

Houston Independent School District
477 North Forest High School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of North Forest High School is to provide academic excellence and postsecondary readiness in order to rise above all challenges in an ever-changing global society.

Vision

Our vision at North Forest High School is to build accountable, competitive, resilient, and persistent students who will mold and shape the future of our community.â€œ

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment	20-21	19-20
Campus	960	961
Ethnicity	20-21	19-20
Asian	2	0
Black	542	572
Hispanic	402	381
Native American	2	2
White	10	5
Two or More Races	2	1

English Learners	20-21	19-20
Number of English Learners	171	129

Economically Disadvantage	20-21	19-20
Percentage Economically Disadvantage	96%	72%

Students With Disabilities	20-21	19-20
Percentage of Students With Disabilities	15%	11%

School Year	20-21	19-20	18-19
Attendance rate	89.73%	92.63%	88.15%

School Year	20-21	19-20	18-19
Attendance rate	89.73%	92.63%	88.15%

Teachers by Years of Experience	Number of teachers
Beginning Teachers	9
1-5 Years Experience	22
6-10 Years Experience	8
11-20 Years Experience	13
Over 20 Years Experience	10

Campus Professional Staff	Number of Staff
Teachers	62
Administrators	3
Counselors	2
Nurse	1
Teacher Specialist	3
Other Support	4
Total	

Teachers by Years of Experience	Number of teachers
Beginning Teachers	9
1-5 Years Experience	22
6-10 Years Experience	8
11-20 Years Experience	13
Over 20 Years Experience	10

Demographics Strengths

- The number of students showing improvement in interventions, on weekly and common assessments, and the STAAR assessment.
- The staff is using data to drive instruction and teaching using aligned resources and using research-based strategies (small groups) and differentiation.
- Teachers are fostering positive relationships with students in a structured learning environment.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Attendance rates have decreased to 89.4%, which is below the district and state average. **Root Cause:** Lack of consistent and effective attendance and tardy policies to encourage improved attendance tardy rates.

Student Learning

Student Learning Summary

TEA Accountability 2018- 19 Performance

D1	D2	D3	OVERALL	RATING
60	72	62	69	D

DISTINCTIONS
Post-Secondary Readiness

2020- 21 Goals

D1	D3
70	80

-

STAARRe-Testers				
English 1	English 2	Algebra 1	Biology	US History
Approaches /Meets/Masters				
(63) 12/1/0	(41) 8/2/0	(12) 2/0/0	(14) 5/0/0	(0) 0/0/0
19% / 2% / 0%	20% / 5% / 0%	17% / 0% / 0%	36% / 0% / 0%	None
(D) 19% / 4% / 0%	(D) 19% / 5% / 0%	(D) 15% / 0% / 0%	(D) 18% / 0% / 0%	(D) 21% / 4% / 0%

Campus TELPAS 2018-2019 Score						17%	
2020-2021 ELD MOY Rating – Composite Score						Goal: 50%	
Beginning		Intermediate		Advanced		Advanced High	
ELD MOY	GOAL	ELD MOY	GOAL	ELD MOY	GOAL	ELD MOY	GOAL
27 (14)	50%	57 (29)	50%	49 (25)	50%	8 (4)	50%

2020 Official TEA CCMR Data

	All	AA	H	SpEd	Eco Dis	EL	Cont. Enroll	Non-Cont. Enroll
TEA Targets	47%	31%	41%	39%	50%	31%	47%	31%
Campus	56%	50%	67%	56%	61%	36%	56%	50%
#	216	143	72	205	166	50	216	143

Student Learning Strengths

Performance in the domains resulted in North Forest High School receiving a "D" rating from the Texas Education Agency. Throughout the year, student achievement data was disaggregated through an extensive data analysis process which occurred after each benchmark. Teachers met in Professional Learning Communities (PLC) to analyze data, plan instruction, compare instructional practices, and practice various ways of instructional delivery. Teachers and administrators tracked data according to TEKS and objectives by utilizing OnTrack and A4E. This program allows for data analysis through ethnicity groups, programs, individual teachers, and through item analysis. The data collected was sorted and arranged to identify students in need of additional assistance. The teachers created small intervention groups. In addition, performance data is compared by class, campus, district, and state (Campus assessments, common assessments, STAAR, TELPAS, etc.).

Monitoring student's performance is a continuous effort that requires specific, targeted action steps. Students not showing adequate progress are referred to RtI for additional support such as pull-outs and after-school tutoring. The longitudinal STAAR data indicates a need for a greater focus in SpEd and in English Language Arts. Therefore, this year, SpEd teachers were required to attend PLC meetings and collaborate with general education teachers. Adding ELA interventions to target students unsuccessful on common assessments also seemed to yield positive results.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students are struggling to consistently master/achieve at high levels in English and Writing **Root Cause:** Students reading Lexile levels are low.

Problem of Practice 2: Special populations continue to increase however the amount of support has not. **Root Cause:** Lack of support with personnel, strategies, and current best practices being put into practice. We stick to what we have already done or know.

School Processes & Programs

School Processes & Programs Summary

North Forest High School is a data-driven school where teachers utilize various resources to make informed decisions regarding planning, adjusting, and delivering instruction. Teachers meet weekly with the instructional coaches and/or Campus Leadership Team to plan and prepare effective lessons. During those meetings, multiple sources of data are analyzed and utilized to ensure that lessons are being created based on students' academic performance. The curriculum and assessments are guided by the district's scope and sequence which is aligned to state standards. In addition, teachers utilize the unit guides, checkpoint and Snapshot blueprints, STAAR blueprints, English Language Proficiency Standards (ELPS), Lead4ward guide guides. To ensure that the needs of "ALL" students are met; ELA teachers are required to obtain their ESL certification within one year of teaching on the campus. In addition, 100% of the teachers instructing students in the ELL program are ESL certified. Along with analyzing data and making sound instructional decisions, teachers at North Forest receive consistent feedback through walkthroughs and observations. This feedback is stored in AIM where teachers have complete access 24 hours a day. Feedback is provided to teachers within 5 days of a walkthrough or observation in an effort to provide optimal time for coaching. Feedback is also provided during the goal-setting conferences, progress conferences, and EOY reviews. In order to attract and retain highly qualified staff, an extensive array of professional developments are provided by the district and campus. Teachers are able to design individualized professional development plans tailored to the teachers' needs for their students. Members of the leadership staff attend job fairs throughout the year to recruit HQ teachers. A school-wide intervention block occurs daily from 3:30- 4:00 p.m. to ensure that all students receive additional interventions. Intervention groups are established based on the academic performance of state and district assessments. Teachers and interventionists use this time to work one on one and in small groups with identified students. Administrators monitor and support i-Prep time daily. To help develop and coach teachers, all teachers who are new to the campus receive a mentor or buddy. The purpose of the mentoring program is to ensure the success of the teachers and students. When teachers feel supported, retention levels increase. Teachers with less than one year of experience receive a mentor, a week of onboarding at the new teacher academy, orientation on their home campus, weekly collaborative PLC meeting meetings with their team, weekly team meetings, and other professional development opportunities. All teachers, especially novice teachers, have reported feeling supported and coached well at North Forest High School.

Teachers by Years of Experience	Number of teachers
Beginning Teachers	9
1-5 Years Experience	22
6-10 Years Experience	8
11-20 Years Experience	13
Over 20 Years Experience	10

Campus Professional Staff	Number of Staff
Teachers	62
Administrators	3
Counselors	2
Nurse	1

Campus Professional Staff	Number of Staff
Teacher Specialist	3
Other Support	8
Total	79

Teachers by Years of Experience	Number of teachers
Beginning Teachers	9
1-5 Years Experience	22
6-10 Years Experience	8
11-20 Years Experience	13
Over 20 Years Experience	10

School Processes & Programs Strengths

- Data-driven decisions are made weekly during PLC meetings to address the needs of all students.
- Hire tutors as part-time interventionists that provide extra support for Tier II and Tier III students.
- Weekly PLC meetings are held to analyze data, plan instruction and practice instructional delivery.
- Weekly team planning sessions occur with the Teacher Specialist/ Assistant Principal to assist teachers in designing effective lessons.
- Consistent feedback (walkthroughs and observations) is provided
- All staff members are trained to implement SEL strategies.
- The SDMC meets four-five times a year to discuss program funding, parental involvement, culture/climate, and other campus needs.
- The leadership team meets weekly to discuss teacher performance, student data, and campus concerns/needs.
- Data-driven decisions are made weekly during PLC meetings to address the needs of all students.
- Hire tutors as part-time interventionists that provide extra support for Tier II and Tier III students.
- Weekly PLC meetings are held to analyze data, plan instruction and practice instructional delivery.
- Weekly team planning sessions occur with the Teacher Specialist/ Assistant Principal to assist teachers in designing effective lessons.
- Consistent feedback (walkthroughs and observations) is provided
- All staff members are trained to implement SEL strategies.
- The SDMC meets four-five times a year to discuss program funding, parental involvement, culture/climate, and other campus needs.
- The leadership team meets weekly to discuss teacher performance, student data, and campus concerns/needs.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Hiring and retaining experienced highly qualified teachers for the student of North Forest High School. **Root Cause:** Having to hire half of the teaching staff with 1st year teachers this current school year.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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.
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

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

Goal 1: English I and II will increase by 15% in achievement and increase growth points earned in ELA by 20%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: At least 55% of all 1st-time test-takers will score at the approaches level or above; at least 33% of all 1st-time test-takers will score at the Meets level or above; at least 15% of 1st-time testers will score at the Masters level on the 2022 ELAR EOC by ensuring Tier 1 instruction is at the depth and complexity of the standard.

Evaluation Data Sources: Snap 1 ; DLA; Snap2; Mock STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and co-teachers will continuously be trained to complete the preparation necessary to maximize the instructional time from bell to bell with students.</p> <p>Strategy's Expected Result/Impact: Increased learning time and student retention of content</p> <p>Staff Responsible for Monitoring: Assistant Principals, ELA Teachers</p> <p>Action Steps: Monitor utilization/implementation of professional development in classroom instruction Communicate and model high expectations for students and teachers Emphasis on strong, effective Tier I instruction with the implementation of novel studies/thematic units</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: Students reading at a 5th-grade level or below will decrease from 78% to 0% as measured by Renaissance Universal Screener.

Evaluation Data Sources: Renaissance 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a variety of instructional resources to increase student learning and engagement, including, but not limited to Achieve 3000, Imagine Language and Literacy, Lead4ward, Focused Reading, and novel studies/thematic units</p> <p>Strategy's Expected Result/Impact: Increase student comprehension and vocabulary</p> <p>Staff Responsible for Monitoring: Admin over ELA ELA Teachers</p> <p>Action Steps: Provide teachers with targeted professional development on how to best use Archive 3000 and Lead4ward. Then monitor utilization/implementation of professional development in classroom instruction.</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: 100% of the ELA teachers in the tested area will be provided with support and strategies for instructional best practices that increase academic performance in English I and English II.

Evaluation Data Sources: TADS, STAAR growth , District snapshots and formative assessments, Campus common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Individual and content-wide instructional coaching provided by administrators and Teacher Development Specialists.</p> <p>Strategy's Expected Result/Impact: Increase academic performance in English I and English II.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Algebra 1 will improve overall student performance: to 75% Approaches Level, 45% Meets Level, 20% Masters Level and 50% Algebra 1 Re-testers will score at the Approaches Level.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Create and implement an assessment calendar that followed 98% of the time.

Evaluation Data Sources: Campus-Based Assessment; Snap1; DLA; Snap2; Mock STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Use campus assigned teacher development specialist with district curriculum specialist to review district guides and pacing calendars</p> <p>Strategy's Expected Result/Impact: The campus will be on pace with the district pacing calendar and ready to assess during the assessment window.</p> <p>Staff Responsible for Monitoring: Admin over Math Math Teachers Math TDS</p> <p>Action Steps: Paid planning day during the summer to develop the calendar</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Training and implement 100% of Algebra 1 teacher to use the TI-Nspire Calculator during classroom instruction

Evaluation Data Sources: Class observations; Campus-Based Assessment; Snap1; DLA; Snap2; Mock STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Model, implement and monitor the effective use of TI-Nspire calculator with key content/academic vocabulary by the teacher</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on Campus-Based Assessment; Snap1; DLA; Snap2; Mock STAAR</p> <p>Staff Responsible for Monitoring: Admin over Math Math Teachers</p> <p>Action Steps: Graphing calculators support visual and kinesthetic learners interact and engage in lessons and become active learner; Monitor the effective use of the TI-Nspire with students</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: Create opportunities for a minimum 90% of students to communicate mathematical ideas, reasoning, their implications, and correct misconceptions.

Evaluation Data Sources: Lesson Plans, Observations, Walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a plan of action that incorporates the use of the TI- Nspire</p> <p>Strategy's Expected Result/Impact: Increase the scores on the standardized assesments such as ACT, SAT and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Action Steps: Purchase TI-Npire Calculator and Have teachers training on how best to use them in your class.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 1: 80% of all students will meet a College, Career, and Military Readiness criteria set forth by the Post-Secondary partnership(s) and Texas Education Agency.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 90% of all students will have the opportunity to earn an industry-based certification

Evaluation Data Sources: CTE teacher log of certification give; Classroom Observations

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Track each student's progress toward meeting a CCMR indicator Strategy's Expected Result/Impact: Upon graduation, every student is prepared for college or a career. Staff Responsible for Monitoring: Admin over CTE AP Teachers Dual Credit Teacher CTE teachers Action Steps: Train teachers on how to monitor and what part they play in students obtaining a CCMR indicator. Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2: A minimum of 75% of the Seniors will successfully complete the TSIA by May 2022

Evaluation Data Sources: TISA

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the advisory time to implement instructional resources that track students' success using diagnostic tests that will help to fill gaps in student learning.</p> <p>Strategy's Expected Result/Impact: Students will enroll in a two-year or four-year college or university</p> <p>Staff Responsible for Monitoring: Senior Admin Senior Counselor</p> <p>Action Steps: Register all senior for the TSIA in the fall and the Spring</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: Grow / Strengthen the Dual Credit program by increasing the number of courses offered on the 2022 -2023school year term

Evaluation Data Sources: Master Schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer more than 2 dual credit courses</p> <p>Strategy's Expected Result/Impact: Increased enrollment of students in post-secondary programs</p> <p>Staff Responsible for Monitoring: College access coordinator</p> <p>Action Steps: The number of dual credit courses offered in the fall semester</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: All special education case managers will receive training on Graduation ARDs, Graduation Coding, and procedures on submitting documentation to Ms. Vaught.

Evaluation Data Sources: ARD and special education documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: The special education department will hold PLCs to facilitate ongoing training for graduation procedures and coding.</p> <p>Strategy's Expected Result/Impact: Improved student monitoring</p> <p>Staff Responsible for Monitoring: Special Education Dept. Chair SPED Admin</p> <p>Action Steps: Select a day weekly or bi-weekly that SPED teachers can meet and train.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: 100% Students on the Unique Curriculum will be administered the STAAR ALT 2 released test during the same time that General Ed.

Evaluation Data Sources: Practice STAAR Alt

Strategy 1 Details	Reviews			
<p>Strategy 1: The special education department Chair and SLLteachers will meet to discuss plans for administering the STAAR ALT 2 Released Assessments and data tracking.</p> <p>Strategy's Expected Result/Impact: Students on the Unique Curriculum will achieve at the satisfactory and accomplished level on the STAAR ALT 2 released test</p> <p>Staff Responsible for Monitoring: SPED Department Chair Admin over SPED</p> <p>Action Steps: Training teacher to administrator the assessment</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: 90% of Identified dyslexic students will receive individualized services pertaining to their comprehensive dyslexic level.

Evaluation Data Sources: 504 Cammoindations

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus aligns intervention personnel and resources for students' targeted deficit skill(s).</p> <p>Strategy's Expected Result/Impact: Increase performance on standardized assessment</p> <p>Staff Responsible for Monitoring: District Dyslexia Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

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

Measurable Objective 1: Increase daily student attendance from 89.2% to a minimum of 96% YTD

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish an attendance team that meets weekly to identify our chronic absentee students while looking at the percentage of students in attendance per grade level and by the teacher.</p> <p>Strategy's Expected Result/Impact: Increase in student daily attendance</p> <p>Staff Responsible for Monitoring: Attendance Clerk and Admin over attendance</p> <p>Action Steps: In the first two weeks, we will identify students who have missed more than two days during this time to identify our chronic absentee students on our campus.</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: The percent of chronically absent students will decrease by 10%

Evaluation Data Sources: Attendance report

Strategy 1 Details	Reviews			
<p>Strategy 1: Check and connect attendance via monitoring in class, school-wide, and with PLC check-ins.</p> <p>Strategy's Expected Result/Impact: Increase in student monthly attendance</p> <p>Staff Responsible for Monitoring: Wraparound Specialist Admin over Attendance</p> <p>Action Steps: Develop a personal and individualized support plan to be drafted.</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: Teachers will record student attendance daily with 100% fidelity

Strategy 1 Details	Reviews			
<p>Strategy 1: Truancy warning letters will be mailed and phone calls made to parents of students who have excessive absences</p> <p>Strategy's Expected Result/Impact: Increased student attendance in class</p> <p>Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Title I Coordinator, Principal</p> <p>Action Steps: Provide parents with information/resources so that their children will be in attendance and be successful in the school environment.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

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

Measurable Objective 1: Institute discipline procedures to reduce discipline infractions that impact classroom instruction.

Evaluation Data Sources: Monthly discipline report

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Restorative Intervention (Thinkery)- setting where scholars can discuss the off-task behavior and correct his/her behavior</p> <p>Strategy's Expected Result/Impact: Fewer discipline infractions</p> <p>Staff Responsible for Monitoring: Grade level Admins</p> <p>Action Steps: Educate scholars, staff, and parents on restorative practices</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: The number of physical altercations taking place on campus will decrease by 50%

Evaluation Data Sources: Monthly Discipline report

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize restorative practices with campus FACE and wraparound specialists to support students who commit Level I and II infractions (instead of automatic placement in ISS or OSS).</p> <p>Strategy's Expected Result/Impact: Reduce the number of repeated occurs of the behavior</p> <p>Staff Responsible for Monitoring: Face specialist Wraparound specialist Grade level admins</p> <p>Action Steps: Utilize Intervention Assistance Team to develop intervention plans to improve scholar behavior</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Measurable Objective 1: Reduce the number of drug offenses by 50%

Evaluation Data Sources: Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: Drug awareness program Strategy's Expected Result/Impact: Fewer students using drugs Staff Responsible for Monitoring: Wraparound specialist Face specialist Action Steps: Invite guest speakers to educate students on the negative effects of drug use. Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Increase student and teacher awareness for suicide prevention.

Evaluation Data Sources: Counselor Data

Strategy 1 Details	Reviews			
Strategy 1: Develop a pipeline for students to report suicide attempts/warnings Strategy's Expected Result/Impact: Fewer student attempts of suicide Staff Responsible for Monitoring: Counselor staff Wraparound Specialist Face Specialist Action Steps: Provide students with the national suicide tip line inconspicuous areas	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Decrease the number of student discipline infractions by 50%

Evaluation Data Sources: HISD Conect

Strategy 1 Details	Reviews			
Strategy 1: Institute discipline procedures to reduce discipline infractions that impact classroom instruction. Strategy's Expected Result/Impact: Decrease number of students in OSS Staff Responsible for Monitoring: Assistant Principal, Teacher Specialist Action Steps: Tiered tardy policy and Classroom Management Support	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: Special Education (SPED) students achieving at the Approaches level in grades 9-12 will increase from 34% to 80% as measured by all 2021 STAAR EOC Assessments.

Evaluation Data Sources: Campus-Based Assessment; Snap1; DLA; Snap2; Mock STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: All mainstream special education students will demonstrate growth at MOY, EOY, and PM as measured by Renaissance Universal Screener.</p> <p>Strategy's Expected Result/Impact: Increase in SPED student performance</p> <p>Staff Responsible for Monitoring: SPED Admin SPED Department Chair</p> <p>Action Steps: Daily support by the SPED teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: 100% of students with disabilities who receive special education support will achieve growth on the Math Universal Screener.

Evaluation Data Sources: Ren 360 Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group/individual instruction weekly for students with disabilities</p> <p>Strategy's Expected Result/Impact: Increase in students with disabilities performance on the universal screener</p> <p>Staff Responsible for Monitoring: SPED Admin SPED Department Chair</p> <p>Action Steps: Attend PLCs for core/EOC subjects to understand the content to support student t success.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: All Special Education Case Managers will receive training on Graduation ARDs, Graduation Coding, and procedures on submitting documentation to Mrs. Vaught.

Strategy 1 Details	Reviews			
<p>Strategy 1: The special education dept. will hold PLCs to facilitate ongoing training for graduation procedures and coding.</p> <p>Strategy's Expected Result/Impact: Increase student success after graduation</p> <p>Staff Responsible for Monitoring: SPED Department Chair</p> <p>Action Steps: Case managers will attend weekly PLC meetings to receive updated information on Graduation ARDs and graduation coding. Case managers that support students that are seniors will review and complete transcript audits to make sure students have taken all courses to meet graduation requirements. Case managers will review student State Assessment data to confirm they are meeting graduation requirements and graduating on the appropriate graduation plan and with the correct coding.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the percentage of EL students meeting progress on TELPAS to 40% by the conclusion of the 2021-2022 school year.

Evaluation Data Sources: ELD1 and ELD 2, TELPAS, LAS Benchmark Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: The teachers will use TELPAS data proficiency level, and years in the US schools to provide appropriate linguistic accommodations and monitor progress throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase reading and English language comprehension</p> <p>Staff Responsible for Monitoring: LPAC Administrator LPAC Clerk Teachers</p> <p>Action Steps: Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: 90% of Identified dyslexic students will receive individualized services pertaining to their comprehensive dyslexic level.

Evaluation Data Sources: Dyslexic monitoring forms

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus aligns intervention personnel and resources for students' targeted deficit skill(s).</p> <p>Strategy's Expected Result/Impact: Increase in student success in reading and writing</p> <p>Staff Responsible for Monitoring: Dyslexia teacher</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>Special populations Admin</p> <p>Action Steps: Teachers will use rubrics to provide specific feedback to student writing, and students will demonstrate improvement in writing based on teacher feedback.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 3: Increase the number of students that are labeled Gifted and Talented by 30%

Evaluation Data Sources: 504 Cammoindations

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus aligns intervention personnel and resources for students' targeted deficit skill(s).</p> <p>Strategy's Expected Result/Impact: Increase performance on standardized assessment</p> <p>Staff Responsible for Monitoring: District Dyslexia Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase the number of parents that attend school-sponsored events by 20% as compared to the 2020-2021 school year

Evaluation Data Sources: Sign-in sheet

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be invited to school-sponsored events through call-outs, flyers, email blasts, updated website information, updated marquee information, and social media platforms.</p> <p>Strategy's Expected Result/Impact: Increased in parent involvement</p> <p>Staff Responsible for Monitoring: FACE specialist Wraparound Special list</p> <p>Action Steps: NFHS will host a minimum of 2 events quarterly with flexible days/hours to encourage parent and community participation.</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: Bridge the gap between parents and community and North Forest High School with effective communication through monthly meetings

Evaluation Data Sources: Attendance Sheet

Strategy 1 Details	Reviews			
<p>Strategy 1: Address parent and/or community concerns within 48 hours</p> <p>Strategy's Expected Result/Impact: Improved school community relationship</p> <p>Staff Responsible for Monitoring: FACE specialist Wraparound specialist</p> <p>Action Steps: Posters and/or flyers will be displayed throughout the campus, promoting open communication throughout this academic year.</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: Increase the amount of parental involvement through the NFHS VIPS program by 10%

Evaluation Data Sources: VIPS database

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents and community members will be invited to register for volunteer opportunities through the HISD VIPS program; several volunteer opportunities will be scheduled with campus needs</p> <p>Strategy's Expected Result/Impact: More parent support</p> <p>Staff Responsible for Monitoring: FACE and Wraparound Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

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

Measurable Objective 1: 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.

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.

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.

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.

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

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

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Measurable Objective 1: Biology EOC will improve overall student performance: to 80% Approaches Level, 30% Meets Level, 20% Masters

Evaluation Data Sources: Biology ECO scores

Strategy 1 Details	Reviews			
Strategy 1: Differentiation for bubble students at each category focusing on potential masters students Strategy's Expected Result/Impact: Increase Biology Scores Staff Responsible for Monitoring: Admin over Science Action Steps: Provide instructional resources with targeted professional developments to provide high-quality instruction.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: U.S. History EOC will improve overall student performance: to 91% Approaches Level, 60% Meets Level, 26% Masters

Evaluation Data Sources: US History EOC Scores

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted intervention groups using critical thinking strategies to increase scores Strategy's Expected Result/Impact: Increase US History scores Staff Responsible for Monitoring: Admin over Social Studies US History Teachers Action Steps: Meet with identified students in small group instruction weekly	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Students will demonstrate a 10 % increase in the percent of scores at the Masters' levels on district formative assessment data intermittently throughout the year. To have a greater impact on the AP scores.

Evaluation Data Sources: DLA

Strategy 1 Details	Reviews			
Strategy 1: Increase the support in the advance placement classrooms Strategy's Expected Result/Impact: Increase AP scores Staff Responsible for Monitoring: Teacher Specialist	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 477 North Forest High School

Total SCE Funds: \$202,293.38

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

- Academic Support Teacher - At-Risk Assistance Program - Emerging Bilingual Supplemental Program (Language Support) - Emerging Bilingual Supplemental Summer Program - High School/Post-Secondary Tutoring Program - High School Credit Retrieval - Math Supplemental Program - Reading Supplemental Program - School-Age Parenting - STAAR Tutorial Program

Personnel for 477 North Forest High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abidoeye, Olusegun Abiodun	Tchr, Math	1
Dhadral, Rajani	Tchr, Science	1
Jones Jr, Kenneth Ray	Tchr, Physical Education	1
Noel, Zakary Taylor	Tchr, Math	1
Rich Kerne, Ann Brunetta	Tchr, Social Studies	1
Richard, Symone Elayne	Tchr, Math	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by SBLC, Wraparound, FACE, Title I, Administrative Team, Department Chairpersons, Special Education Chairperson, and our shared decision-making committee.

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:

- Meeting w/SBLC
- Wraparound
- FACE
- Title I
- Administrative Team
- Department Chairpersons
- SPED Chairperson
- SDMC

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:

- Ren. 360, OnTrack,
- District Level Assessments (BOY/MOY/EOY),
- Progress Tracking – SPED, Progress Reports Easy IEP, ARD,
- Lead4ward

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

The SIP is available to parents in the following locations:

- Main Office
- Secretary
- FACE
- Wraparound
- Title I Offices

The SIP was made available to parents by:

- School Website
- By request
- listed SIP locations

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

- Use of intervention math (Strategic Learning) and English (Strategic Reading and Writing) for Tier 2 and Tier 3 students.
- IAT Monitoring
- Interventionists in classrooms provided by contracted services.

2.5: Increased learning time and well-rounded education

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

- School-wide lesson planning and instructional practice of bell to bell instruction.
- Learning opportunities outside the regular school day: Credit Recovery, Tutorials, Camp Spark.
- Social-Emotional Learning Specialist available on campus for interventions.
- CTE Pathways and opportunities for Technical Careers at Barbara Jordan.
- Futures Program provides a Level II certificate for students.

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

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

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small-Group Instruction based on student data
- Academic planning during summer with teachers for targeted groups
- PLCs with TDS
- Advisory time to implement instructional resources (diagnosis tests)
- Wraparound Purple Tracking System (daily SAF reports and weekly reports that address attendance which can increase learning time)
- Face Tracking System (daily and weekly reports that address attendance which can increase learning time)
- Ongoing Meetings to discuss STAAR/STAAR ALT.
- Restorative Practices
- Leader in Me
- PBIS School-wide Discipline Plan

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 -
- Wraparound Specialist
- FACE
- Administrative Team
- Title I

The PFE was distributed

- On the campus website
- Open House
- FACE Mtgs.
- By request

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Parent Workshops
- Parent/Teacher Organization
- Family Friendly School Walk-Through
- Community Resource Guide

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 Wednesday, September 15, 2021 10:00 a.m.
 - Alt. Thursday, September 16, 2021 3:00 p.m.
- Meeting #2 Wednesday, October 13, 2021 10:00 a.m.
 - Alt. Thursday, October 14, 2021 3:00 p.m.
- Meeting #3 Wednesday, November 10, 2021 10:00 a.m.
 - Alt. Thursday, November 11, 2021 3:00 p.m.
- Meeting #4 Wednesday, December 15, 2021 10:00 a.m.
 - Alt. Thursday, December 16, 2021 3:00 p.m.
- Meeting #5 Wednesday, January 12, 2022 10:00 a.m.
 - Alt. Thursday, January 13, 2022 3:00 p.m.
- Meeting #6 Wednesday, February 9, 2022 10:00 a.m.
 - Alt. Thursday, February 10, 2022 3:00 p.m.
- Meeting #7 Wednesday, March 9, 2022 10:00 a.m.
 - Alt. Thursday, March 10, 2022 3:00 p.m.
- Meeting #8 Wednesday, April 6, 2022 10:00 a.m.
 - Alt. Thursday, April 7, 2022 3:00 p.m.

- Note – Dates and times are subject to change.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beverly May	Class sizes Reduction		1
Eric Andelson	Intervention Teacher		1
Masksura Alam	Intervention Teacher		1