

Houston Independent School District
006 Jones High School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Based on assessment of our campus data, our focus area for 2022-2023 will be to improve percentage of English Language Learners, Special Education, and Economically Disadvantaged students approaching standards in reading and writing as well as the meets and master's level. Ambitious goals focused on A rating!

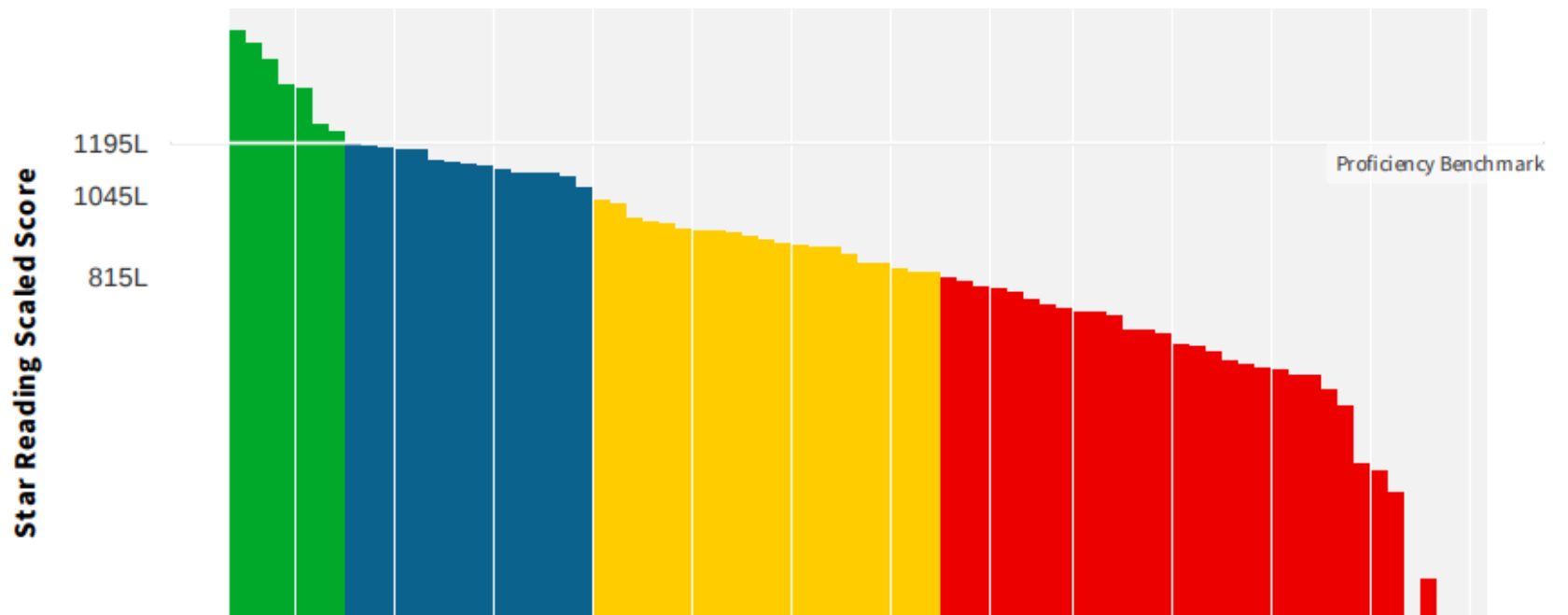
Goals set for the 2022-2023





RIGOR: • By the end of the school year, our overall English I and English II performance for approaches will increase to 88% , meets to 78%, and masters to 17%. • By the end of the school year, our Algebra I performance for our approaches will increase to 90%, meets to 45% and mastery to 16%. • Increase growth on TELPAS by 44%

RELEVANCE: • By the end of the school year, the industry certifications, partnerships and CCMR performance will increase by 5%.

RELATIONSHIPS: • To establish Jones Futures Academy as a premier school in South Park.

Double block interventions periods are focused on increasing lexile level for the current 9th graders. Based on the R360 beginning of year assessment 91% of the current 9th graders are in need of urgent or high priority interventions.



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	
At/Above Benchmark				
 At/Above Benchmark	At/Above 1195L SS	At/Above 40 PR	7	
Category Total			7	
Below Benchmark				
 On Watch	Below 1195L SS	At/Below 39 PR	15	
 Intervention	Below 1045L SS	At/Below 24 PR	21	
 Urgent Intervention	Below 815L SS	At/Below 9 PR	33	
Category Total			69	
Students Tested			76	
Students Not Tested			9	
Total Students			85	

Demographics

Demographics Summary

Jones Futures Academy was created and re-purposed to meet the needs of the community and provide a quality education for each child in our community. The school utilizes a dual high school/college enrollment model that enables students to fulfill high school graduation requirements while simultaneously earning industry certification, college credits, and an Associate of Arts degree by August after their senior year.

The ethnic breakdown of our 320 Jones Futures Academy is as follows: is 38.3% African American, 59.94% Hispanic, .29% American Indian, .88% White, and Two and More .58%. In addition, we are at 93% Economically Disadvantaged, 14% LEP, 18% and 7 % Special Education students. There are 25 instructional staff members that serve the students at Jones Futures Academy.

Demographics Strengths

Stakeholders see the value in our programs, we have scholars that travel from different parts of Houston to take advantage of our dual credit and certifications. Our staff is committed to building a positive, productive, and sustainable school culture, which positively impacts student learning.

The Vision of Jones Futures Academy is to provide Rigor, Relevance and Relationships that create an environment that reinforces students ability to grow socially and academically.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: English Learners have not met the progress measure for TELPAS, based on the BOY R360 above 70% of students are not reading on grade level. **Root Cause:** Lack of monitoring for TELPAS/ELD and more Sheltered Instruction strategy support.

Student Learning

Student Learning Summary

For 2021-2022 school year, we received an overall rating of a B. Domain 1 Scale Score: 90%, Domain 1 Rating: A, Domain 2 Part A: 90, Domain 2 Part B: 90, Domain 2 Rating: A, Domain 3 Scale Score 77, Domain 3 Rating: C.

When analyzing the TEA data, in closing the GAP, we met all 14 targets (STARR EOC, Graduation Rate and CCMR) but failed to meet TELPAS. Based on this year's data, we still did not meet TELPAS English learner proficiency.

Based on assessment of our campus data, our focus area for 2022-2023 will be to improve percentage of English Language Learners, Special Education, and Economically Disadvantaged students approaching standards in reading and writing as well as the meets and master's level. We will continue to focus on TELPAS to increase our Domain 3. We will continue to monitor our ELL students' progress through ELD assessments and interventions with our specialist. The Media Specialist is an English mayor and has volunteered to serve as Sheltered Instruction. An intervention plan has been developed and communicated with the students.

There was a decline in English I, Algebra, Biology with approaches, meets, and masters. Yet an increase of 19% meets in English II and 20% increase US History mastery level.

Jones Futures Academy offers different programs to approach students' needs. We provide study labs, AVID, APEX, intervention, and tutorials. Students have the potential to receive a certification, an Associates of Arts degree or both. To meet the needs of our student subgroups and help them achieve academic excellence, we will ensure student growth through our interventions. Our teachers strive to practice and enforce an environment that reinforces students' ability to learn and grow academically. We progress monitor our students via OnTrack and teachers meet during PLC to collaborate on students that need enrich or intervention.

CCMR as of 08/08/2022

(C/O 23) 12th : 54%

(C/O 24) 11th : 12%

(C/O 25) 10th : <1%

Certification: 43 Certifications earned by Seniors Class of 2022, 80 campus certifications thus far grades 9-12th

- HS: 9= CET 2, CCMA 4, CPT 3,
- AutoCAD: 10
- NCCER: 6
- OSHA 30: 14
- Google Analytics: 4

	% Approaches				% Meets				% Masters			
Year	2018	2019	2021	2022	2018	2019	2021	2022	2018	2019	2021	2022

English I	60	72	83	62	40	40	47	44	4	5	7	8
English II	74	82	78	78	49	63	49	68	4	5	9	7
Algebra I	91	92	93	62	73	75	14	25	44	57	21	8
Biology	94	94	92	79	80	69	53	37	23	32	19	11
US History	94	98	88	90	76	88	25	74	39	46	30	50

Campus: Jones HS (101912006)
SSO: Delesa Franklin

School Office: HSO

HISD 2022 College, Career, and Military Readiness **Projected** Results (Domain 1)

As of February 2022 (PEIMS Fall Resubmission)	2021 Ratings Actual		2022 Ratings Projected	
	Count	Percent*	Count	Percent
Total				
Total Graduates	102		86	
Total credit for CCMR criteria	92	90%	68	79.1%
Texas Success Initiative (TSI) Criteria				
Note: Records for the TSI Assessment are currently incomplete. The projection below is an underestimate.				
Met TSI in both ELA/Reading and Mathematics	75	73.5%	15	17.4%
Met TSI criteria for ELA/Reading	87	85.3%	41	47.7%
Met TSI assessment criteria	34	33.3%	37	43.0%
Met ACT criteria	1	1.0%	0	0.0%
Met SAT criteria	38	37.3%	17	19.8%

Earned credit for a college prep course**	53	52.0%	0	0.0%
Met TSI criteria for Mathematics	78	76.5%	24	27.9%
Met TSI assessment criteria	24	23.5%	21	24.4%
Met ACT criteria	1	1.0%	0	0.0%
Met SAT criteria	19	18.6%	5	5.8%
Earned credit for a college prep course**	56	54.9%	0	0.0%
AP/IB Examination				
Met criterion score on an AP/IB exam in any subject	23	22.5%	17	19.8%
Dual Course Credits**				
At least 3 hours (ELA or Math) or 9 hours in any subject	47	46.1%	57	66.3%
OnRamps Course Credit				
Earned at least 3 hours of university credit	0	0.0%	0	0.0%
Industry-Based Certifications				
Earned an industry-based certification from approved list	30	29.4%	31	36.0%
Level I and II Certificates				
Data not yet available	0	0.0%		
Associate's Degree				
Earned an associate's degree while in high school	12	11.8%	23	26.7%
Graduate with Completed IEP and Workforce Readiness				
Received graduation type code of 04, 05, 54, or 55	0	0.0%	1	1.2%
Special Education Graduates with Advanced Diplomas				
RHSP, DAP, FHSP-E, or FHSP DLA	6	5.9%	2	2.3%
Met CCMR				
Met at least one criterion above	92	90%	68	79.1%

Sources: PEIMS 2018-21, AP Student Data Files 2018-21, IB Student Data Files 2018-21, ACT Student Data Files 2018-21, SAT Student Data Files 2018-21, 2010-21 TSIA data files includes students tested at HISD campuses only. Graduation Type, Associate Degree, Industry Certification, and Military Enlisted data was retrieved from PEIMS on 1/31/2022.

* May differ slightly from values on TEA reports due to rounding.

2022 Projected State Graduation Rate I Jones HS (101912006)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander
4-Year Projected Graduation Rate (Gr 9-12): Class of 2021							
% Graduated	95.5	97.0	94.5	-	-	-	-
# Graduated	84	32	52	-	-	-	-
Total in Class	88	33	55	-	-	-	-

Student Learning Strengths

There was an increase of 19% meets in English II and 20% increase US History mastery level. 54% of the seniors class received a certification.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Scholars have a difficulty time obtaining approaches, meets, and masters on English I, Algebra 1 and Biology compared to English II and US History. **Root Cause:** Eighth grade students are tested in Reading and seventh grade Writing. In ninth grade, students are expected to complete Reading, Revising and Editing, and a Composition in five hours. Level of rigor aligned to STAAR 2.0 during instructional delivery.

School Processes & Programs

School Processes & Programs Summary

In 2021-2022 families continued to bare the aftermath of pandemic. The attendance rate began to decline when gas prices increased across the nation. The spring semester we realized the impact on a campus where students rely on individual transportation. In efforts to communicate with families we held weekly meetings as checkpoints for individual students' weekly attendance and to discuss necessary interventions and supports. We discuss students that are chronically absent. Teachers post absent students on their doors at 8:10 a.m. and we make phone calls prior to ADA. The wraparound specialist assisted with any completion of SAF student assessment forms in which families identified the need of additional funding or resources. Decline from 97%-91% by end of school year.

School Processes & Programs Strengths

Teachers meet biweekly for PLCs by grade level and EOC teachers have an additional intervention block for pull-out for re-testers. We utilize OnTrack and other resources to disaggregate data and implement targeted interventions. The embedded club days on M & W along with Advocacy T & Th is assisting with building relationships. As staff build a positive rapport with students it facilitates a conversation about rigor and relevance.

Dual credit and UT On Ramps classes are offered with the ability to obtain their Associates degree starting in 10th grade.

Our campus benefits from various grants, we are the recipient of the PTECH grant which will allow us to build out our HVAC program with Level I, Level II, and a potential Associates. Maintain a healthy and sustainable magnet program.

JFA grew in the following areas:

- Enrollment increased thanks to efforts of the campus principal recruiting in spring semester.

Showed growth in several academic areas:

- English II : approaches and meets
- US History: masters

Increase in number of students earning industry certifications increased. Industry certifications are offered starting in 9th grade for Architecture Pathway and 11th grade for Health Science.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Advanced Placement and Dual Credit show a decline from past years. **Root Cause:** Lack of instructional minutes, accountability, backwards planning, and rigor resulted in minimal passing rate on AP exams. Particularly in 9th grade W. Geo.

Perceptions

Perceptions Summary

JFA has created a culture where "focusing on mastery with a quality education. " Our campus strives to create a culture of inclusiveness and strong, positive relationships amongst all stakeholders. The focus for 2022-2023 is Rigor, Relavance and Relationships.

We are offering the following to meet our campus needs:

Rigor:

- Clear campus mission/vision
- Frequent monitoring of instructional practices
- High Expectations for faculty, staff and students as it relates to academics
- Calibration of instructional leadership
- Dual Credit and UT OnRamps
- AVID and college readiness preparation courses

Relevance:

- Business Partnerships
- Field Experiences
- Leadership learning opportunities with student lead clubs and organizations
- College/Financial Aid Nights with College Advisor
- Certifications

Relationships:

- Coffee with the Principal (Title 1 offerings in morning and evening in both English and Spanish)
- Home and campus relations with wraparound specialist
- Safe and orderly environment
- Home visits when applicable
- FACE: Family and Community Engagement department

Perceptions Strengths

To best prepare our scholars for rigorous instruction and relevance experiences new resources were purchased for the following school year in addition to hiring of an AVID teacher to support with college readiness.

- TSI continuously increases due to targeted interventions, via english and math teachers.
- Data disaggregation aligned to targeted individualized student learning to positive student outcomes. Teacher specialist developed a comprehensive data tracker.
- Growing partnerships with community leaders for CTE internships such as with Harris Health System LBJ Hospital, Next Level Urgent Care, Methodist Hospital, and Collaborate increase the relavance of our Health Science program.
- Architecture and Design pathway partnered with Grainger.
- Increase of applications for Marvey Finger Foundation to provide post secondary scholarships.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: We have 53% of our scholars are coded as at-risk indicators with multiple codes. **Root Cause:** Failure to provide and monitor adequate interventions for attendance, academic achievement, and special populations. System for collecting HB 4545 intervention needs refinement.

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.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures 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: As we enter STAAR 2.0 , we will be assessing our student's growth via district assessments, teacher data trackers, and utilizing OnTrack and A4E formative assessments performance results. Advocacy interventions for re-testers; coupled with afterschool and Saturday tutorials will be on going as student progress is being monitored. Recommendation for teaching team train on how to break down data on each student and that we understand where each student's weakness and where each student has room to grow. Goal is to take our student's growth to mastery.

Strategic Priorities:

Expanding Educational Opportunities

Summative Evaluation: No progress made toward meeting Goal

Measurable Objective 1: By the end of the school year, our overall English I and English II performance for approaches will increase to 88% , meets to 78%, and masters to 17%.

Evaluation Data Sources: OnTrack Data Results

District Assessments

Individual teacher Data Tracking

STAAR 2.0 aligned EOC check-points

Strategy 1 Details	Reviews			
Strategy 1: The JFA scholars are taking part in double blocking of EOC. During instruction they are groups based on their low performing TEKS. The groups are measured, and activities provided according to populations. For example, ELLs/ESLs/Regular Ed and Pre-AP students are grouped according to the data provided from Renaissance 360, Ontrack and A4E dashboard and progress in their classrooms. STAAR WRITING FOCUS Six Traits of Writing * Organization * Development of ideas * Revising for Word choice and Clarity * Transitions (categorically) * Closing statements with a reflection * Drafting Analysis * Drafting Wrap-up * Presentations STAAR Writing prompt 1. Practice writing a composition on the 26-lined paper	Formative			Summative
	Nov	Jan	Mar	June

2. Use the TEA writing rubric to score essays
3. Use the 24 points for scoring essays (results)

PACING CALENDAR 2022-2023

* ENG I

-Memoirs

* Inquiry/Research

--Informational Writing

* ENG II

--Expository-Informational

4. Poetry

5. Argumentative composition

Inquiry/Research

GRAMMAR

(review throughout first semester)

Sentence Fluency

* Sentence analysis-deconstruction

* Sentence combining

* Sentence Punctuations

* Terminal punctuations

1. Word usage/mechanics: identifying double negatives, run-ons, sentence fragments, subj-verb-agreement, pronoun case, "all" types of phrases to include the appositive phrase.

2. CUPS review (ongoing)

3. 6+1 Traits of Writing (ongoing)

STAAR Reading Focus

* Read short stories to longer passages (selections) picture books with and without words, poetry, articles, plays, script, study forewords of and novels.

-Use Annotations: reread a portion of the text that's confusing

Double block ELAR

Offer tutorials

Strategy's Expected Result/Impact: Academic outcomes are evidence of teacher actions thru effective differentiated instruction during double blocks, student actions include analyzing own data, reflect on data and partake in individualized support offerings.

Staff Responsible for Monitoring: Principal, Teacher Specialist, Department Lead

Action Steps: District Curriculum support participates in weekly PLC to ensure use of master planning guided aligned to STAAR 2.0.

TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 2: Students will increase levels on Writing composition and Revising and Editing (i.e from approaches to meets, or meets to masters) every 6 weeks based on rubric. Students will increase levels on Reading assessments (i.e from approaches to meets, or meets to masters) every 6 weeks.

Evaluation Data Sources: Students will increase levels on Writing composition and Revising and Editing (i.e from approaches to meets, or meets to masters) every 6 weeks based on rubric.

Strategy 1 Details		Reviews			
Strategy 1: Six Traits of Writing * Organization * Development of ideas		Formative			Summative
		Nov	Jan	Mar	June

* Revising for Word choice and Clarity
 * Transitions (categorically)
 * Closing statements with a reflection
 * Drafting Analysis
 * Drafting Wrap-up
 * Presentations
 STAAR Writing prompt
 1. Practice writing a composition on the 26-lined paper
 2. Use the TEA writing rubric to score essays
 3. Use the 24 points for scoring essays (results)
 PACING CALENDAR 2022-2-23
 * ENG 1
 -Memoirs
 * Inquiry/Research
 --Informational Writing
 * ENG II
 --Expository-Informational
 4. Poetry
 5. Argumentative composition
 Inquiry/Research
 GRAMMAR
 (review throughout first semester)

Sentence Fluency
 * Sentence analysis-deconstruction
 * Sentence combining
 * Sentence Punctuations
 * Terminal punctuations
 1. Word usage/mechanics: identifying double negatives, run-ons, sentence fragments, subj-verb-agreement, pronoun case, "all" types of phrases to include the appositive phrase.
 2. CUPS review (ongoing)
 3. 6+1 Traits of Writing (ongoing)

Strategy's Expected Result/Impact: Academic outcomes are evidence of teacher actions thru effective differentiated instruction during double blocks, student actions include analyzing own data, reflect on data and partake in writing skills.
Staff Responsible for Monitoring: Principal, Teacher Specialist, Department Lead, Teacher

TEA Priorities:
 Build a foundation of reading and math
 - Targeted Support Strategy - Additional Targeted Support Strategy



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: By the end of the school year, our Algebra I performance for our approaches will increase to 90%, meets to 45% and mastery to 16%.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the end of the school year, our Algebra I performance for our approaches will increase to 90%, meets to 45% and mastery to 16%.

Evaluation Data Sources: Evidence of usage of teacher created check points every 3 weeks aligned to HISD master curriculum and/or Carnegie math pilot program aligned to STAAR 2.0.

Strategy 1 Details		Reviews			
Strategy 1: "Utilize OnTrack Results from assessments taken every 3 and 6 weeks to drive instruction with targeted focus on non-mastered standards. Daily use of formative CFU to gauge for understanding. Staff Responsible for Monitoring: Principal, teacher specialist, math department lead, FAC specialist Action Steps: Professional Development on usage of Carnegie Math as do now, mini lesson or exit tickets. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: Students will increase levels on math assessments (i.e from approaches to meets, or meets to masters) every 6 weeks. Increase the percentage of approaches, meets, and masters by 3% in each subpop in Algebra.

Evaluation Data Sources: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

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: School progress measure, The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase percentage points to 75% for 2022-2023 graduates reported in 2024.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: All graduates will meet CCMR goal for Domain 1.





Evaluation Data Sources: Lead students toward reaching rigor commitment in the mission, vision and goals of the school by including TSI readiness skills into lessons. Student ownership in completion of certifications.

Strategy 1 Details		Reviews			
Strategy 1: We will use our assessments to monitor the progress to ensure that we meet CCMR data such as: 1. 3 on an AP or a 4 on an IB examination 2. Associate's Degree 3. Industry-Based Certification (based on updated list of 245 IBCs) 4. OnRamps Dual Enrollment Course Credit 5. TSI criteria in Reading and Mathematics (SAT/ACT/TSIA/College Prep course) 6. Dual credit course requirements ([?] 3 hours in ELAR OR Mathematics or [?] 9 hours total across subjects) 7. Completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55) 8. SpEd Graduate with RHSP, DAP, FHSP-E, or FHSP-DLA Strategy's Expected Result/Impact: To ensure that scholars are prepared for post secondary opportunities after graduation. Staff Responsible for Monitoring: Principal, teacher specialist, instructional specialist, AP, CTE department lead Action Steps: Teacher integration of certifications in the curriculum. Apex Learning per area needed to meet standard. Teacher integration of TSI concept for Reading, Writing, and Math TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 2: Analyze accuplacer data on a six week basis. Assigned APEX courses in addition to Ed Ready and TSI consumables to students whom have yet to pass. Provide interventions for math TSI leading up to first assessment in October.

Evaluation Data Sources: Evidence of mini lessons that target TSI skills included into weekly lesson plans. Passing rate increase by 10% in the fall testing window.

Strategy 1 Details	Reviews			
Strategy 1: Classroom TSI Integration six week TSI testing APEX support Saturday tutorials, preparation in college prep math and college prep english. Strategy's Expected Result/Impact: Evidence of Increase the amount of students meeting TSI requirements in both English/Writing and Math. Staff Responsible for Monitoring: Principal, teacher specialist, instructional specialist, AP, college prep teachers. Action Steps: Conversations to calendar out the testing dates for fall. Communication with students as it relates to the 3 platforms that may be utilized for interventions in preparation to the TSI retest.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Goal 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from % in spring 2021 to % in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: Special Education students will meet approach standards.

Evaluation Data Sources: OnTrack Data Results(Banding Reports)

District Assessments

Individual teacher Data Tracking

STAAR 2.0 EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: The Special Education Teacher/Department Chair will collaborate weekly on each student. The Chair will create physical and electronic IEP binders that will list and track IEP goals, accommodations, progress, and weekly use of accommodations to share with parents/students, and district personnel. Proof of individual student IEP compliance and campus compliance will be collected on a weekly basis and sent to Houston ISD Special Education District Personnel.</p> <p>Strategy's Expected Result/Impact: The percentage of Special Education students approaching standards on STAAR English I from approaches 11 % to 15%, and English II 45% to 49% in 2021, meets from 11% to 15% for English I and from 9% to 15% for English II.</p> <p>Staff Responsible for Monitoring: Principal, teachers, department chair</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Measurable Objective 2: The percentage of special population students approaching standards on all STAAR EOC in 2021 will increase by 3% end of the 2021 school year.

Evaluation Data Sources: OnTrack Data Results

District Assessments





Individual teacher Data Tracking

STAAR 2.0 EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PD on analyzing and interpreting Lead4ward student/teacher report data to backwards plan and create tailored instruction. PD on OnTrack's banding reports(instruction on special populations) Continued appraiser lead PLCs to ensure strong protocols and backwards planning Strategy's Expected Result/Impact: The percentage of special population students approaching standards on all STAAR EOC in 2021 will increase by 3% end of the 2021 school year. Staff Responsible for Monitoring: Principal, teachers, special education co-teacher, teacher specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: By the end of the 2022-2023 school year, TELPAS will increase from 12% to 36%

Evaluation Data Sources: ELD, Emergent Bilinguals, TELPAS Data





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Incorporate ESL strategies from Sheltered Instruction (Literacy Routines) Pre-service PD to lesson plans, class activities, instruction and assessments. Progress monitor EL students and provide small-group and differentiation during classroom instruction. Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, TELPAS will increase from 12% to 36% Staff Responsible for Monitoring: Principal, Sheltered Instructional Coach, Teacher Specialist, LPAC Committee, Action Steps: Develop an intervention schedule to pull students during the study labs, or community service periods. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: By the end of the 2021-2022 school year, the attendance rate will increase from 91.5% to 97%

Evaluation Data Sources: Dashboard, weekly reports, and Powerschool





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Home visits after 5 absences by principal and attendance clerk Create a contract for students and parents who are constantly having unexcused absences Notice will be sent after 3 unexcused absences (students may be assigned afterschool detention) File Truancy Build attendance awareness to the parents and community during Title 1 parent meeting by sharing attendance goals, reports, money loss, and implications Solicit feedback from parents and community for improving campus attendance goals.</p> <p>Strategy's Expected Result/Impact: Maintain a data tracking system with absences. SIRS to document contact made and reasoning for absences.</p> <p>Staff Responsible for Monitoring: Principal, SIRS, Parent Engagement Representative, AP</p> <p>Action Steps: Data tracking system with students names by cohort. Develop a message with SIRS to communicate the importance of attendance and the impact of academics due to absences.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: Suspensions will decrease from 68% to 48%

Evaluation Data Sources: Discipline data reports provided by HISD.





Strategy 1 Details		Reviews			
Strategy 1: Strategic placement of campus personnel for the monitoring of student behavior and safety during morning duty, in the cafeteria during lunch, and during dismissal. Develop a Discipline and Safety committee to monitor behavior progress of our students with chronic misbehavior and provide mentoring as necessary. Systematic referral to the school counselor as a preventative measure for students who have previously been identified as major to severe behavior problems, this class will focus on problem resolution. IAT Referral as needed Strategy's Expected Result/Impact: TIER of behavior intervention to initiate in the classroom prior to referrals. Teachers practice de-escalation protocols as we partake in TEACH protocols campus wide. Staff Responsible for Monitoring: AP, instructional specialist, parent engagement representative, counselor Action Steps: Assign teachers to receive individualized support with To Educate all Children (TEACH) include de-escalation strategies and align our practices across grade level. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: Partnerships with peer wellness groups and adding SEL training for staff, include ReThink Ed lessons that are aligned to critical topics during advocacy block on Tuesdays and Thursdays.

Evaluation Data Sources: Evident in the usage of lessons by advocacy teachers. Students are aware of point of contacts to ask for help.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Evidence in submission of referrals to the counselor. 1. SEL Training 2. Building relationships 3. Parent Conference 4. Student Conference 5. Counselor referral 6. Wraparound Specialist</p> <p>Strategy's Expected Result/Impact: Increase of wraparound platform SAF. Submission by staff and students on see something, say something district platform. Referrals to counselor by students, staff and guardians.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Wraparound specialist, Media Specialist</p> <p>Action Steps: Counselor referral documentation uploaded for easy access on campus website.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: Special Education: Increase English I, English II , Biology, Algebra and US History STAAR percentages.

Evaluation Data Sources: OnTrack Data Results(Banding Reports)

Strategy 1 Details		Reviews			
Strategy 1: The percentage of Special Education students approaching standards on STAAR will increase by 3% in English I, English II, Algebra, Biology, and US History. Strategy's Expected Result/Impact: The Special Education Teacher/Department Chair will collaborate weekly on each student. Proof of individual student IEP compliance and campus compliance will be collected on a weekly basis and sent to Houston ISD Special Education District Personnel. Staff Responsible for Monitoring: SpEd department chair, Principal, Teacher Specialist, EOC teachers Action Steps: The Chair will create physical and electronic IEP binders that will list and track IEP goals, accommodations, progress, and weekly use of accommodations to share with parents/students, and district personnel. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Board Goal 5: N/A - Additional Campus Goals

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

By April 2023, the TELPAS scores will increase from the overall score of 57 to 62 in the Reading Domain, Reporting Category 2 (Basic Understanding of variety of texts written in English).

ELPS 4.G-demonstrate comprehension of increasingly complex English by participating in shared reading, retelling, or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.





ELPS 4.I-demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Emergent Bilinguals, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Evaluation Data Sources: Some progress made toward meeting Goal. Special Population students will meet approaches. Summative evaluation: OnTrack Data Results(Banding Reports)





Strategy 1 Details		Reviews			
Strategy 1: The percentage of special population students approaching standards on all STAAR EOC in 2021-2022 will increase by 3% end of the 2021 school year. Strategy's Expected Result/Impact: We will continue to hold training on the utilization of Sheltered instruction, PLDs, progress monitoring via Ontrack, Saturday tutorials as well as an interventionist to further assist our students. Staff Responsible for Monitoring: TELPAS committee, At-Risk committee, SpEd department chair, Principal, AP, instructional specialist, teacher specialist Action Steps: Comprehensive data tracker that codes the students that impact various sub pops. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Parent and Community Engagement 5% increase in parental/community involvement.

Evaluation Data Sources: Evidence of parents attending various campus events such as open house, title 1, coffee with the principal, grade level conferences.





Strategy 1 Details		Reviews			
Strategy 1: Communicate events/activities effectively and in a timely manner (call-outs, flyers, TEAMS, weekly e-mails); provide different events (College/FAFSA, Dual Credit, Title 1); Family Programs Strategy's Expected Result/Impact: Increase parental involvement as evidenced by sign-in sheets from meetings/events, surveys. By the 2022-2023 school year, there will be a 5% increase in parental/community involvement. Staff Responsible for Monitoring: Parent Engagement representative, Assistant Principal, Principal, Grade Level Department leads. Action Steps: Calendar the following meetings at least a cycle in advance. Title 1, SDMC, campus sport events, festivities, college tours, that parents are able to volunteer for or attend. send the VIPS instructions to parents via school messenger. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: 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.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by campus nurse.

Strategy 1 Details		Reviews			
Strategy 1: By end of Fall 2022, 95%-100% of the students will be updated with shot records. Strategy's Expected Result/Impact: Increase of usage of Harris Health Systems programs. Evidence of submission of SAF's to wraparound specialist by teachers, students, and parents requesting medical resources. Staff Responsible for Monitoring: Nurse, Principal, Counselor, Campus IT Action Steps: At least 3 notices to parents sent home. Nurse to provide families with Health and Medical Services information on an individual basis. Documentation on PowerSchools documenting immunization notices and communication. Upload Trouble shooting Health calendar by Month onto the campus calendar on website. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

Board Goal 5: N/A - Additional Campus Goals

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

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

Measurable Objective 1: Immunization data entry and state reporting for all students completed by SCHOOL NURSE. IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: View the data report submitted by the campus nurse. Evidence of multiple attempts of attempts to contact parents.

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: Identify estimated number of students to be screened. SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

Measurable Objective 3: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: School Nurse/Health Wellness Team that includes the wraparound specialist, counselor, SIRS.

Measurable Objective 4: PERSON RESPONSIBLE who is certified in CPR/AED. Number of AEDs on campus:

Evaluation Data Sources: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services

Measurable Objective 5: 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.

Evaluation Data Sources: Review of inputs of medical alerts, reports, and communication on power schools.

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Measurable Objective 1: Teachers will implement the 7 Steps to make content comprehensible and to provide students with daily opportunities to build academic language through listening, speaking, reading, and writing. Teachers will create lesson plans that make content comprehensible and build academic language in listening, speaking, reading, and writing.

Strategy 1 Details	Reviews			
<p>Strategy 1: Step 1- Identify students' English language proficiency (ELP) levels in the domains of listening, speaking, reading, and writing.</p> <p>Step2- Identify appropriate linguistic accommodations and strategies for communicated, sequenced, scaffolded instruction based on the students' English language proficiency. Documentation provided by Teachers of using the Student Chart (adapted from ELPS Flip Book by John Seidlitz).</p> <p>Step 3- Take steps to provide content-based language instruction (CBLI) that emphasizes culturally and linguistically sustaining practices (CLSP), second language acquisition, instructional methods, and diversified support.</p> <ul style="list-style-type: none"> * Step 1: Teach students what to say when they do not know what to say * Step 2: Have students speak in complete sentences * Step 3: Randomize and rotate when calling on students * Step 4: Use total response signals to check for understanding * Step 5: Use visuals and vocabulary strategies that support your objectives * Step 6: Have students participate in structured conversations * Step 7: Have students participate in structured reading and writing activities <p>Step 4- Create focused lesson plans that make content comprehensible and build academic language</p> <p>Lesson plans should include:</p> <ul style="list-style-type: none"> * Content objective * Language objective * Targeted Vocabulary * Build Background Knowledge * Language Development Activity/Strategy * Linguistic Accommodations * Scaffolded Instruction * Checks for Understanding <p>Conduct structured PD in the overview and implementation of the ELPS Integration Plan- Step 3 and 4. Conduct EB focused observations to provide feedback, coaching, and support.</p> <p>Strategy's Expected Result/Impact: K12 Summit practice schedule will be developed, student progress reports will be discussed during PLCs data dig, teachers will collaborate in determining goals for students and developing targeted instruction.</p> <p>Staff Responsible for Monitoring: Teachers will know their EB's proficiency level to plan and provide appropriate linguistic accommodations. Sheltered Instructional Coach, Principal, instructional specialist, teacher specialist,</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 10: Implementation of Canvas vision and mission aligned to campus goals.

Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Stages of implementation of year 1. By the end of the school year 70% of the campus teaching staff is utilizing Canvas for instruction. Goal setting to reflect on effective use of technology.

Evaluation Data Sources: Using the admin portal to evaluate teacher portal. The use of emerging year 1 high school goals.

Strategy 1 Details	Reviews			
Strategy 1: Review indicators: 100% teacher bio posted on canvas. 95% of teacher participate in professional development to enhance Canvas as an instructional tool. Strategy's Expected Result/Impact: Digital literacy and resources for student engagement. Staff Responsible for Monitoring: Mr. Wempe, Teacher Specialist, Media Specialist Action Steps: Calendar meeting with the teachers. Include mini lesson in staff meetings. 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	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	The JFA scholars are taking part in double blocking of EOC. During instruction they are groups based on their low performing TEKS. The groups are measured, and activities provided according to populations. For example, ELLs/ ESLs/Regular Ed and Pre-AP students are grouped according to the data provided from Renaissance 360, Ontrack and A4E dashboard and progress in their classrooms. STAAR WRITING FOCUS Six Traits of Writing * Organization * Development of ideas * Revising for Word choice and Clarity * Transitions (categorically) * Closing statements with a reflection * Drafting Analysis * Drafting Wrap-up * Presentations STAAR Writing prompt 1. Practice writing a composition on the 26-lined paper 2. Use the TEA writing rubric to score essays 3. Use the 24 points for scoring essays (results) PACING CALENDAR 2022-2023 * ENG 1 -Memoirs * Inquiry/Research --Informational Writing * ENG II -- Expository-Informational 4. Poetry 5. Argumentative composition Inquiry/Research GRAMMAR (review throughout first semester) Sentence Fluency * Sentence analysis-deconstruction * Sentence combining * Sentence Punctuations * Terminal punctuations 1. Word usage/mechanics: identifying double negatives, run-ons, sentence fragments, subj-verb-agreement, pronoun case, "all" types of phrases to include the appositive phrase. 2. CUPS review (ongoing) 3. 6+1 Traits of Writing (ongoing) STAAR Reading Focus * Read short stories to longer passages (selections) picture books with and without words, poetry, articles, plays, script, study forewords of and novels. -Use Annotations: reread a portion of the text that's confusing Double block ELAR Offer tutorials
1	1	2	1	Six Traits of Writing * Organization * Development of ideas * Revising for Word choice and Clarity * Transitions (categorically) * Closing statements with a reflection * Drafting Analysis * Drafting Wrap-up * Presentations STAAR Writing prompt 1. Practice writing a composition on the 26-lined paper 2. Use the TEA writing rubric to score essays 3. Use the 24 points for scoring essays (results) PACING CALENDAR 2022-2-23 * ENG 1 -Memoirs * Inquiry/Research --Informational Writing * ENG II --Expository-Informational 4. Poetry 5. Argumentative composition Inquiry/Research GRAMMAR (review throughout first semester) Sentence Fluency * Sentence analysis-deconstruction * Sentence combining * Sentence Punctuations * Terminal punctuations 1. Word usage/mechanics: identifying double negatives, run-ons, sentence fragments, subj-verb-agreement, pronoun case, "all" types of phrases to include the appositive phrase. 2. CUPS review (ongoing) 3. 6+1 Traits of Writing (ongoing)
2	1	1	1	"Utilize OnTrack Results from assessments taken every 3 and 6 weeks to drive instruction with targeted focus on non-mastered standards. Daily use of formative CFU to gauge for understanding.
3	1	1	1	We will use our assessments to monitor the progress to ensure that we meet CCMR data such as: 1. 3 on an AP or a 4 on an IB examination 2. Associate's Degree 3. Industry-Based Certification (based on updated list of 245 IBCs) 4. OnRamps Dual Enrollment Course Credit 5. TSI criteria in Reading and Mathematics (SAT/ACT/TSIA/College Prep course) 6. Dual credit course requirements ([?] 3 hours in ELAR OR Mathematics or [?] 9 hours total across subjects) 7. Completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55) 8. SpEd Graduate with RHSP, DAP, FHSP-E, or FHSP-DLA

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	The JFA scholars are taking part in double blocking of EOC. During instruction they are groups based on their low performing TEKS. The groups are measured, and activities provided according to populations. For example, ELLs/ ESLs/Regular Ed and Pre-AP students are grouped according to the data provided from Renaissance 360, Ontrack and A4E dashboard and progress in their classrooms. STAAR WRITING FOCUS Six Traits of Writing * Organization * Development of ideas * Revising for Word choice and Clarity * Transitions (categorically) * Closing statements with a reflection * Drafting Analysis * Drafting Wrap-up * Presentations STAAR Writing prompt 1. Practice writing a composition on the 26-lined paper 2. Use the TEA writing rubric to score essays 3. Use the 24 points for scoring essays (results) PACING CALENDAR 2022-2023 * ENG 1 -Memoirs * Inquiry/Research --Informational Writing * ENG II -- Expository-Informational 4. Poetry 5. Argumentative composition Inquiry/Research GRAMMAR (review throughout first semester) Sentence Fluency * Sentence analysis-deconstruction * Sentence combining * Sentence Punctuations * Terminal punctuations 1. Word usage/mechanics: identifying double negatives, run-ons, sentence fragments, subj-verb-agreement, pronoun case, "all" types of phrases to include the appositive phrase. 2. CUPS review (ongoing) 3. 6+1 Traits of Writing (ongoing) STAAR Reading Focus * Read short stories to longer passages (selections) picture books with and without words, poetry, articles, plays, script, study forewords of and novels. -Use Annotations: reread a portion of the text that's confusing Double block ELAR Offer tutorials
1	1	2	1	Six Traits of Writing * Organization * Development of ideas * Revising for Word choice and Clarity * Transitions (categorically) * Closing statements with a reflection * Drafting Analysis * Drafting Wrap-up * Presentations STAAR Writing prompt 1. Practice writing a composition on the 26-lined paper 2. Use the TEA writing rubric to score essays 3. Use the 24 points for scoring essays (results) PACING CALENDAR 2022-2-23 * ENG 1 -Memoirs * Inquiry/Research --Informational Writing * ENG II --Expository-Informational 4. Poetry 5. Argumentative composition Inquiry/Research GRAMMAR (review throughout first semester) Sentence Fluency * Sentence analysis-deconstruction * Sentence combining * Sentence Punctuations * Terminal punctuations 1. Word usage/mechanics: identifying double negatives, run-ons, sentence fragments, subj-verb-agreement, pronoun case, "all" types of phrases to include the appositive phrase. 2. CUPS review (ongoing) 3. 6+1 Traits of Writing (ongoing)
2	1	1	1	"Utilize OnTrack Results from assessments taken every 3 and 6 weeks to drive instruction with targeted focus on non-mastered standards. Daily use of formative CFU to gauge for understanding.

State Compensatory

Budget for 006 Jones High School

Total SCE Funds: \$80,065.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Funds are used for Salaries for teachers, extra duty pay for tutorials, hourly lecturers, testing materials, consumables that prepare the students for academic success in all content areas.

Personnel for 006 Jones High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lotspeich, Robert	Social Studies	1
Vacancy Math	Math Position	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Jones Futures Academy has been created and re-purposed to meet the needs of the community and provide a quality education for each child in our community. The school utilizes a dual high school/college enrollment model that enables students to fulfill high school graduation requirements while simultaneously earning industry certification, college credits, and an Associate of Arts degree by August after their senior year. In 2022-2023 the following rigor course are offered to students: 9th graders can test AP Spanish Language Arts, 10th Grade UT OnRamps Algebra II and Dual Credit courses, 11th grade UT OnRamps physics, AP Gov, AP Eco and Dual Credit Courses, 12th grade Dual Credit and certifications.

Based on assessment of our campus data, our focus area for 2022-2023 will be to improve percentage of English Language Learners, Special Education, and Economically Disadvantaged students approaching standards in reading and writing as well as the meets and masters level. We will continue to focus on TELPAS in order to increase our Domain 3. We will continue to monitor our ELL students' progress through ELD assessments and interventions with our specialist.

Jones Futures Academy offers different programs to approach students' needs. We provide study labs, APEX, intervention, and tutorials. Students have the potential to receive a certification, an Associates of Arts degree or both. To meet the needs of our student subgroups and help them achieve academic excellence, we will ensure student growth through our interventions. Our teachers strive to practice and enforce an environment that reinforces students' ability to learn and grow academically. We progress monitor our students via OnTrack and teachers meet during PLC to collaborate on students that need enrich or intervention.

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:

- SDMC members evaluated the data and gave feedback.
- Department chairs help develop the strategies.
- 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 attendance meetings are used checkpoints for individual students' weekly attendance and to discuss necessary interventions and supports.
- Calls are made daily to families to check on absences.
- Teachers meet biweekly for PLCs by content departments, for all subjects with backwards planning in mind. In addition, EOC teachers meet an additional day afterschool to plan and disaggregate data.
- Weekly administrative meetings to monitor different initiatives on campus.
- Weekly CCMR/Dual credit meetings to monitor progress

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

The SIP is available to parents in the following locations:

Front Office

The SIP was made available to parents by:

Title I Parent Meeting

We provide the SIP to parents in the following languages:

- English
- Spanish

School Messages on messenger are conducted in spanish and english by campus Principal.

All notices are communciated in spanish and english.

2.4: Opportunities for all children to meet State standards

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

- 1.Progress monitoring for EOC, CCMR, attendance, and graduation
- 2. Assessments to monitor student progress via OnTrack within the 3rd, and 6th week.
- 3. IAT/RTI strategies to help ensure interventions are in place to provide additional support
- 4. Integration of Reading and Writing across all content areas

2.5: Increased learning time and well-rounded education

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

- Increased Project Based Learning strategies in all classrooms
- Hands on application for pathways
- Targeted interventions based on data
- Saturday tutorials , Academic boot camps, and assessments

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

- Bi-weekly PLC by grade level and monthly PLC by department.
- Small Group Instruction based on student data needs

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

- Parent
- Teacher
- Administration

The PFE was distributed

- Newsletter/Jones Journey weekly.

The languages in which the PFE was distributed include

- English

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Four strategies to increase Parent and Family Engagement include:

1. College and FAFSA Nights
2. Title I Parent Meetings in the morning and afternoon
3. Involve more parents in planning and implementation of major campus events such as open house, family nights, all campus fundraising events, appreciation luncheon, health fair etc.
4. Involve more community members, business partners, and guest speakers to parent meetings to address parent concerns relating to student achievement and social well-being
5. Send phone public announcements to inform parents about students progress and performance (report cards, progress reports).

These invites are also serve as an opportunity to gather feedback and distribute Parent and Family Engagement Policy.

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:

9/21 @ 5pm

9/26 @ 8:30 am

11/15 @ 5pm

11/16 @ 8:30 am

2/21 @ 5 pm

2/22 @ 8:30 am

5/16 @ 5 pm

5/17 @ 8:30 am

5. Targeted Assistance Schools Only

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

As students are being enrolled, we can begin to mark the at-risk criteria they meet and begin to provide services immediately. Counselors will receive a tracking form they will be receiving this form on September 23 and this documentation will be submitted to the At-Risk Coordinator every six week. Wrap around Specialist. (SAF) serves as documentation for At-risk. They meet weekly and can provide the SAF for documentation. It is important that teachers, parents, and staff complete a SAF when referring a student for wraparound services.

The goal is to identify special population along with the At-Risk Coordinator. Build Committee (Who will be the members?) At Risk Coordinator to host meetings every six weeks with detailed agenda.

Review students' previous history, Students new to a Texas Campus. Emergent Bilingual Student (EB) folder (Home language survey, followed by testing, intervention, instructional and assessment accommodations. TELPAS test an results. System Report-HISD Connect LPAC Minutes and Binder-should be kept in a secure location. Training the teacher on Summit K12 to support Emergent Bilinguals.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marisol Garza	Parent Engagement Rep.	Title 1 Basic	1

Addendums

2022-2023

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

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

Campus Name Jones Futures Academy

Campus Number 006

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.
- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .
1. AVID-College and Career Readiness
 2. Peer Wellness, Communities in Schools
 3. Advocay Interventions
 4. Master Schedule adjustments for STAAR review, Tutorials
- A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.
Website
- B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.
Website
- C. Indicate the languages in which the CIP was made available.
English

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

1. FACE teacher representative
2. Magnet Campus Tours
3. Title 1 meetings and workshop
4. Invited parents to celebration, parent call outs in English and Spanish

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

Barrientos, Flores, Mills, Perez, Subonji, Pearce

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

Parent meeting to discuss updates and input

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

English

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

1	Meeting #1: September 21, 2022	Alternate Meeting:
2	Meeting #2: October 10, 2022	Alternate Meeting:
3	Meeting #3: December 8, 2022	Alternate Meeting:
4	Meeting #4: February 21, 2023	Alternate Meeting: February 22, 2023

Capital Outlay Requested (Y/N)?

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

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

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

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

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

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

Rev. 01/13/2022

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

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

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

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