

**Houston Independent School District**  
**310 Houston Math Science Technology Center High School**  
**2021-2022 Campus Improvement Plan**



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# Priority Problems of Practice

**Problem of Practice 2:** A surface-level analysis of our data shows that for STAAR Algebra I we had 37% of Algebra 1 students reach Approaches, 8% Meets standard, and 4% at the Masters standard. Analysis of our Algebra 1 student performance indicates that there is an achievement gap for English Learner (EL) students and SPED students.

**Root Cause 2:** Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.

**Problem of Practice 2 Areas:** Demographics

**Problem of Practice 1:** A surface-level analysis of our data shows that for STAAR English I and II we had 27% of English I students and 45% of English II students reach the Approaches standard, 15% and 28% at the Meets standard, and 2% at the Masters standard. Analysis of our English I and II student performance indicates that there is an achievement gap for English Learner (EL) students and SPED students.

**Root Cause 1:** Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.

**Problem of Practice 1 Areas:** Student Learning

**Problem of Practice 3:** STAAR EOC Biology had 56% of all students reach the Approaches standard, 21% at the Meets standard, and 6% at the Masters standard. We have observed a 35%-point gap between the special education students and their general education peers.

**Root Cause 3:** Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.

**Problem of Practice 3 Areas:** Student Learning

# 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
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- SAT and/or ACT assessment data
- PSAT

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

**Student Data: Behavior and Other Indicators**

- Discipline records
- Violence and/or violence prevention records

**Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data

**Parent/Community Data**

- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Board Goals


**Board Goal 1:** The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points.





**Goal 1:** All Domains have a direct correlation to student achievement on ELAR assessments. By the December & May EOC retest administrations, there will be 3%- increase in both STAAR English I and English II passing scores as evidenced by test results. These increases include students performing at the approaches, meets, and masters on the English I and English II STAAR EOC as well as the number of students meeting standard. Also, by the End-Of-Year assessment, there will be an overall Lexile gain of 50 points for each student as indicated by the Renaissance 360 screener.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** The overall passing percentage on the English I STAAR will be at 30% or higher. The overall passing percentage on the English II STAAR will be 48% or higher.

**Evaluation Data Sources:** Common Assessment scores; Snapshot scores; reteaching plans for particular TEKS/learning objectives with Do-Nows & Exit tickets aligned to lowest scored objectives; reworked pacing calendars

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers will engage in Strategic, Planning, & Alignment (S.P.A.) Days once every six weeks. On these days, STAAR English I and English II teachers will all spend one full day working on realigning their upcoming instructional calendars by looking at historical Lead4ward STAAR data as well as formative assessment data to rework pacing calendar, plan meaningful intervention and reteaching opportunities as well plan out the next cycles' campus-based common assessment. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify data trends and create effective intervention plan to address learning gaps. <b>Staff Responsible for Monitoring:</b> Alan Summers, Principal; Federico Hernandez, Associate Principal; Griselda Gonzalez, Assistant Principal; Cheetara Young, Instructional Specialist; Margaret Licea, Instructional Specialist; DDIS <b>Action Steps:</b> *Teachers will realign their upcoming instructional calendar by analyzing data from formative assessments to rework their pacing calendar *Plan meaningful intervention and reteach opportunities for students who scored below 70% on the assessments *Plan out the next cycle's campus-based common assessment making sure to include TEKs that weren't mastered on the previous assessment. *Plan multiple checks for understanding to monitor student comprehension of low scoring TEKS  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> Associate Teacher Pay - 2110000000 - Title 1 Basic Programs - 6400 - Other Operating Expenses - \$15,000		Formative			Summative
		Nov	Jan	Mar	June
					






 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> A surface-level analysis of our data shows that for STAAR English I and II we had 27% of English I students and 45% of English II students reach the Approaches standard, 15% and 28% at the Meets standard, and 2% at the Masters standard. Analysis of our English I and II student performance indicates that there is an achievement gap for English Learner (EL) students and SPED students. <b>Root Cause:</b> Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.

**Measurable Objective 2:** Teachers will implement a campus -wide Literacy Plan that includes a bi-weekly writing piece across all content areas.

**Evaluation Data Sources:** Lesson plans; classroom observations; learning walks; PD agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will be writing across all contents on a weekly basis. The students will be provided with sentence starters, thinking maps, and a student- friendly rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will continuously practice writing strategies in all of their classes. Students will be able to recall writing formats, brainstorming and organizational strategies, while also growing in their literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Alan Summers, Principal; Federico Hernandez, Associate Principal; All Assistant Principals; Margaret Licea and Cheetara Young, Instructional Specialist</p> <p><b>Action Steps:</b> "Teachers will participate in a Professional Development on August 17, 2021.          *Teachers will incorporate a weekly Thinking Map into their lessons.          *Teachers will bring Thinking Maps to bi-weekly PLCs, starting September 15, 2021.          *Instructional Content Specialist will meet with teachers to provide feedback and support on implementation of Thinking Maps, during every biweekly PLC.          * All teachers will utilize Thinking Maps to help students organize content in a visual way so they can then construct a formal writing piece.          *The first formal writing piece will be due the week of September 29, 2021, to be able to assess as a team. "</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


### Measurable Objective 2 Problems of Practice:

Student Learning
<p><b>Problem of Practice 1:</b> A surface-level analysis of our data shows that for STAAR English I and II we had 27% of English I students and 45% of English II students reach the Approaches standard, 15% and 28% at the Meets standard, and 2% at the Masters standard. Analysis of our English I and II student performance indicates that there is an achievement gap for English Learner (EL) students and SPED students. <b>Root Cause:</b> Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.</p>

**Measurable Objective 3:** Students will be targeted for enrollment in the intervention course based on previous years STAAR results.

**Evaluation Data Sources:** Intervention pacing calendars; MOY Data; EOY Data; Mock STAAR data; STAAR re-tester data



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide English interventions three times a week, to targeted retesting students. Interventions will focus on the skills and knowledge that are highly tested by the STAAR TEKS Clusters.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive an immense amount of interventions on a daily basis. They will show progress on all assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Federico Hernandez, Associate Principal; Kayla Rainey, Interventionist; Cheetara Young, Margaret Licea, Instructional Specialist, English Department teachers.</p> <p><b>Action Steps:</b>  "*Provide English interventions daily to targeted retesting students, starting August 23, 2021. Interventions will be held by ELA Interventionist, Kayla Rainey. *The Interventionist will analyze previous STAAR score data to determine objectives and skills needed for the class, that is specific to the students enrolled, by September 1, 2020. *Mrs. Rainey will also pull each of her students STAAR report and pull the data from their scores, so that she can focus her lessons around her students' needs. *There will be weekly assessments to determine reteach plan for following week. *Interventionist will utilize Lead4Ward Frequency Distribution charts to guide her instruction *Instructional Specialists, Cheetara Young and Margaret Licea, will check in every three weeks to assist in analyzing the data from assessments. *All students will be enrolled into a College Transition class, where strategically grouped students will receive the interventions needed, based on their level. *The levels will be: 1. Incoming freshmen that did not pass the 8th grade EOC, Bubble students (students receiving 3600 or higher on their last English STAAR EOC, students who have never tested, and low performing students (students receiving less than 3600). *There will also be remediation implemented into these daily interventions that will target our student who need urgent intervention based off their Renaissance 360 scores.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

### Measurable Objective 3 Problems of Practice:

Student Learning
<p><b>Problem of Practice 1:</b> A surface-level analysis of our data shows that for STAAR English I and II we had 27% of English I students and 45% of English II students reach the Approaches standard, 15% and 28% at the Meets standard, and 2% at the Masters standard. Analysis of our English I and II student performance indicates that there is an achievement gap for English Learner (EL) students and SPED students. <b>Root Cause:</b> Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.</p>






**Board Goal 2: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1:** Domain 1, Student Achievement and Domain 2a, School Progress have direct correlations to STAAR performance in Math. By the December & May EOC retest administrations, there will be a 3%-point increase in STAAR Algebra I passing scores as evidenced by results. These increases include the percent of students performing at the approaches, meets, and masters on the Algebra I STAAR as well as the number of students meeting standard.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Overall passing on Algebra STAAR will be at 38% or higher

**Evaluation Data Sources:** Common Assessment scores; Snapshot scores; reteaching plans for particular TEKS/learning objectives with Do-Nows & Exit tickets aligned to lowest scored objectives; reworked pacing calendars

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will engage in Strategic, Planning, &amp; Alignment (S.P.A.) Days once every six weeks. On these days, STAAR Algebra I teachers will all spend one full day working on realigning their upcoming instructional calendars by looking at historical Lead4ward</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify data trends and create effective intervention plan to address learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Alan Summers, Principal; Federico Hernandez, Associate Principal; All Assistant Principals; Kiah Hauser, Instructional Specialist</p> <p><b>Action Steps:</b> *Teachers will realign their upcoming instructional calendar by analyzing data from formative assessments to rework their pacing calendar            *Plan meaningful intervention and reteach opportunities for students who scored below 70% on the assessments            *Plan out the next cycle's campus-based common assessment making sure to include TEKS that weren't mastered on the previous assessment.            *Plan multiple checks for understanding to monitor student comprehension of low scoring TEKS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				






**Measurable Objective 1 Problems of Practice:**

### Demographics

**Problem of Practice 1:** A surface-level analysis of our data shows that for STAAR Algebra I we had 37% of Algebra 1 students reach Approaches, 8% Meets standard, and 4% at the Masters standard. Analysis of our Algebra 1 student performance indicates that there is an achievement gap for English Learner (EL) students and SPED students. **Root Cause:** Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.

**Measurable Objective 2:** Utilize formative data to regularly assess students' level of mastery to make informed instructional decisions.

**Evaluation Data Sources:** Quizzes; student tracking sheets; classroom observations; learning walks.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Algebra 1 team collaboratively develop bi-weekly quizzes that cover 2-3 tested TEKS structured with 2 multiple choice, 2 show your work, and 1 free response with students tracking and reflecting over their ongoing performance  <b>Strategy's Expected Result/Impact:</b> Teachers will be able to closely monitor student mastery of TEKS and create reteach and spiral plans for low performing TEKS <b>Staff Responsible for Monitoring:</b> Michael Hines, Assistant Principal; Kiah Hauser, Instructional Specialist; Aric Barnes, Math Department Chair <b>Action Steps:</b> * Algebra 1 team will develop and administer bi-weekly quizzes that cover 2-3 TEKS, starting September 3, 2021. The quizzes will be structured with multiple choice, show your work and free response questions and include space for students to track and reflect over their ongoing performance. * Algebra 1 teachers will realign their upcoming instructional calendar in Strategic, Planning, & Alignment (S.P.A) Days to include a plan for spiraling in low performing TEKS  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


**Measurable Objective 2 Problems of Practice:**


### Demographics


**Problem of Practice 1:** A surface-level analysis of our data shows that for STAAR Algebra I we had 37% of Algebra 1 students reach Approaches, 8% Meets standard, and 4% at the Masters standard. Analysis of our Algebra 1 student performance indicates that there is an achievement gap for English Learner (EL) students and SPED students. **Root Cause:** Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.


**Measurable Objective 3:** Students will be targeted for enrollment in the intervention course based on previous years STAAR results and low Renaissance scores.


**Evaluation Data Sources:** Intervention pacing calendars; MOY Data; EOY Data; Mock STAAR data; STAAR re-tester data; Renaissance Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Algebra 1 interventions three times a week, to targeted retesting students and low Renaissance scores. Interventions will focus on the skills and knowledge that are highly tested by the STAAR TEKS Clusters.  <b>Strategy's Expected Result/Impact:</b> Students will receive an immense amount of interventions on a daily basis. They will show progress on all assessments.  <b>Staff Responsible for Monitoring:</b> Federico Hernandez, Associate Principal; Suhaily Garcia, Interventionist; Kiah Hauser, Instructional Specialist, Math Department teachers.  <b>Action Steps:</b> *Provide Math interventions daily to targeted retesting students, starting August 23, 2021. Interventions will be held by Math Interventionist, Suhaily Garcia. *The Interventionist will analyze previous STAAR score data to determine objectives and skills needed for the class, that is specific to the students enrolled, by September 1, 2020. *Ms. Garcia will also pull each of her students STAAR report and pull the data from their scores, so that she can focus her lessons around her students' needs. *There will be weekly assessments to determine reteach plan for following week. *Interventionist will utilize Lead4Ward Frequency Distribution charts to guide her instruction *Instructional Specialists, Kiah Hauser, will check in every three weeks to assist in analyzing the data from assessments. *The levels will be: 1. Incoming freshmen that did not pass the 8th grade EOC, students who have never tested, and low performing students (students receiving less than 3600 on their last Math STAAR EOC). *There will also be remediation implemented into these daily interventions that will target our student who need urgent intervention based off their Renaissance 360 scores.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Measurable Objective 3 Problems of Practice:

Demographics
<p><b>Problem of Practice 1:</b> A surface-level analysis of our data shows that for STAAR Algebra I we had 37% of Algebra 1 students reach Approaches, 8% Meets standard, and 4% at the Masters standard. Analysis of our Algebra 1 student performance indicates that there is an achievement gap for English Learner (EL) students and SPED students. <b>Root Cause:</b> Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.</p>

**Board Goal 3:** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.






**Goal 1:** Increase the percent of students that meet at least one of the state approved CCMR Criterion for determining post-secondary readiness; at least a 3%-point increase in campus College, Career, Military Readiness (CCMR) Criterion Rating from the 2021 to the 2022 rating.

**Strategic Priorities:** Expanding Educational Opportunities

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






**Measurable Objective 1:** The percent of CCMR students that meet the threshold for passing an AP/IB examination for college readiness will increase from 18% to 30% by August 2024.

**Evaluation Data Sources:** AP Test Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students enrolled in AP classes will register for and be given the test preparation necessary to be successful on their respective AP tests through their AP classes. <b>Strategy's Expected Result/Impact:</b> Students will successfully pass their AP tests. <b>Staff Responsible for Monitoring:</b> Angela Crowley, Compliance Manager; Jesus Solis, AP Coordinator; AP Teachers and ISs supporting those teachers <b>Action Steps:</b> *Monitor student progress *Follow up with teachers regarding successes, challenges, and other supports that are needed *Facilitate registration for all students for the AP tests.  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Measurable Objective 2:** The percent of CCMR students that meet the threshold for earning CTE Industry-Based Certifications will increase from 14% to 26% by August 2024.

**Evaluation Data Sources:** Completion of CTE certifications

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Students in CTE classes will receive the appropriate training and preparation needed for taking and passing CTE Industry-Based certification tests. <b>Strategy's Expected Result/Impact:</b> Students will successfully complete CTE certifications. <b>Staff Responsible for Monitoring:</b> Ada Rivera, Assistant Principal; Angela Crowley, Compliance Manager; CTE teachers <b>Action Steps:</b> *Identify students enrolled in CTE classes. *Ensure that teachers and students have the resources needed to prepare for and pass their respective certification exams. *Facilitate registration and testing as appropriate.  <b>TEA Priorities:</b> Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Measurable Objective 3:** The percent of CCMR students that meet the threshold for completing Dual Credit Courses will increase from 14% to 26% by August 2024.

**Evaluation Data Sources:** Completion of Dual Credit courses

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Track Dual Credit students and ensure that they are receiving the support needed to pass the Dual Credit classes. <b>Strategy's Expected Result/Impact:</b> Students will pass their Dual Credit classes and earn college credit. <b>Staff Responsible for Monitoring:</b> Griselda Gonzalez, Assistant Principal; Angela Crowley, Compliance Manager; Dual Credit teachers <b>Action Steps:</b> *Identify students enrolled in Dual Credit classes. *Ensure that teachers and students have the resources needed to pass those classes. *Monitor student progress and host interventions as needed. *Have teachers use the early alert system to identify struggling students. *Work with HCC for tutorials for students.  <b>TEA Priorities:</b> Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Board Goal 4: CLOSING THE GAPS** The percentage of special education students performing at the Approaches Grade Level or Above in all subjects will increase from 31% to 34%, and at the Meets Grade Level or above will increase from 20% to 23% as measured by the 2022 STAAR assessments.






### Goal 1: CLOSING THE GAPS

**Strategic Priorities:** Expanding Educational Opportunities

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






**Measurable Objective 1:** Students, who either did not participate or meet standard for STAAR EOC in Spring 2021, will participate in accelerated instruction targeting specific tested content areas during the College Transitions period for 2 grading cycles. Class meets 5 days per week for 45 minutes.

**Evaluation Data Sources:** Formative and summative assessments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will work in small groups to target deficits in Reading and Math during College Transitions period. <b>Strategy's Expected Result/Impact:</b> Students will improve test taking skills and will have increased knowledge in content area. <b>Staff Responsible for Monitoring:</b> Instructional Specialists <b>Action Steps:</b> Data will be reviewed to determine which students require intensive interventions in the core areas. Groups will be reviewed and adjusted every two grading cycles. <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Measurable Objective 2:** Students, who either did not participate or meet standard for STAAR EOC in Spring 2021, will participate in accelerated instruction targeting specific tested content areas during the December 20-21 and March 14-16 Enrichment Opportunities. Students attend classes for 6 hours each of the specified days.

**Evaluation Data Sources:** Formative and summative assessments.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Students will receive accelerated instruction targeting deficits in English and Math through small group interventions. Students will attend during Winter Holiday and Spring Break. <b>Strategy's Expected Result/Impact:</b> Students will be able to complete additional coursework and be able to earn better grades and/or credit. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Instructional Specialists, and Teachers <b>Action Steps:</b> Invitations will be sent to students to attend.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Measurable Objective 3:** Students, who either did not participate or meet standard for STAAR EOC in Spring 2021, will be closely monitored by their Special Education Case Manager to ensure passing grades and attendance in accelerated instruction. Case managers will monitor a minimum of at least once every two weeks and document in Easy IEP.

**Evaluation Data Sources:** Power School to monitor grades and attendance.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Case Managers will be trained to write effective learning goals and how to monitor progress in Easy IEP. <b>Strategy's Expected Result/Impact:</b> Case Managers will become more effective at setting appropriate goals and regularly document student progress. <b>Staff Responsible for Monitoring:</b> Department Chairpersons, Teacher Specialist <b>Action Steps:</b> Provide professional development opportunities for Case Managers to become more knowledgeable regarding progress monitoring of special education students.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue









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

**Goal 1: ATTENDANCE** Increase yearly average daily attendance rate from 94.9% (2019-2020SY and 2020-2021SY) to 95.9% (2021-2022SY).

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






**Measurable Objective 1:** Increase training opportunities for staff from 2x per semester to 3x per semester in order to improve strategies, communication and skills to help increase attendance

**Evaluation Data Sources:** To Decrease the number of student being place on attendance contract per semester from 30% to 20%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attendance Support staff in collaboration with our Grade Level AP/Clerk teams will make daily phone calls home to parents/guardians when students are absent from school (physical and virtual). All documentation is tracked in a Google Document to communicate efforts with all campus-based stakeholders.  <b>Strategy's Expected Result/Impact:</b> Early intervention to reduce absenteeism. <b>Staff Responsible for Monitoring:</b> Guillermo Castellanos At-Risk Program Admin Allegra Scott, At-Risk Program Admin Grade level Clerks; Grade level Assistant Principals <b>Action Steps:</b> 1. At- risk program administrators generate a list of students on-watch for grade level clerks to contact 2. Grade level clerks contact on- watch students and assess student causes for lack of attendance. 3. Grade level clerks trouble- shoot causes and pass along students to Grade Level Aps for intervention. 4. Grade level APs schedule parent, student conferences to come up with solutions (i.e. attendance contracts) to attendance issues. 5. Notes are entered into the tracking system. 6. At risk administrator, grade level clerks and Aps monitor student progress.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Juvenile case manager will work with approximately 25 ninth grade students who are at-risk of being truant. <b>Strategy's Expected Result/Impact:</b> Early intervention with at-risk students will reduce their absenteeism. <b>Staff Responsible for Monitoring:</b> Jessica Brown, Juvenile Case Manager Glenn Ryan, Assistant Principal <b>Action Steps:</b> 1. Identify caseload 2. Develop and mandate creative, alternative non-punitive sanctions for students and families 3. Provide case management for internal and external assistance 4. Maintain complete and accurate case files	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






**Measurable Objective 2:** in order to increase attendance overall from 94% to 95%

**Evaluation Data Sources:** By meeting with student who are being mark absent, emailing teachers, conducting daily phone calls and informing parents, conferencing with parents and student in order to help increase attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students identified with chronic absenteeism will have Truancy Letters sent home. Students will be placed on attendance contracts and will have home visits conducted by At-risk program admin. <b>Strategy's Expected Result/Impact:</b> Successful interventions with chronically absent students will increase average daily attendance. <b>Staff Responsible for Monitoring:</b> Guillermo Castellanos At-Risk Program Admin Allegra Scott, At-Risk Program Admin Grade level Clerks; Grade level Assistant Principals <b>Action Steps:</b> 1. Students identified with chronic absenteeism will be identified using absentee reports from PowerSchool by At-risk program admin. 2. Students identified with chronic absenteeism will be placed on attendance contracts. 3. Students will have home visits conducted. 4. Students with continued chronic absenteeism will have Truancy Letters sent home.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** By providing student with incentives 2x per semester in order to promote perfect attendance

**Evaluation Data Sources:** Increase perfect attendance from 10% to 30% for all grade levels

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recognize students for perfect attendance each semester. <b>Strategy's Expected Result/Impact:</b> Positive behavior interventions and incentives will increase student attendance. <b>Staff Responsible for Monitoring:</b> Guillermo Castellanos At-Risk Program Admin Allegra Scott, At-Risk Program Admin <b>Action Steps:</b> 1. Run perfect attendance report. 2. Give incentives to students at a celebration.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






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

**Goal 2: DISCIPLINE:** By June of 2022, the total number of Out of School Suspensions will be reduced by 10% as compared to the Out of School Suspension data during the 2018-2019 school year(the last full regular school year).

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






**Measurable Objective 1:** APs will use the Cool Down Form/Questionnaire with 100% of the students when conferencing with students with respect to discipline issues.

**Evaluation Data Sources:** Cool Down Form and Student Discipline File

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Cool Down form to be completed by student before discipline conference and use that information to reasonable and just resolution to the discipline issue <b>Strategy's Expected Result/Impact:</b> Give everyone involved a clear picture of the event and result in fair and positive outcome/resolution <b>Staff Responsible for Monitoring:</b> All Assistant Principals, Mr. Summers, and Dr. Hernandez <b>Action Steps:</b> When a student is brought to an AP Office, they will be given 5 minutes to complete the form. The AP will review the students' form responses and then conference with the student. The resolution will be documented on the form after the conference.				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Measurable Objective 2:** All Assistant Principals will use Restorative Practices to reduce and/or prevent or deescalate student discipline issues as they arise.

**Evaluation Data Sources:** Restorative Circle completion forms and student discipline files.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Use Restorative Circles to resolve student conflict issues and arrive at safe and neutral agreement for all parties involved. <b>Strategy's Expected Result/Impact:</b> Reduce the amount of level 3 and 4 discipline infractions on campus. <b>Staff Responsible for Monitoring:</b> All Assistant Principals, Counselors, and SEL Team <b>Action Steps:</b> When conflict between students arise, the respective APs, counselors, and SEL Team members will set up, facilitate, and document a restorative circle to reach a fair and just resolution agreed upon by all parties involved.				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** All Assistant Principals will use Restorative Justice 100% of the time to address discipline events that have already occurred.

**Evaluation Data Sources:** Student Discipline Files and Campus Discipline Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use Restorative Justice to address discipline events that have already taken place and prevent the event from reoccurring  <b>Strategy's Expected Result/Impact:</b> Reduce the number of repeated infractions by students in an effort to reduce the number of times students' instructional days are interrupted.  <b>Staff Responsible for Monitoring:</b> All Assistant Principals, Counselors, and SEL Team  <b>Action Steps:</b> After a conflict event has occurred, the respective APs, counselors, and SEL Team members will set up, facilitate, and document a Restorative Justice Circle to reach a fair and just resolution agreed upon by all parties involved to prevent further conflict or a reoccurrence.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






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

### Goal 3: VIOLENCE PREVENTION

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

**Measurable Objective 1:** Offer Education First counseling program to students that have a level 4 infraction with respect to possession or under the influence of illegal substances on campus.

**Evaluation Data Sources:** Campus Discipline Files and Education First Meeting Data

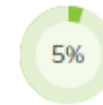
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> When a student is in possession or under the influence of an illegal substances on campus, the respective AP will coordinate with the District Discipline department and The Education First team to provide the necessary counseling and assistance to the student and family.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the reoccurrence of a student being under the influence or in possession of an illegal substance on campus.</p> <p><b>Staff Responsible for Monitoring:</b> All Assistant Principals, Ms. Gonzalez, Education First Team, Mr. Gavito, and Ms. Lisa Perez</p> <p><b>Action Steps:</b> After a student has been found to be under the influence or in possession of an illegal substance on campus, the AP will submit the necessary documentation to get the student into the Education First Program and follow through by monitoring the students' completion of said program.</p>				
<div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Measurable Objective 2:** Train all students to effectively use and navigate the See Something Say Something program.

**Evaluation Data Sources:** Student Training Completion and Incident Report data from the See Something Say Something team.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> At the beginning of school year, all students will complete a training course that will familiarize them with the web site/APP for the See Something Say Something Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be informed on situations that are a threat to campus safety</p>				

before they take place in an effort to prevent events that can potentially jeopardize the integrity of school safety.  
**Staff Responsible for Monitoring:** Ms. Minton, All Assistant Principals, Mr. Summer, Dr. Hernandez, and the Campus Officers  
**Action Steps:** When an alert is sent out to the campus, the campus safety team will respond according to the potential situation.



No Progress



Accomplished








Continue/Modify



Discontinue

**Measurable Objective 3:** Update training for all staff members to properly respond to situations when alerted by the See Something Say Something monitoring team.

**Evaluation Data Sources:** Incident Reports form the See Something Say Something Team

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Keep all staff involved in campus safety, up to date on all the new updates to the alert and responding system. <b>Strategy's Expected Result/Impact:</b> Maintain a group of staff members who are trained and capable of effectively and efficiently respond to situations when alerted. <b>Staff Responsible for Monitoring:</b> Campus Safety Team <b>Action Steps:</b> Complete all update trainings as soon as possible and keep current with system changes.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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






### Goal 4: SPECIAL EDUCATION

**Strategic Priorities:** Transforming Academic Outreach

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

**Measurable Objective 1:** All co-teachers will be accountable for utilizing OnTrack and responding to special education formative and summative data by engaging in Data-Driven Instructional protocols post common assessment, snapshot, and DLAs.

**Evaluation Data Sources:** OnTrack; Data PLCs; Reteaching lesson plans focused on particular TEKS/Objectives; Data-driven instructional forms

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Special Education co-teachers will engage in data-driven instruction to track student data, identify misconceptions, create re-teaching plans and interventions for students in their classes. <b>Strategy's Expected Result/Impact:</b> By the end of the 21-22 SY, there will be a 10%-point closure of the achievement gap observed for Special Education students as compared to their general education peers. <b>Staff Responsible for Monitoring:</b> Federico Hernandez, Associate Principal; Elizabeth Stengler, SPEDTeacher Specialist; R. Nuber, A. Charles, K. Bryant - Special Education Department Chairs; All content Assistant Principals; Special Education Co-teachers <b>Action Steps:</b> Special Education co-teachers will engage in data-driven instruction. <ul style="list-style-type: none"><li>* Co-teachers will track student data and identify misconceptions.</li><li>* Co- teachers will create re-teaching plans and interventions for students in their classes.</li><li>* Co-teachers will host small group instruction for students identified by data.</li><li>* The process will be monitored by the Associate Principal, Instructional specialists, and appraisers.</li></ul>		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Measurable Objective 2:** Easy IEP will be used to document student attendance, progress and engagment. Special Education Department Chairs will closely monitor proper case management of students by requiring submittal of weekly documentation.

**Evaluation Data Sources:** Case manager student logs; Progress Tracker reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Case managers are responsible for following up with each student on their case load a minimum of biweekly to review attendance, grades, behavior, and other areas of concern. Students will be required to sign off that a meeting occurred, and all documentation will be collected and presented to the administrative team each week. Dept. chairs will ensure case managers are held accountable.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 21-22 SY, there will be a 10%-point closure of the achievement gap observed for Special Education students as compared to their general education peers.</p> <p><b>Staff Responsible for Monitoring:</b> Alan Summers, Principal; Kenisha Spears, Assistant Principal; Elizabeth Stengler, SPED Teacher Specialist; Special Education Department Chairs; Co-teachers</p> <p><b>Action Steps:</b> * Case managers are responsible for following up with each student on their case load a minimum of biweekly to review attendance, grades, behavior, and other areas of concern.</p> <ul style="list-style-type: none"> <li>* Students will be required to sign off that a meeting occurred, and all documentation will be collected.</li> <li>* Documentation will be presented to the administrative team each week.</li> <li>* Dept. chairs and SPED Instructional Specialist will ensure case managers are held accountable.</li> </ul>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Measurable Objective 3:** All Dyslexia students with service plans under SPED or 504 will be scheduled into interventions to receive 180 minutes per week of live instruction or monitored for as needed interventions.

**Evaluation Data Sources:** Data from Ren 360; Mastery Checks; Dyslexia Progress Monitoring reports; Lesson plans; Training certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Students will be grouped by ability in groups of 6-8 to receive live instruction from campus interventionists. Interventionists will be trained by the District in Reading by Design, Read to Achieve, Neuhaus etc.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 21-22 SY, there will be a 10%-point closure of the achievement gap observed for Special Education students as compared to their general education peers.</p> <p><b>Staff Responsible for Monitoring:</b> Federico Hernandez, Associate Principal; Elizabeth Stengler, SPED Teacher Specialist; Robin Nuber, Ashley Charles, Karen Bryant, Special Education Department Chairs; Christina Pieknik, Dyslexia Interventionist; Tara Wheeler, Reading and Dyslexia Interventionist (Gen. Ed.)</p> <p><b>Action Steps:</b> * Identify dyslexia students: SPED and 504</p> <ul style="list-style-type: none"> <li>* Review service plans to ensure adequate support.</li> <li>* Within the master schedule, ensure students are receiving 180 minutes of live lessons per week.</li> <li>* Ensure teachers attend necessary trainings. (Mrs. Pieknik)</li> <li>* Dyslexia Team: Administrator (Mrs. Stengler), Interventionalist (Mrs. Pieknik), Diagnostician (Mrs. Edwards), IAT Liaison (Mrs. Wheeler), 504 Coordinator (Mrs. Charles), and SPED chair (Mrs. Nuber).</li> <li>* Dyslexia Screening Team at various points will look at student data and monitor progress.</li> </ul>	<div>10%</div>			
<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 5: SPECIAL POPULATIONS:** EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. Increase our Special Population STAAR performance at the "Meets" level by 3%.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach






**Measurable Objective 1:** All Beginner, Intermediate, & Advanced EL students will engage in Imagine Language and Literacy for a total of 60 minutes per week.

**Evaluation Data Sources:** The Imagine Language and Literacy technology application will be used by our EL teachers 3 days a week for a minimum of 20 minutes to engage students in language acquisition activities.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The Imagine Language and Literacy technology application will be used by our EL teachers 3 days a week for a minimum of 20 minutes to engage students in language acquisition activities. <b>Strategy's Expected Result/Impact:</b> Imagine Learning advances reading and language proficiency for all English learners, whether they're newcomers or long-term ELs. <b>Staff Responsible for Monitoring:</b> "Federico Hernandez, Associate Principal; Jaime Moretti, Assistant Principal; Yurixi Rojas, Teacher; Nina Otazo, Teacher; Rachel Stemple, Teacher; Yanez, Teacher" <b>Action Steps:</b> * Teachers will incorporate Imagine Language and Literacy into their weekly lessons for 20 minutes on Tuesdays, Wednesdays, and Fridays. * Teachers will run usage and progress reports on a weekly basis to provide necessary feedback to students who are not meeting the 60 minutes per week. * As an ESL team, teachers and administration will look at the usage and progress reports during PLC's and make necessary changes as needed.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






**Measurable Objective 2:** All Beginner, Intermediate, & Advanced EL students will engage in SeeSaw 3 days per week.

**Evaluation Data Sources:** Title III

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Seesaw application will be used by our EL teachers and integrated into the lesson plans 3 days a week to engage students in language acquisition activities. <b>Strategy's Expected Result/Impact:</b> Seesaw gives ELLs a safe space to practice so they have the confidence to try, make mistakes, reflect on their progress, and try again. <b>Staff Responsible for Monitoring:</b> "Federico Hernandez, Associate Principal; Jaime Moretti, Assistant Principal; Yurixi Rojas, Teacher; Nina Otazo, Teacher; Rachel Stemple, Teacher; Yanez, Teacher" <b>Action Steps:</b> * Teachers will incorporate Seesaw into their weekly lessons three times a week as a daily activity or exit ticket. * Teachers will utilize the ELD rubric and OnTrack to grade students' Seesaw responses on a weekly basis. * Instructional Specialist and administrator will provide the necessary feedback and support on seesaw, during every bi-weekly PLC.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** Newcomer students will attend Reading Lab interventions.

**Evaluation Data Sources:** Personnel \$

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> EL newcomer students that are at the level of beginner and new to the country will attend targeted intervention with M. Morris. <b>Strategy's Expected Result/Impact:</b> Providing small-group reading instruction in five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension) can really help English language learners. <b>Staff Responsible for Monitoring:</b> Federico Hernandez , Associate Principal; Jaime Moretti, Assistant Principal; Margret Morris, Reading Lab Teacher, Veronica Gonzalez, Reading Lab Tutor.	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:** Parent engagement is directly correlated to student engagement. By the end of the 21-22 SY, there will be a 5%-point increase in the number of community partnerships and/or parents attending campus sponsored events and an increase in the amount of family and community involvement to support the initiatives of our campus.






**Strategic Priorities:** Expanding Educational Opportunities

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

**Measurable Objective 1:** Through a partnership with Houston Food Bank, we will host food drives on campus to support students, families, and the community with food insecurities.






**Evaluation Data Sources:** Food Bank Rosters

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Utilize a partnership with Houston Food Bank and HISD Food Services, Sam Houston MSTC will be a hub for food distribution. This will increase food security for students and families. <b>Strategy's Expected Result/Impact:</b> Increase food security for families in our community thus allowing students and families to be able to better focus on education. <b>Staff Responsible for Monitoring:</b> Alan Summers, Principal; Griselda Gonzalez, Assistant Principal; Angela Crowley, Title I Coordinator; Hermelinda Cazares, Parent Engagement Rep.; PTO President and volunteers <b>Action Steps:</b> *Promote curbside student meals to Houston MSTC students, families, and community via campus communication outlets. *Feeder pattern schools share Houston MSTC distribution site details with their communities. *Responsible staff members set-up phone banks to answer community members questions about food distribution. *Provide Houston MSTC parents with student's proof of enrollment.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize the results of the student Choices Program survey of risky behavior, our campus counseling team and Wraparound services will work to arrange community partnerships to provide necessary services to our students and families.  <b>Strategy's Expected Result/Impact:</b> Provide resources and services to our students, families, and communities so that there an be an increased focus on education. <b>Staff Responsible for Monitoring:</b> Alan Summers, Principal; Lindsay Minton, Lead Counselor; Campus Counseling Team; Wraparound Specialists <b>Action Steps:</b> *Every Friday during Advocacy period, students will have an option to talk with a Counselor. *During non-Advocacy days students can communicate with their Advocacy class support person. *Utilize Burbank Memorial Hermann Clinic to provide Health Services. *Effectively connect students to needed services by engaging families during virtual Coffee with the Principal meetings and staff during professional development to better understand student needs. *SEL in practice: Resolving conflicts through Restorative Practices by implementing Restorative Circles.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 2:** With help from our Parent Engagement Representative, we will host events (virtual) to increase parent engagement such as Virtual Open House, College and Career Readiness Parent Nights, Meet the Teacher, and Coffee with the Principal meetings.

**Evaluation Data Sources:** Sign in sheets from meetings.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use virtual events, social media, and other online tools to engage parents so that they will gain access to teachers, staff, and special programs available to them and their students.  <b>Strategy's Expected Result/Impact:</b> Increased access to school faculty/staff and information about news and events. <b>Staff Responsible for Monitoring:</b> Alan Summers, Principal; Griselda Gonzalez, Assistant Principal; Angela Crowley, Title I Coordinator; Hermelinda Cazares, Parent Engagement Rep.; PTO President and volunteers <b>Action Steps:</b> *Increase Social media presence. *Connect parents with virtual Parent University resources. *Monitor social media and send relevant information to parents.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Goal 7: MANDATED HEALTH SERVICES**

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

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

**Measurable Objective 1:** IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

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

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Registrar and support staff will work in collaboration with school nurse and support staff to insure students enrolling are fully vaccinated in accordance with Texas statutes (<a href="https://www.dshs.texas.gov/immunize/school/school-requirements.aspx">https://www.dshs.texas.gov/immunize/school/school-requirements.aspx</a>).</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention to reduce immunization delinquencies.</p> <p><b>Staff Responsible for Monitoring:</b> Marcia Norris, Registrar Maria Berrios, Registrar clerk Joy Babb, RN, School Nurse Yvonne Rodriguez Yanez, Clinic Clerk</p> <p><b>Action Steps:</b> 1. The Department of State Health Services (DSHS) chart, 2021 - 2022 Texas Minimum State Vaccine Requirements for Students Grades K - 12 (<a href="https://www.dshs.texas.gov/immunize/school/pdf/6-14-2021-2022-Minimum-Requirement-K-12.pdf">https://www.dshs.texas.gov/immunize/school/pdf/6-14-2021-2022-Minimum-Requirement-K-12.pdf</a>), will be utilized in determining immunization requirements for students enrolling.</p> <p>2. Texas Department of State Health Services, Immunization Unit Provisional Enrollment for Students flowcharts (<a href="https://www.dshs.texas.gov/immunize/docs/school/E11-13255.doc">https://www.dshs.texas.gov/immunize/docs/school/E11-13255.doc</a>) will be utilized in differentiation of eligibility for provisional enrollment (e.g.; presents with immunization record then must not be due for booster vaccine).</p> <p>3. Registrar/Registrar clerk will provide copies to school nurse/clinic clerk of all immunization records presented by parent for enrollment.</p> <p>4. For students enrolling from outside Houston ISD, Registrar/Registrar clerk will automatically include immunization record request from prior school district as part of records request and provide copy of immunization record to school nurse/clinic clerk after received.</p> <p>5. As time and staffing permits, school nurse/clinic clerk will review vaccine records of enrolling students face to face.</p> <p>6. If school nurse/clinic clerk are unable to review vaccine records of enrolling students face to face and copies are emailed to <a href="mailto:jbabb@houstonisd.org">jbabb@houstonisd.org</a> and <a href="mailto:yanez@houstonisd.org">yanez@houstonisd.org</a> then we will do our best to review within 1-2 business days.</p> <p>7. Effective October 1, 2021, the registrar/registrar will not enroll students who are not fully immunized.</p> <p>8. In the absence/unavailability of school nurse/clinic clerk, the registrar functions as the administrator who can review vaccine records.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School nurse and clinic clerk will work in collaboration with parent/guardian to facilitate students' immunization compliance.</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing intervention to reduce immunization delinquencies of currently enrolled students.</p> <p><b>Staff Responsible for Monitoring:</b> Joy Babb, RN, School Nurse Yvonne Rodriguez Yanez, Clinic Clerk</p> <p><b>Action Steps:</b> 1. The Department of State Health Services (DSHS) chart, 2021 - 2022 Texas Minimum State Vaccine Requirements for Students Grades K - 12 (<a href="https://www.dshs.texas.gov/immunize/school/pdf/6-14-2021-2022-Minimum-Requirement-K-12.pdf">https://www.dshs.texas.gov/immunize/school/pdf/6-14-2021-2022-Minimum-Requirement-K-12.pdf</a>), will be utilized in determining immunization requirements for students enrolling.</p> <p>2. Texas Department of State Health Services, Immunization Unit Provisional Enrollment for Students flowcharts (<a href="https://www.dshs.texas.gov/immunize/docs/school/E11-13255.doc">https://www.dshs.texas.gov/immunize/docs/school/E11-13255.doc</a>) will be utilized in differentiation of eligibility for provisional enrollment (e.g.; presents with immunization record then must not be due for booster vaccine).</p> <p>3. Clinic clerk will utilize Health Office Anywhere Immunization Delinquency report to determine students with delinquencies.</p> <p>4. Clinic clerk will utilize the Texas Department of State Health ImmTrac2 (<a href="https://immtrac.dshs.texas.gov/TXPRD/portalInfoManager.do">https://immtrac.dshs.texas.gov/TXPRD/portalInfoManager.do</a>) to search for delinquent students' immunization records for possible updated information and input into Health Office Anywhere.</p> <p>5. Clinic clerk will notify parents via telephone and USPS mail of students' non-compliance with State of Texas immunization delinquency and document communication dates and times per student.</p> <p>6. During acute visits to clinic, school nurse and clinic clerk will counsel students who have immunization delinquencies and encouraged to utilize free Memorial Hermann School Based Clinic at Burbank Middle School.</p> <p>7. Two contacts, phone call/letter, will be made to parent to request parent provide more current immunization record or to take their child to get missing vaccine(s), and parent and student will be educated regarding free immunization resource through Memorial Hermann school based clinic, if cannot afford nominal vaccination fee allowed by State of Texas.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 3:</b> Administrative staff intervention to exclude students who continue to be non-compliant with immunization requirements in accordance with State of Texas statute, <a href="http://www.theotx.org/wp-content/uploads/2018/05/Texas-Immunization-Requirements.pdf">http://www.theotx.org/wp-content/uploads/2018/05/Texas-Immunization-Requirements.pdf</a> (e.g.; ... "the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.").</p> <p><b>Strategy's Expected Result/Impact:</b> Final intervention to minimize risk of transmission of preventable communicable diseases to student population.</p> <p><b>Staff Responsible for Monitoring:</b> Federico Hernandez, Associate Principal  Ada Rivera, Dean of Students  Glenn Ryan, Dean of Students  Jesus Solis, Dean of Students  Jaime Moretti, Dean of Students  Bryan White, Teacher Specialist  Andrew Monzon, Dean of Students  Michael Hines, Dean of Students  Griselda Gonzalez, Dean of Students</p> <p><b>Action Steps:</b> 1. School nurse will provide to grade level administrator of student the names of students who are still not compliant with State of Texas mandated vaccines after two attempts of contact with parent/guardian.  2. Grade level administrator will meet with student and contact parent to collaborate plan for student's compliance with State of Texas statute regarding immunizations within 2 days.  3. Grade level administrator will follow up with student by deadline to ensure student is now immunization compliant.  4. School nurse will follow up with grade level administrators for students who continue to be non-compliant with immunizations a week after grade level administrator notified.  5. Grade level administrator will suspend students who continue to not be compliant with State of Texas immunization requirements until parent provides proof of current compliance in immunizations to school nurse or clinic clerk.</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Measurable Objective 2:** VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





**Measurable Objective 3:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Estimated number of students to be screened:



Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7) <b>Strategy's Expected Result/Impact:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7) <b>Staff Responsible for Monitoring:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7) <b>Action Steps:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7)	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 4:** TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7) <b>Strategy's Expected Result/Impact:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7) <b>Staff Responsible for Monitoring:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7) <b>Action Steps:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7)	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 5:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7) <b>Strategy's Expected Result/Impact:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7) <b>Staff Responsible for Monitoring:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7)	Formative			Summative
	Nov	Jan	Mar	June

<b>Action Steps:</b> Not applicable to high schools (e.g., grades PK, K, 1, 3, 5, &7)					
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

**Measurable Objective 6:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

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

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

**Measurable Objective 7:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

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






### Goal 8: OTHER UNMET (SCIENCE)

Academic achievement, has a direct correlation on student performance on STAAR EOCs. By the December & May EOC retest administrations, there will be a 3%-point increase in STAAR Biology passing scores as evidenced by results and a 7%-point decrease in the achievement gap of SPED Biology students to their peers. These increases include the percent of students performing at the approaches, meets, and masters on the Biology STAAR as well as the number of students meeting standard.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Student overall passing for Biology STAAR will increase from 56% to 59% or higher in the 2021/2022 school year.

**Evaluation Data Sources:** Common Assessment data, Unit Pre test and Post Test data, Reteaching plans for particular TEKS/Objectives with Do-Nows & Exit tickets aligned to lowest scored objectives, Reworked pacing calendars

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will engage in Strategic, Planning, &amp; Alignment (S.P.A.) Days once every six weeks. On these days, STAAR Biology teachers will all spend one full day working on realigning their upcoming instructional calendars by looking at historical Lead4ward STAAR data, formative assessment data (Pre-tests and Post-tests) as well as summative assessments to rework pacing calendar, plan meaningful intervention and reteaching opportunities as well as plan out the next cycles' campus-based common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Biology teachers will identify trends using evaluation data sources, create effective intervention plan to address learning gaps and extension activities to challenge high achieving students.</p> <p><b>Staff Responsible for Monitoring:</b> Alan Summers, Principal Federico Hernandez, Associate Principal Glenn Ryan, Assistant Principal Chinelo Ugwa, Instructional Specialist Gonzalo Tamez, DDIS</p> <p><b>Action Steps:</b> - Teachers will realign upcoming instructional calendar by analyzing data from formative assessments to rework their pacing calendar. - Plan meaningful intervention and reteach opportunities for students who scored below 70% on the assessments. - Plan the next cycle's campus-based common assessment making sure to include TEKS that weren't mastered on the previous assessment. - Plan multiple checks for understanding to monitor student comprehension of low scoring TEKS. - Plan Pre-test and Post-test for upcoming biology units.</p> <p><b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6400 - Other Operating Expenses - \$15,000</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






### Measurable Objective 1 Problems of Practice:

### Student Learning

**Problem of Practice 2:** STAAR EOC Biology had 56% of all students reach the Approaches standard, 21% at the Meets standard, and 6% at the Masters standard. We have observed a 35%-point gap between the special education students and their general education peers. **Root Cause:** Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.

**Measurable Objective 2:** Achievement gap between SPED students and their peers will be narrowed from 35% to 28% or lower.

**Evaluation Data Sources:** Common Assessment data, Formative assessment data, District assessment data, End of semester data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> SPED students will be targeted for small group instruction via intervention pull outs/ push ins using formative assessment data. Biology interventions pull outs/ push in will occur 2 times a week to target SPED students. Interventions will focus on the skills and knowledge that are highly tested by the STAAR TEKS Clusters.</p> <p><b>Strategy's Expected Result/Impact:</b> Achievement gaps between SPED students and their peers will be narrowed through the biweekly SPED interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Federico Hernandez, Associate Principal Glenn Ryan, Assistant Principal Chinelo Ugwa, Instructional Specialist Jasmine Charles, Interventionist Ellis, Biology Co-teacher</p> <p><b>Action Steps:</b> - Provide Biology interventions biweekly to targeted SPED students, starting after the first quiz, FA, etc. Interventions will be held by Biology Interventionist, Jasmine Charles, and SPED co-teacher, Ms. Ellis. - The Interventionist and co-teacher will analyze student data from formative assessments to determine objectives and skills needed for students to be successful. - Ms. Charles will also push in to support SPED students. - Interventionist will utilize Lead4Ward Frequency Distribution charts to guide her instruction and planning. - Instructional Specialist, Chinelo Ugwa, will check in every week to assist in identifying priority TEKS and analyzing the data from assessments.</p>				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

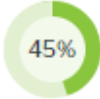




**Measurable Objective 2 Problems of Practice:**

### Student Learning

**Problem of Practice 2:** STAAR EOC Biology had 56% of all students reach the Approaches standard, 21% at the Meets standard, and 6% at the Masters standard. We have observed a 35%-point gap between the special education students and their general education peers. **Root Cause:** Houston MSTC has a high population of LEP students which includes a significant portion of newcomers. Our feeder pattern middle schools have historically been low performing and in IR, which means our students come into high school below grade level.

**Measurable Objective 3:** Students will be targeted for enrollment in the Biology STAAR Review intervention program to decrease the number of Biology STAAR retesters by 5% in the 2021/2022 school year.

**Evaluation Data Sources:** STAAR Review Pacing Calendar, STAAR Review weekly Formative Assessments, Unit Summative Assessments, MOY data, EOY data, Mock STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be targeted for the Biology STAAR review intervention program to receive daily biology instruction. Instruction will focus on two key components: 1. Most commonly tested TEKS clusters based on Lead4ward Frequency distribution chart, 2. Individualized instruction for students using their Biology EOC Report card pulled from A4E. The Science instructional specialist will provide essential resources to the Biology STAAR review interventionist and will also guide her in planning high impact instructions for the Biology STAAR review classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Biology STAAR retesters will receive increased amount of intervention daily. They will show progress on all assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Federico Hernandez, Associate Principal Glenn Ryan, Assistant Principal Chinelo Ugwa, Instructional Specialist Jasmine Charles, Science Interventionist</p> <p><b>Action Steps:</b> - Provide Biology interventions daily to targeted retesting students starting August 23 2021. Interventions will be held by Biology Interventionist, Jasmine Charles. - Interventionist will analyze previous STAAR data to determine objectives and skills needed for specific students enrolled in the program, by August 27 2021. - Ms. Charles will analyze each of her students' STAAR report to focus her lessons around her students' needs. - There will be weekly assessments to determine reteach plan for following week. - Interventionist will utilize Lead4Ward Frequency Distribution charts to guide her instruction. - Instructional Specialist, Chinelo Ugwa will check in every two weeks to assist in analyzing the data from assessments.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for 310 Houston Math Science Technology Center High School

**Total SCE Funds:** \$653,095.91

**Total FTEs Funded by SCE:** 9

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

The vast majority of our SCE funds are spent to cover teaching positions to both bring down class sizes and allow us to offer a broader selecting of electives courses. Approximately \$5,000 is retained to cover substitutes for these teachers and supplies for their courses.

## Personnel for 310 Houston Math Science Technology Center High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Caston, Ceira Lashae	Tchr, English	1
Joseph, Jaison	Tchr, Math	1
Maldonado, Samantha Demi	Tchr, English	1
Montiel, Alejandro	Tchr, Geography	1
Padilla, Sarah Elizabeth	At Risk Prog Admin	1
Rojas, Noemi	Tchr, History	1
Scott, Allegra Mckenzie	At Risk Prog Admin - 11M	1
Szydzik, Jay Nicholas	Tchr, English	1
Utecht, Gary D	Tchr, Math	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Based off of multiple data sets, we determined our priority areas for the School Improvement Plan, as well as, determined potential root causes for our current performance. We then set SMART goals and designed strategies aimed at improving student outcomes for the 2021 - 2022 school year. The data sources include Renaissance 360 data, STAAR EOC student performance, the various criterion data that make up our College, Career, & Military Readiness rating as well as campus attendance and discipline data.

One of our campus priority needs is the performance of our special education student population. There is a large achievement gap evident in our data across all tested contents. One root cause that had been identified is that we did not have a consistent data tracking system aligned to STAAR for our mainstreamed and/or inclusion special education students. We have taken steps to remedy this cause and have implemented a campus-wide system. This school year should provide data points to help us reflect on its effectiveness. Another root cause is that we have many students (approximately 40) that are labeled Intellectually Disabled (ID) and have an inclusion setting as the least restrictive environment. A large percentage of our special education inclusion and mainstreamed students have an active Behavior Intervention Plan(BIP) as created by the ARD Committee. As a part of progress monitoring, students with BIPs will work with their case manager for total implementation with fidelity.

Another campus priority need we identified is literacy. A large percentage of our students enter ninth grade behind grade level and require urgent intervention in the areas of reading and writing. One cause is that we have a significant number of students that are currently an English Learner(EL) or at some time during their schooling were labeled as an EL. Observed was an inconsistent approach to the implementation of the ELPS. Proper implementation would ensure all students are speaking, reading, listening, and writing on a consistent basis. Further, roughly a third of our student population comes to us from a chronically low performing middle school campus that has been label “Improvement Required” for the past five years not including 2018 when they were given a Hurricane Harvey Accountability Waiver.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **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:

- Established a Shared Decision-Making Committee (SDMC) which is responsible for is the development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.
- Conducted meetings on a regular basis where committee members and other stakeholders could be updated and briefed on important school information and data.
- Engaged in meaningful conversations where concerns and challenges could be heard and met by a responsive team with relevant and innovative solutions.
- Reviewed last year's plan and collaborated to create this year's plan.

### **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:

- Progress monitoring through Renaissance 360.
- Data from HISD snapshots.
- Regular PLC meetings with teachers and administrators.
- Updates from our district data specialist.

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

The SIP is available to parents in the following locations:

- On our school's website.
- In the main office on campus.

The SIP was made available to parents by:

- Our school's website and a callout stating that it's available online or at the school.

We provide the SIP to parents in the following languages:

- English
- Spanish

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

Opportunities for all students to meet the TEKS include these school-wide reform strategies:

- Targeted and differentiated instruction.
- Interventions.
- Academic boot camps, accelerated learning, and credit recovery options.
- Additional training and staff to care for the social and emotional needs of our students so that they can better focus on education.



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

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

- Interventions, tutorials, and academic boot camps.
- We offer several different programs and elective classes. Our core classes collaborate in order to create cross-curricular connections and learning.

## 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 *Masters* standard and *Meets* standard. The strategies provided are based on evidence-based research to increase student 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:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

## ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

### 3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent - Lourdes Paz
- Parent Liason - Hermelinda Cazares
- Title I Coordinator - Angela Crowley
- Associate Principal - Dr. F. Hernandez
- Principal - Alan Summers
- Assistant Principal - Griselda Gonzalez
- Wrap Around Specialists - K. McClendon & J. Ronquillo
- Parent - Veronica Olvera
- Parent - Susanna Torres

The PFE was distributed

- On the campus website
- Mailout

The languages in which the PFE was distributed include

- English
- Spanish

Three strategies to increase Parent and Family Engagement include:

- Utilize a partnership with Houston Food Bank and HISD Food Services, Sam Houston MSTC will be a hub for food distribution. This will increase food security for students and families.
- Utilize the results of the student Choices Program survey of risky behavior, our campus counseling team and Wraparound services will work to arrange community partnerships to provide necessary services to our students and families.
- With help from our Parent Engagement Representative, we will host events (virtual/in-person) to increase parent engagement such as Virtual Open House, Virtual College and Career Readiness Parent Nights, and Back to School Bash.

### **3.2: Offer flexible number of parent involvement meetings**

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

- Meeting #1 - October 1, 2021 @ 9am
- Meeting #1 Alternate - October 5, 2021 @ 4:30pm
- Meeting #2 - December 3, 2021 @ 9am
- Meeting #2 Alternate - December 7, 2021 @ 4:30pm
- Meeting #3 - February 4, 2022 @ 9am
- Meeting #3 Alternate - February 8, 2021 @ 4:30pm
- Meeting #4 - April 1, 2022 @ 9am
- Meeting #4 Alternate - April 5, 2022 @ 4:30pm

# Campus Funding Summary

2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Associate Teacher Pay	6400 - Other Operating Expenses	\$15,000.00
2	1	1	1		6300 - Supplies and Materials	\$15,000.00
5	8	1	1		6400 - Other Operating Expenses	\$15,000.00
Sub-Total						\$45,000.00
Grand Total						\$45,000.00

# Addendums