot camp sessions 2. Utilize APEX TSI preparation software 3. Implement an intervention plan based on TSI diagnostic report</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 2: Increase Dual Credit in ELA and/or mathematics (3 hours in ELA/Math or 9 hours in any subject) from 7% to 12%

Evaluation Data Sources: TSI and English II STAAR testing for eligibility





HB3 Board Goal

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased Dual Credit enrollment and attainment</p> <p>Staff Responsible for Monitoring: Mr. Ellis (graduation Coach), Ms. Georgandis (Lead Counselor), Ms. Ball (Counselor), Ms. Acosta (Counselor), Ms. Mackey (Counselor)</p> <p>Action Steps: 1. TSI testing for all eligible students. 2. Analyze test scores to identify potential dual credit students.</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 3: Increase industry based certifications from 29% to 35% by the end of the 2022 -2023 school year.

Evaluation Data Sources: During practicum course students will receive several practice tests to assess certification readiness

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Align an industry certification with each CTE pathway. Ensure that curriculum offered in those courses not only align with TEKS, but prepare students to be successful in level 1 or higher certification.</p> <p>Strategy's Expected Result/Impact: Increased attainment of certifications</p> <p>Staff Responsible for Monitoring: Dr. Blackmon (STEM Specialist), CTE department, Senior CTE Program Specialist/ Veronica Estrada</p> <p>Action Steps: Align TEKS to industry level 1 or higher certifications PD for CTE teachers.</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 4: 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: The percentage of students performing at the Approaches Grade Level or Above in all subjects will increase from 69% to 74%, and at the Meets Grade Level or above will increase from 46% to 51% as measured by the 2023 STAAR assessments.





Strategic Priorities:

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

Measurable Objective 1: Increase Special Education re-testers meeting Approaches from 31% to 36% by the Spring semester of 2023

Evaluation Data Sources: Report Cards, Progress Reports, Progress monitoring of common assessments, BOY, MOY, Snapshots, and District/Campus Mock STAAR assessments

HB3 Board Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education students that retest will participate in STAAR boot camp, intensive tutorial sessions</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>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</p> <p>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</p> <p>2. PD during pre service for instruction on special Education</p> <p>3. PD during PreService on how to access student feedback cards, and STOP items on OnTrack</p> <p>4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common Assessment</p> <p>5. PD for teachers on how students should track their own data</p> <p>6. Continued appraiser lead PLCs to ensure strong PLC protocols and backwards planning</p> <p>7. Assess implementation using leadership observations and student renaissance/common assessment data</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: The Special Education performance in Algebra I on common assessments throughout the 2022-2023 school year will increase by 2 percentage points every common assessment.

Evaluation Data Sources: Progress monitoring of common assessments, BOY, MOY, Snapshots, and District/Campus Mock STAAR assessments

HB3 Board Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction and differentiated learning; Focused intervention groups based on CAs, district exams and running records collected in classes</p> <p>Strategy's Expected Result/Impact: Increased student performance on assessments</p> <p>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</p> <p>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 PreService 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</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 3: The Special Education performance in English I and English II on common assessments throughout the 2022-2023 school year will increase by 2 percentage points every common assessment.

Evaluation Data Sources: Progress monitoring of common assessments, BOY, MOY, Snapshots, and District/Campus Mock STAAR assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction and differentiated learning; Focused intervention groups based on CAs, district exams and running records collected in classes.</p> <p>Strategy's Expected Result/Impact: Improved student performance on assessments</p> <p>Staff Responsible for Monitoring: Ruth Pena/Principal; Karla Garcia/Dean of Instruction, Brent Rumbo/Assistant Principal, English Teachers, ELA Tutors, Tramaine Jordan/Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist, Teacher Specialists</p> <p>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)</p> <p>2. PD during pre service for instruction on special populations</p> <p>3. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack.</p> <p>4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common assessment</p> <p>5. PD for teachers on how students should track their own data</p> <p>6. Continued appraiser lead PLCs to ensure strong PLC protocols and backwards planning</p> <p>7. Assess implementation using leadership observations and student renaissance/common assessment data</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: Improve attendance from 90% to 91%; Strive for Quartile 1 for attendance and meet all accountability measures by end of 2023.

Strategic Priorities:

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





Measurable Objective 1: Decrease tardies in first and second period by 5%

Evaluation Data Sources: 1. Hero Tracker system

2. Weekly DRIP meetings

3. Bi-Weekly progress reports





HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Daily monitoring of Attendance 2. Phone calls to absent student 3. Monitoring late arrivals/ Documenting tardiness 4. Implement Attendance contracts 5. Conducting home visits 6. Refer parent/student to court 7. Weekly attendance meetings</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Teachers, Clerks, Wrap-Around Specialist, CIS, Counselors</p> <p>Action Steps: 1. 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 2. 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 3. Set up system for PD academy clerks/truancy officers to make phone calls to absent students 4. Designate Attendance clerks to run exceptions report daily 5. Truancy officers establish conference with student at follow-up of DRIP meeting, request supporting documents, if needed 6. Create Home-visit teams by alpha which will identify the root cause of excessive absence (Medical, transportation, family separation, out-of-zone, etc.) 7. Create a monitoring system by issuing out TRIAD and truancy letters following Texas truancy law</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Increase Communication by 25%

- Evaluation Data Sources:** 1. Weekly DRIP meetings
2. Bi-Weekly progress reports
3. Report Cards
4. HISD connect gradebook/power school for parents

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly attendance (DRIP) meetings</p> <p>Strategy's Expected Result/Impact: Improved student attendance</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Teachers, Clerks, Wrap-Around Specialist, CIS, Counselors</p> <p>Action Steps: 1. Truancy officers establish conference with student at follow-up of DRIP meeting, request supporting documents, if needed 2. Create Home-visit teams by alpha which will identify the root cause of excessive absence (Medical, transportation, family separation, out-of-zone, etc.) 3. Create a monitoring system by issuing out TRIAD and truancy letters following Texas truancy law</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Measurable Objective 3: Increase Student Campus participation and engagement by 5%

- Evaluation Data Sources:** 1. Weekly DRIP meetings
2. Bi-Weekly progress reports
3. Report Cards

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize homeroom for students to participate in different activities such as Khan Academy and HB4545.</p> <p>Strategy's Expected Result/Impact: Campus-wide participation in school initiatives</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Teachers, Clerks, Wrap-Around Specialist ,CIS, Counselors, IT Department</p> <p>Action Steps: 1. PD for teachers on specific initiative in different topics 2. Administrative support for teachers for implementation of strategy 3. IT support and training 4. Utilize homeroom according to initiative to improve student awareness 5. Non-teaching staff to monitor student participation 6. Non-teaching staff to support teachers on student participation</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: Decrease student Out-of-School Suspensions by 3% by the end of 2023.





Strategic Priorities:

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

Measurable Objective 1: Decrease student referrals by 10%

Evaluation Data Sources: BOY Campus Survey, MOY Campus Survey, EOY Campus Survey

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Apply SEL strategies to decrease the number of discipline incidents</p> <p>Strategy's Expected Result/Impact: decreased number of discipline referrals</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Teachers, Clerks, Wrap-Around Specialist, CIS, Counselors, IT Department</p> <p>Action Steps: 1. Apply SEL strategies to de-escalate situations 2. Referrals to CIS for group support 3. Fill out SAF for Wrap Around support 4. Counselor check ins 5. Teacher referrals 6. Parent conferences</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 2: Decrease the number of Level 3 and 4 offenses by 3%

Evaluation Data Sources: BOY Campus Survey, MOY Campus Survey, EOY Campus Survey

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Interventions for frequent offenders</p> <p>Strategy's Expected Result/Impact: Decrease the number of major discipline offenses</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, Teachers, Clerks, Wrap-Around Specialist, CIS, Counselors, IT Department</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Apply SEL strategies to de-escalate situations 2. Referrals to CIS for group support 3. Fill out SAF for Wrap Around support 4. Counselor check ins 5. Teacher referrals 6. Parent conferences 7. On-going administrator check ins 8. Constant communication through TEAMS with students 9. Build rapport with students 10. Adult role-models and mentors <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Measurable Objective 3: Increase IAT interventions to address Social Emotional issues by 10%

Evaluation Data Sources: BOY Campus Survey, MOY Campus Survey, EOY Campus Survey

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly At-Risk committee meetings (DRIP)</p> <p>Strategy's Expected Result/Impact: Decreased discipline issues</p> <p>Staff Responsible for Monitoring: Principal, AT-Risk Coordinator, IAT Coordinator, Administrative Team, Teachers, Clerks, Wrap-Around Specialist, CIS, Counselors, IT Department</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. At-Risk coordinator keeps file of each student on campus 2. Different departments collaborate to gather student data 3. Apply SEL strategies to de-escalate situations 4. Referrals to CIS for group support 5. Fill out SAF for Wrap Around support 6. Counselor check ins 7. Teacher referrals 8. Parent conferences 9. On-going administrator check ins 10. Constant communication through TEAMS with students 11. Build rapport with students 12. Adult role-models and mentor <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: Decrease school safety issues by 10% by the end of 2023.

Strategic Priorities:


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


Measurable Objective 1: Reduce the number of Drug incidents by 5%


Evaluation Data Sources: PowerSchool, Discipline data


HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. PD on Drug Alcohol Abuse 2. Include in Teacher Handbook as responsibility to report 3. Include information during Student Assembly 4. Monitor Restrooms 5. Parent workshops</p> <p>Strategy's Expected Result/Impact: Safer school</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Foundations Team, Campus officer, CIS, Wrap Around Specialist(s)</p> <p>Action Steps: 1. Milby HS will adopt a reporting policy 2. Mentoring programs for female and male students (ROSES and Ascending to Men) 3. Teachers will participate in Foundations Professional Development 4. Administration will review reporting responsibilities as outlined in Teacher Handbook 5. Administrators/Counselors/Wrap Around personnel/CIS personnel will respond to reports of incidents 6. Provide information during "Parent University" and "Coffee with The Principal" 7. Sgt Ruiz with HPD for Parent and Teacher training"</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Measurable Objective 2: Reduce the number of Safety concerns by 10%

Evaluation Data Sources: Student Assemblies, Guest Speakers, Anonymous Mailbox, Student Conference, Parent Conference, Counseling, Foundation Strategies, CIS Resources, Wrap Around Resources





HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective safety protocols</p> <p>Strategy's Expected Result/Impact: Reduced safety concerns</p> <p>Staff Responsible for Monitoring: Principal, Administrators, Counselors, Foundations Team, Campus officers, CIS, Wrap Around Specialist(s), Security officer</p> <p>Action Steps: 1. Establish a well-developed monitoring protocol for morning, passing, lunch and dismissal 2. Routine drills 3. Monthly safety meetings to identify new concerns. 4. Improved security camera system 5. Constant hall-monitoring 6. Outside offices 7. Addition of security personnel dedicated to campus</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 3: Reduce the number of violence incidents by 10%

Evaluation Data Sources: Powerschool, discipline data

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: PD on violence prevention</p> <p>Strategy's Expected Result/Impact: safer school</p> <p>Staff Responsible for Monitoring: Principal, Administrators, Counselors, Foundations Team, CIS, Wrap Around Specialist(s), Campus officers</p> <p>Action Steps: 1. Milby HS will adopt a reporting policy 2. Mentoring programs for female and male students (ROSES and Ascending to Men) 3. Teachers will participate in "I love you guys" Professional Development 4. Administration will review reporting responsibilities as outlined in Teacher Handbook 5. Administrators/Counselors/Wrap Around personnel/CIS personnel will respond to reports of incidents 6. Provide information during "Parent University" and "Coffee with The Principal" 7. Sgt Ruiz with HPD for Parent and Teacher training"</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: 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 13% to 18% as measured by the 2022 STAAR assessments.





Strategic Priorities:

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

Measurable Objective 1: Increase Special Education re-testers meeting Approaches by 5% by the Spring semester of 2023

Evaluation Data Sources: Report Cards, Progress Reports, Progress monitoring of common assessments, BOY, MOY, Snapshots, and District/Campus Mock STAAR assessments

HB3 Board Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education students that retest will participate in STAAR boot camp and intensive tutorial sessions</p> <p>Strategy's Expected Result/Impact: Increased SpEd student performance</p> <p>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</p> <p>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</p> <p>2. PD during pre service for instruction on special Education</p> <p>3. PD during PreService on how to access student feedback cards, and STOP items on OnTrack.</p> <p>4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common Assessment</p> <p>5. PD for teachers on how students should track their own data</p> <p>6. Continued appraiser lead PLCs to ensure strong PLC protocols and backwards planning</p> <p>7. Assess implementation using leadership observations and student renaissance/common assessment data</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 2: The Special Education performance in Algebra I on common assessments throughout the 2022-2023 school year will increase by 2

percentage points every common assessment

Evaluation Data Sources: Progress monitoring of common assessments, BOY, MOY, Snapshots, and District/Campus Mock STAAR assessments





HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Data-driven instruction to identify Special Education student needs</p> <p>Strategy's Expected Result/Impact: Improved performance of Special Education students in every common assessment</p> <p>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</p> <p>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 PreService 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</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Measurable Objective 3: The Special Education performance in English I and English II on common assessments throughout the 2022-2023 school year will increase by 2 percentage points every common assessment

Evaluation Data Sources: Progress monitoring of common assessments, BOY, MOY, Snapshots, and District/Campus Mock STAAR assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Improved scores in common assessments by Special Education students</p> <p>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, Martin Puente/ SPED Department Chair, William Ellis/ Grad Lab Coach- Dual Credit Coordinator, Julie Williams/ LEP Coordinator</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 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 7. Assess implementation using leadership observations and student renaissance/common assessment data <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: Increase our Special Population STAAR performance at the "Meets" level by 3%

Strategic Priorities:

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

Measurable Objective 1: 100% of our teachers will implement differentiation strategies to reach all Special Populations

Evaluation Data Sources: Common Assessments every 2-3 weeks, DLA, Mock STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Increased mastery of objectives by all sub-pops</p> <p>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, Stacy Gallegos/College Access Coordinator, Claudia Cardenas/GT Coordinator, Martin Puente/ SPED Department Chair, William Ellis/ Grad Lab Coach- Dual Credit Coordinator, Ester Salazar/ LEP Coordinator</p> <p>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 7. Assess implementation using leadership observations and student renaissance/common assessment data</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Data-driven instruction to meet the needs of each and every student in general and special populations</p> <p>Strategy's Expected Result/Impact: Increased mastery of objectives by all sub-pops</p> <p>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, Stacy Gallegos/College Access Coordinator, Claudia Cardenas/GT Coordinator, Martin Puente/ SPED Department Chair, William Ellis/ Grad Lab Coach- Dual Credit Coordinator, Ester Salazar/ LEP Coordinator</p> <p>Action Steps: 1. Weekly PLC data dives to identify common misconceptions, teacher strengths and areas of improvement 2. Identify TEKS to reteach and spiral into lessons. Identify student needs per teacher, class period, and individual students based on their special population 3. 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)</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 2: Increase GT student "Masters" level by 3%

Evaluation Data Sources: Common Assessments every 3-4 weeks, DLA, Mock STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Data-driven instruction to meet the needs of each and every student in general and special populations</p> <p>Strategy's Expected Result/Impact: Increased number of GT students scoring at "Masters" level</p> <p>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, Stacy Gallegos/College Access Coordinator, Claudia Cardenas/GT Coordinator, Martin Puente/ SPED Department Chair, William Ellis/ Grad Lab Coach- Dual Credit Coordinator, Ester Salazar/ LEP Coordinator</p> <p>Action Steps: 1. Weekly PLC data dives to identify common misconceptions, teacher strengths and areas of improvement 2. Identify TEKS to reteach and spiral into lessons. Identify student needs per teacher, class period, and individual students based on their special population 3. 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)</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3: Continuously increase performance on CA by students in special populations

Evaluation Data Sources: Common Assessments every 2-3 weeks, DLA, Mock STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Data-driven instruction to meet the needs of each and every student in general and special populations</p> <p>Strategy's Expected Result/Impact: Increased performance in all common assessments</p> <p>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, Stacy Gallegos College Access Coordinator, Claudia Cardenas/GT Coordinator, Martin Puente/ SPED Department Chair, William Ellis/ Grad Lab Coach- Dual Credit Coordinator, Julie Williams/ LEP Coordinator</p> <p>Action Steps: 1. Weekly PLC data dives to identify common misconceptions, teacher strengths and areas of improvement 2. Identify TEKS to reteach and spiral into lessons 3. Identify student needs per teacher, class period, and individual students based on their special population 4. 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)</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: Increasing parent involvement by 10 % by June 2023

Strategic Priorities:





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

Measurable Objective 1: Increase the number of parents attending Coffee with the Principal by 10%

Evaluation Data Sources: Sign-in sheets

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Provide a variety of methods to communicate with parents in their native language 2. Parent surveys 3. Open-door policy 4. Hosting academic nights (STEM, Fine Arts, Math and ELA)</p> <p>Strategy's Expected Result/Impact: Increased parent participation. Staff Responsible for Monitoring: 1. Teachers 2. Admin 3. Counselors 4. CIS/Wraparound</p> <p>Action Steps: 1. Offer morning and evening Coffee with the Principal sessions 2. All meetings are bilingual 3. Remind parents one week in advance through social media, marquee, callouts, and letters 4. Keeping a consistent calendar to the first Tuesday of every month 5. Offer incentives for participants</p> <p>- 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2: Increase the number of parents participating in PTO by 10%

Evaluation Data Sources: PTO sign-in sheets, call-outs, social media

HB3 Board Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Provide a variety of methods to communicate with parents in their native language 2. Parent surveys 3. Open-door policy 4. Hosting academic nights (STEM, Fine Arts, Math and ELA)</p> <p>Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: Principal, Teachers, Admin, Counselors, CIS/Wraparound Action Steps: 1. Offer morning and afternoon meeting options 2. Provide a variety of methods to communicate with parents in their native language. 3. Parent surveys 4. Open-door policy 5. Hosting academic nights (STEM, Fine Arts, Math and ELA)</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 3: Establish a Booster Club across all departments

Evaluation Data Sources: parent-teacher meetings, athletic/club fundraising

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve parent participation in clubs and organizations</p> <p>Strategy's Expected Result/Impact: Increase the number of booster clubs</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Admin, Counselors, Organization sponsors, Coaches</p> <p>Action Steps: 1. Offer morning and afternoon meeting options 2. Provide a variety of methods to communicate with parents in their native language. 3. Parent surveys 4. Open-door policy 5. Hosting academic nights (STEM, Fine Arts, Math and ELA) 6. Fan bus for improved athletic event participation</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 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: IMMUNIZATIONS MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022

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

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.

HB3 Board Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Review of immunization records</p> <p>Strategy's Expected Result/Impact: Completed state reporting requirements</p> <p>Staff Responsible for Monitoring: Principal, Administrators, Nurse, Nurse assistant</p> <p>Action Steps: 1. Audit existing records 2. Collaborate with district or other campuses on having a certified school nurse at least once per week 3. Nurse assistant collects records 4. Communicate with parents on student status through letters, phone calls and callouts.</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 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, 2022

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

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.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Measurable Objective 2 does not apply for students above grade 7; however we review all records to ensure screening has taken place</p> <p>Strategy's Expected Result/Impact: all students have a vision screening on file</p> <p>Staff Responsible for Monitoring: school nurse and nurse assistant</p> <p>Action Steps: 1. Review student records in special education department 2. Call students to clinic to perform screening 3. Keep file record of students 4. Give data to special education department</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




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, 2022

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

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Measurable Objective 3 does not apply for students above grade 7; however we review all records to ensure screening has taken place.</p> <p>Strategy's Expected Result/Impact: All students have a hearing screening on file</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: school nurse and nurse assistant</p> <p>Action Steps: 1. Review student records in special education department 2. Call students to clinic to perform screening 3. Keep file record of students 4. Give data to special education department</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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, 2022

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

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: Measurable Objective 4 does not apply to students above grade 7	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023

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

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: Screen incoming 9th grade students Strategy's Expected Result/Impact: Early identification of students with spinal issues Staff Responsible for Monitoring: Principal, Administrators, School nurse, Nurse assistant Action Steps: 1. Screen every 9th grade student 2. Pull students individually into the clinic - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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.





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Maintain all student medication safely in storage. Strategy's Expected Result/Impact: Students in need of medication will be administered in a timely and safe manner Staff Responsible for Monitoring: School nurse, Nurse assistant Action Steps: 1. Parent communication with school nurse 2. Doctor note on file 3. Collection of student medication 4. Safe storage of student medication 5. Administer medication to student as per doctor's orders TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: School Nurse
 Number of AEDs on campus: 18

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: AED monitoring protocol</p> <p>Strategy's Expected Result/Impact: Properly working AED devices</p> <p>Staff Responsible for Monitoring: Principal, Administrators, School nurse, Nurse assistant</p> <p>Action Steps: 1. Establish monthly AED check up protocols 2. Administrator follow up 3. Follow AED maintenance manual</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

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

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





Strategic Priorities:

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

Measurable Objective 1: Coordinated health program Goal 8 does not apply to high school; however, every student will receive education in this area

Evaluation Data Sources: Completion of Coed Health and PE courses before graduation

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Every student will complete .5 credits of Coed Health and 1.0 credits of PE as graduation requirement</p> <p>Strategy's Expected Result/Impact: Education in prevention of obesity, cardiovascular disease, and Type 2 diabetes</p> <p>Staff Responsible for Monitoring: Principal, Administrators, Counselors, PE teachers, Health teachers</p> <p>Action Steps: 1. Counselors will ensure each student is enrolled in Coed Health and PE before graduation. 2. Each student successfully completes both courses before graduation</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: The percentage of students performing at the Meets level in ELA will increase from 40% to 44%, and at the Masters level will increase from 5% to 8% as measured by the 2023 STAAR English 1 and English 2 assessment. More specifically the percentage of students performing at the Meets level in English I will increase from 55% to 60%, and at the Masters level from 5% to 8% as measured by the 2023 STAAR English I assessment; and the percentage of students performing at the Meets level in English II will increase from 69% to 74%, and at the Masters level from 6% to 9% as measured by the 2023 STAAR English II assessment.





Strategic Priorities:

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

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)





HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 50 min Silent Sustained Reading weekly during direct instruction, Vocab.com, Read Alouds as well as Khan Academy in homeroom on a regular basis</p> <p>Strategy's Expected Result/Impact: Increased reading level</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, English Teachers, ELA Tutors, Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist), Teacher Specialists</p> <p>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</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 2: Students will increase levels on common assessments (i.e from approaches to meets, or meets to masters) every 6 weeks. Students will improve essay writing skills by moving up a level every 6 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





HB3 Board Goal

Strategy 1 Details	Reviews			
<p>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 DoNows; Friday= writing/STAAR remediation. With an emphasis on specials populations including SPED, 504, At Risk, and Deaf Ed, G/T, Magnet</p> <p>Strategy's Expected Result/Impact: Increased common assessment scores</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction; English Teachers, ELA Tutors, Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist, Teacher Specialist</p> <p>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)</p> <p>2. PD during pre service for instruction on special populations</p> <p>3. PD during Pre-Service on how to access student feedback cards, and STOP items on OnTrack</p> <p>4. PD for leadership team on how to conduct PLC with backwards planning and how to approve a strong common assessment</p> <p>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</p> <p>7. Assess implementation using leadership observations and student renaissance/common assessment data</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 3: EB students will progress a level in TELPAS based on their ability to use verbs in different tenses every 6 weeks

Evaluation Data Sources: TELPAS Snapshots, Common Assessments; Mock STAAR, Multilingual Instructional Walks, TELPAS

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Sheltered Instruction (Small group instruction and differentiated learning, Focused intervention groups based on CAs, district exams and running records collected in classes)</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, English Teachers, Ester Williams/ Shelter Instruction Coach, ELA Tutors, Dyslexia Specialist, Blaine Simmons/ IAT Specialist, 504 Specialist, Teacher Specialists</p> <p>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 EB student talk committees who will host EB student talks twice a semester with EB students 6. Create SIFE interview committee 7. Assess implementation using leadership observations and student TELPAS snapshot Data/common assessment data</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Board Goal 5: N/A - Additional Campus Goals

Goal 10: 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 2022-2023 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, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Students will increase achievement/performance levels on formative/common assessments from approaches to meets, or meets to masters every 6 weeks. All students will have ongoing goals focusing on growth to increase by at least 5%

Evaluation Data Sources: Common Assessments every 2-3 weeks, DLA, Mock STAAR, English I and II STAAR EOC

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Increased math scores</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Teacher Specialist, Math Teachers, Crystal Santos/Campus Data Specialist, IT Specialist</p> <p>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 7. Assess implementation using leadership observations and student renaissance/common assessment data</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June


 No Progress
 Accomplished
 Continue/Modify
 Discontinue


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


HB3 Board Goal

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Increased math performance</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction,Teacher Specialist, Math Teachers, Crystal Santos/Campus Data Specialist, IT Specialist</p> <p>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</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate ESL strategies from Sheltered Instruction (Literacy Routines) Pre-service PD to lesson plans, class activities, instruction and assessments. Progress monitor EB students and provide small-group and differentiation during classroom instruction</p> <p>Strategy's Expected Result/Impact: increased TELPAS performance</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Ester Salazar/LEP, Math Teachers, Puente/SPED chair</p> <p>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 TELPAS snapshot data</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for 011 Milby High School

Total SCE Funds: \$550,141.43

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

Milby High School uses State Compensatory Education funds to support At-Risk students. We fund 7 teacher positions, 1 At-risk program administrator. Additionally funds are used for tutorials for students who are at risk of failing. Classroom supplies are used to support student success as well.

Personnel for 011 Milby High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christian Hernandez	English Teacher	1
Guoyang Shen	Math Teacher	1
Jen Chang	Math Teacher	1
Norma Sanni	At Risk Program Manager	1
Phyllis Hill	English Teacher	1
Sandra Hall	English Teacher	1
William Sadler	Social Studies Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- While reviewing data in the SDMC meetings last year, feedback was provided to help the campus develop the CIP
- Parents in monthly Coffee with the Principal meetings provided their feedback and follow up was given at the next Coffee with the Principal
- Community members have also helped develop certain parts of the CIP
- Teachers also provided information and feedback from our campus data that helped form certain parts of the CIP
- All stake holders are committed to the mission and vision of our campus

2.2: Regular monitoring and revision

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

- Weekly DRIP meetings are used as checkpoints for individual students' weekly attendance and to discuss necessary interventions and supports
- Teachers meet weekly for PLCs by content departments, for all subjects. We do data dives using OnTrack and other resources to disaggregate data and implement interventions, as needed
- Weekly administrative meetings to monitor different initiatives on campus
- Weekly CCMR meetings to monitor

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

The SIP is available to parents in the following locations: campus website, main office, parent meetings.

The SIP was made available to parents by: electronic format or hard copy, as requested.

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

Increased Project Based Learning strategies in all classrooms.

Increased small group interventions with co-teachers and newly hired instructional specialists in math, English, and social studies.

Saturday boot camps, tutorials, mock exams.

Foundations common space

2.5: Increased learning time and well-rounded education

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

- CTE certification hours/practicum
- Credit Recovery after school and Saturdays
- Comprehensive varsity and sub-varsity athletic programs
- School clubs and organizations as an extension of student learning
- UIL competitions and performances
- Community partnerships, internships.

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

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

- Building teacher capacity in their content areas and instructional areas: coaching (TADS), At Bats, PLCs
- Proficient Tier 1 explicit instruction taking place in all content areas: non-negotiable lesson plan components (Do Nows, Exit Tickets, ELPS, etc.)
- Bi-weekly AT BATs: PLCs
- Small Group Instruction based on student data needs: co-teachers push-in, instructional specialists pull-out

3. Annual Evaluation

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
- Parent
- Ruth Pena - Principal
- Esther Salazar - Title I Coordinator
- Blaine Simmons -Teacher Specialist
- Karla Garcia- Dean of Instruction
- Courtney Bensch- Assistant Principal
- Tania Peralta- Parent Engagement Representative
- Victor Mendoza- Parent Engagement Representative
- Tyrice Thomas- School Nurse
- Roel Saldivar- Assistant Principal
- Brent Rumbo- Assistant Principal
- Erika Cardiel - Business Manager
- Greg Compean- Community Partner

The PFE was distributed

- On the campus website
- During parent meetings
- SDMC

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- 1 Parent workshops (Citizenship, English proficiency classes, technology, parenting)
2. Parent nights (Open House, STEM night, Literacy night, Parent University)
3. Monthly Coffee with the Principal
4. Established PTO and Booster Clubs.

4.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 August 11, 2022
- Meeting #2 August 15, 2022
- Meeting #3 August 17, 2022
- Meeting #4 September 13, 2022
- Meeting #5 September 15, 2022
- Meeting #4 October 11, 2022
- Meeting #5 November 8, 2022
- Meeting #6 December 13, 2022
- Meeting #7 January 10, 2023
- Meeting #8 February 14, 2023
- Meeting #9 March 7, 2023
- Meeting # April 11, 2023

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelia Orozco	Sr. Academic Tutor (Hourly)		1
Brenda Mendoza	Parent Engagement Rep 12 M		1
Byron Amerson	Teacher Class Size Reduction Core		1
Donielle Gonzalez	Teacher Class Size Reduction Core		1
Erika Cardiel	HS Grad Coach		1
John Guzman	Sr. Academic Tutor (salary)		1
Miguel Gonzalez	Sr Academic Tutor (salary)		1
Samantha Ball	Counselor 11M		1
Tania Peralta	Parent Engagement Rep 12M		1
Victor Mendoza	Parent Engagement Rep 12M		1
William Ellis	HS Grad Coach		1

Addendums