

**Houston Independent School District
322 Carnegie Vanguard High School
2022-2023 Campus Improvement Plan**



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Board Goals

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

Goal 1: The percentage of students meeting the master's level performance on the spring 2023 STAAR assessment will maintain at 67% (English I) and 62% (English II) on the newly formatted test, with a stretch goal to increase by three percentage points annually from 67% to 70% in English I and from 62% to 65% in English II.

Strategic Priorities:

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

Measurable Objective 1: We are identifying students who need greater support through tutorials and tailored instruction. While the freshman English class is designed to boost literacy across the curriculum, students are also identified for an IAT support period. These students will be monitored through a Practical Reading Skills class.

The freshmen English classes will continue to implement certain organizational and discipline skills to provide back up to reading instruction during the Practical Reading Skills course, which is designed exclusively for student improvement in essential critical reading and writing skills. A writing diagnostic will be used to identify struggling writers.

Classroom teachers will be responsible for identifying students in need of intervention. Admin will also identify students in need based on universal screener results. Sam Shields will be in charge of the Practical Reading Skills course.

Daily 45-minute class period throughout the 2022-2023 school year.

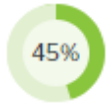






Progress report periods are every three weeks from September 2022 - May 2023

Universal Screener occurs at 3 times.

Each 6-week grading cycle.

Evaluation Data Sources: Daily 45-minute class period throughout the 2022-2023 school year, progress report periods every three weeks from September 2022 to May 2023, Universal Screener 3 times per year, and each 6-week grading cycle via report cards.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Identified students who need greater academic support are receiving additional tutorials and tailored instruction. While the freshman English class is designed to boost literacy across the curriculum, students are also identified for an IAT support period. These students are monitored through a Practical Reading Skills class.</p> <p>The freshmen English classes continue to implement organizational and discipline skills to provide back up to reading instruction during the Practical Reading Skills course, which is designed exclusively for student improvement in essential critical reading and writing skills. A writing diagnostic has been used to identify struggling writers.</p> <p>Classroom teachers are responsible for identifying students in need of intervention. Admin continue to also identify students in need based on universal screener results. Rachel Bohenick is in charge of the Practical Reading Skills course.</p> <p>Daily 45-minute class period throughout the 2022-2023 school year. Progress report periods are every three weeks from September 2022 - May 2023</p> <p>Strategy's Expected Result/Impact: Increased academic performance on critical classroom assessments. Staff Responsible for Monitoring: Rachel Bohenick Action Steps: Continue to instruct and monitor these students throughout our modified block schedule.</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of students meeting the master's level performance on the spring 2023 STAAR assessment will increase from 19% to 25% in Algebra I.

Strategic Priorities:

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

Measurable Objective 1: Diagnose student deficiencies using teacher assessments, teacher observations, and the Universal Screener.

Coordinate with English department to identify student with deficiencies in multiple areas for placement in IAT class.

Assign students to units within Khan academy for remediation of deficient skills.

Assign students to Mu Alpha tutors to review Khan academy material.

Algebra 1 teacher reassesses students for further intervention.

Evaluation Data Sources: Algebra 1 teacher assessments, Universal screener, Progress report 1, Khan academy, Mu Alpha Theta tutors, and 1 week after progress report 1.

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: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 10 percentage points from 63% for 2017-18 graduates to 73% for 2022-2023 graduates reported in 2024.

Strategic Priorities:

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

Measurable Objective 1: Maintain 100% of students meeting at least one criterion towards CCMR.

Evaluation Data Sources: CCMR data.

HB3 Board Goal

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 receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR EOC English I and II assessments will increase 10 percentage points from 21% in spring 2019 to 31% in spring 2024.

Strategic Priorities:

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

Measurable Objective 1: Carnegie Vanguard High School will maintain very few gaps in student performance between subgroups.

Evaluation Data Sources: STAAR data analysis by supgroups.

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE








Strategic Priorities:

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

Measurable Objective 1: Carnegie Vanguard High School will maintain attendance at 98% or higher.

Evaluation Data Sources: Daily attendance records.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities:

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

Measurable Objective 1: Carnegie Vanguard High School will maintain low incidents of out-of-school disciplinary consequences with increased monitoring of students during lunchtime with an organized duty schedule among faculty and staff members along with administration and campus officer.

Evaluation Data Sources: Disciplinary records.

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities:

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

Measurable Objective 1: Carnegie Vanguard High School will maintain low incidents of violence with daily announcements for prevention as well as resources for students to report any substandard behavior. Along with compliance with HISD's mandated calendar of Fire and Emergency Drill Schedule, our campus personnel (including newly assigned campus officer) will remain very vigilant.

Evaluation Data Sources: Disciplinary data and ongoing safety procedures.

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:

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

Measurable Objective 1: Carnegie Vanguard High School personnel will ensure that needs of our special education population are addressed in real time with meetings held prior to annual deadlines.

Evaluation Data Sources: Formal documents signed by teachers and campus personnel.

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities:

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

Measurable Objective 1: Carnegie Vanguard High School will continue to meet the academic, social, and emotional needs of all special populations with fidelity.

Evaluation Data Sources: Reports of various campus personnel assigned to the specific needs of each special population.

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:

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

Measurable Objective 1: Carnegie Vanguard High School will maintain its high level of parental involvement with communication in form of phone calls and postings on our school website, school social media accounts, and PTO newsletters.

Evaluation Data Sources: Various forms of communication including phone calls and postings on our school website, school social media accounts, and PTO newsletters.

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:

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

Measurable Objective 1: Immunization monitoring, data entry, and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Spinal screening at Grade 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

Monthly maintenance checks will be conducted for all Automated External Defibrillators and an annual report submitted to Health and Medical Services.

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: Immunization data entry and state reporting data for all students completed by Nurse Nguyen by October 22, 2022. Estimated number of students to be screened: 217.

Spinal screening, data entry, referral forms and state report completed/submitted by Nurse Nguyen. Estimated number of students to be screened: 217.

Annual report submitted to Health and Medical Services for AED checks.

Medication administration, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by Nurse Nguyen with back-up campus personnel as well as certified nurses at nearby Gregory-Lincoln and Wharton campuses.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Identified students who need greater academic support are receiving additional tutorials and tailored instruction. While the freshman English class is designed to boost literacy across the curriculum, students are also identified for an IAT support period. These students are monitored through a Practical Reading Skills class.</p> <p>The freshmen English classes continue to implement organizational and discipline skills to provide back up to reading instruction during the Practical Reading Skills course, which is designed exclusively for student improvement in essential critical reading and writing skills. A writing diagnostic has been used to identify struggling writers.</p> <p>Classroom teachers are responsible for identifying students in need of intervention. Admin continue to also identify students in need based on universal screener results. Rachel Bohenick is in charge of the Practical Reading Skills course.</p> <p>Daily 45-minute class period throughout the 2022-2023 school year. Progress report periods are every three weeks from September 2022 - May 2023</p> <p>Strategy's Expected Result/Impact: Increased academic performance on critical classroom assessments. Staff Responsible for Monitoring: Rachel Bohenick Action Steps: Continue to instruct and monitor these students throughout our modified block schedule.</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Identified students who need greater academic support are receiving additional tutorials and tailored instruction. While the freshman English class is designed to boost literacy across the curriculum, students are also identified for an IAT support period. These students are monitored through a Practical Reading Skills class. The freshmen English classes continue to implement organizational and discipline skills to provide back up to reading instruction during the Practical Reading Skills course, which is designed exclusively for student improvement in essential critical reading and writing skills. A writing diagnostic has been used to identify struggling writers. Classroom teachers are responsible for identifying students in need of intervention. Admin continue to also identify students in need based on universal screener results. Rachel Bohenic is in charge of the Practical Reading Skills course. Daily 45-minute class period throughout the 2022-2023 school year. Progress report periods are every three weeks from September 2022 - May 2023
5	1	1	1	Notification of TEA 90% rule
5	7	1	1	Identified students who need greater academic support are receiving additional tutorials and tailored instruction. While the freshman English class is designed to boost literacy across the curriculum, students are also identified for an IAT support period. These students are monitored through a Practical Reading Skills class. The freshmen English classes continue to implement organizational and discipline skills to provide back up to reading instruction during the Practical Reading Skills course, which is designed exclusively for student improvement in essential critical reading and writing skills. A writing diagnostic has been used to identify struggling writers. Classroom teachers are responsible for identifying students in need of intervention. Admin continue to also identify students in need based on universal screener results. Rachel Bohenic is in charge of the Practical Reading Skills course. Daily 45-minute class period throughout the 2022-2023 school year. Progress report periods are every three weeks from September 2022 - May 2023

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Identified students who need greater academic support are receiving additional tutorials and tailored instruction. While the freshman English class is designed to boost literacy across the curriculum, students are also identified for an IAT support period. These students are monitored through a Practical Reading Skills class. The freshmen English classes continue to implement organizational and discipline skills to provide back up to reading instruction during the Practical Reading Skills course, which is designed exclusively for student improvement in essential critical reading and writing skills. A writing diagnostic has been used to identify struggling writers. Classroom teachers are responsible for identifying students in need of intervention. Admin continue to also identify students in need based on universal screener results. Rachel Bohenick is in charge of the Practical Reading Skills course. Daily 45-minute class period throughout the 2022-2023 school year. Progress report periods are every three weeks from September 2022 - May 2023
5	7	1	1	Identified students who need greater academic support are receiving additional tutorials and tailored instruction. While the freshman English class is designed to boost literacy across the curriculum, students are also identified for an IAT support period. These students are monitored through a Practical Reading Skills class. The freshmen English classes continue to implement organizational and discipline skills to provide back up to reading instruction during the Practical Reading Skills course, which is designed exclusively for student improvement in essential critical reading and writing skills. A writing diagnostic has been used to identify struggling writers. Classroom teachers are responsible for identifying students in need of intervention. Admin continue to also identify students in need based on universal screener results. Rachel Bohenick is in charge of the Practical Reading Skills course. Daily 45-minute class period throughout the 2022-2023 school year. Progress report periods are every three weeks from September 2022 - May 2023

Title I

1.1: Comprehensive Needs Assessment

School Overview - Carnegie Vanguard is the premier high school for the academically gifted student because its educators are accessible and responsive, and its climate promotes social acceptance. The mission of Carnegie Vanguard High School is to provide a unique and challenging learning environment to prepare the diverse gifted & talented students of HISD for leadership in a global society. Carnegie Vanguard High School was established in the fall of 2002 as the successor to the highly successful school-within-a-school Vanguard program at Jesse H. Jones Senior High which was created in 1977. Today Carnegie is the only Vanguard high school in the Houston Independent School District (HISD) with 100% of the students identified as gifted and talented in academics. Current enrollment according to PowerSchool SIS encompasses 31% Hispanic, 30% Asian / Pacific Islander, 21% White / Caucasian, 12% Black / African American, and 5.7% Two or more races, and 1% Other.

Needs Assessment - As Carnegie Vanguard High School students have met 100% in all state academic standards, our goal is to increase the percentage of students at the master's level on STAAR EOC with emphasis on STAAR Reading. Our goal is to continue to not only meet the progress but increase the percentage of students that exceed progress (masters level).

According to the Texas Education Agency, CVHS earned the Accountability Rating of Met Standard with the following distinctions: Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Closing Performance Gaps, Postsecondary Readiness, TEA rates for performance, participation, and graduation each equals 100%.

Teachers are highly qualified and follow the prescribed expectations of Pre-AP and AP curriculum. Teachers enthusiastically attend professional development including the Rice University summer AP training as well as offerings via HISD, Region IV, and the Texas Association for the Gifted and Talented. Teachers receive components of gifted and talented training including nature and needs, identification and assessment, social and emotional needs, creativity and instructional strategies, and differentiated curriculum. Topics are frequently discussed during monthly departmental and bi-weekly grade-level professional learning communities, monthly faculty meetings, and growth plan meetings at the end of each grading cycle. Project-based learning is evident as Vanguard students work on special projects individually, in small groups, and in whole groups.

Goals and Objectives for the 2022-2023 School Year: The percentage of students meeting the master's level performance on the spring 2023 STAAR assessment will increase from 67% to 70% in English I, from 62% to 65% in English II, and from 56% to 59% in Algebra I. Attendance will maintain at 98% or higher. The percentage of parent attendees at monthly PTO meetings will increase from 10% to 12%.

Major Initiatives and Critical Success Factors - To improve academic performance in core content areas, we will increase the use of Quality Data to Drive Instruction. During PLCs with teachers, we will focus on Data Disaggregation, Curriculum Alignment, Attendance, Discipline, Safety, School Climate, and Ongoing Communication in the learning community.

In order to strengthen student writing skills, we will implement a school-wide reading, math, and writing initiative. We will work closely with our ELA and Math teachers to ensure instructional strategies are aligned at high levels with the TEKS. We will complete calibrations to ensure the grades on writing assignments reflect the actual mastery of the writing assignment.

Title 1 students have been identified and supported through regular tutorials and progress monitoring. School personnel meet to discuss progress as well as needs and ways for parents to assist / support at home.

Addendums

2022-2023

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

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

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

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. _____
2. _____
3. _____
4. _____

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

1. _____
2. _____
3. _____
4. _____

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

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

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

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 type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

School Overview

Carnegie Vanguard is the premier high school for the academically gifted student because its educators are accessible and responsive, and its climate promotes social acceptance. The mission of Carnegie Vanguard High School is to provide a unique and challenging learning environment to prepare the diverse gifted & talented students of HISD for leadership in a global society. Carnegie Vanguard High School was established in the fall of 2002 as the successor to the highly successful school-within-a-school Vanguard program at Jesse H. Jones Senior High which was created in 1977. Today Carnegie is the only Vanguard high school in the Houston Independent School District (HISD) with 100% of the students identified as gifted and talented in academics. Current enrollment according to PowerSchool SIS encompasses 31% Hispanic, 30% Asian / Pacific Islander, 21% White / Caucasian, 12% Black / African American, and 5.7% Two or more races, and 1% Other.

Needs Assessment

As Carnegie Vanguard High School students have met 100% in all state academic standards, our goal is to increase the percentage of students at the master's level on STAAR EOC with emphasis on STAAR Reading. Our goal is to continue to not only meet the progress but increase the percentage of students that exceed progress (masters level).

According to the Texas Education Agency, CVHS earned the Accountability Rating of Met Standard with the following distinctions: Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Closing Performance Gaps, Postsecondary Readiness, TEA rates for performance, participation, and graduation each equals 100%.

Teachers are highly qualified and follow the prescribed expectations of Pre-AP and AP curriculum. Teachers enthusiastically attend professional development including the Rice University summer AP training as well as offerings via HISD, Region IV, and the Texas Association for the Gifted and Talented. Teachers receive components of gifted and talented training including nature and needs, identification and assessment, social and emotional needs, creativity and instructional strategies, and differentiated curriculum. Topics are frequently discussed during monthly departmental and bi-weekly grade-level professional learning communities, monthly faculty meetings, and growth plan meetings at the end of each grading cycle. Project-based learning is evident as Vanguard students work on special projects individually, in small groups, and in whole groups.

Goals and Objectives for the 2022-2023 School Year:

The percentage of students meeting the master's level performance on the spring 2023 STAAR assessment will increase from 67% to 70% in English I, from 62% to 65% in English II, and from 56% to 59% in Algebra I. Attendance will maintain at 98% or higher. The percentage of parent attendees at monthly PTO meetings will increase from 10% to 12%.

Major Initiatives and Critical Success Factors:

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