Houston Independent School District

081 Sharpstown International School

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Sharpstown International School is an inclusive community that develops students as lifelong learners, who can adapt to the dynamic landscape of the global marketplace and can live purposefully as caring and principled contributors in an increasingly interconnected world.

Vision

Our vision, as a community, is to be a premier school of choice that prepares and motivates students to thrive in a rapidly changing world by instilling in them critical and creative thinking skills, global mindedness, and a respect for diverse perspectives.

Statement of Philosophy

At SIS, we care for each of our students as individuals with unlimited potential. The SIS community commits to instill in our students the value of hard work, the importance of intellectual pursuits, the necessity of respectful debate, the virtue of critical thinking, and a belief in oneself to accomplish beyond the ordinary.

SIS is committed to [IB principles and practices](#) shaping teaching and learning in the school.

Our grade 6 through 12 program of study fosters global understanding through a challenging and rigorous curriculum. We continuously strive to promote leadership, responsibility, and service in our students, our staff, and our community.

SIS offers its students the opportunity to obtain the internationally recognized [International Baccalaureate Diploma](#) in addition to their Texas high school diploma. The two-year Diploma Programme engages students in a challenging curriculum in an interactive way. Through inquiry and investigation, students develop critical thinking skills and hone their analytical abilities.

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Needs Assessment Overview Summary

At the start of the 2022-2023 school year, SIS has 1,294 enrolled students, continuing its pattern of steady enrollment growth. Of the enrolled students, approximately 85% are Hispanic, 5% African American, 7% Asian, and 3% white/other. SIS has historically met the requirements for Title I, with just under 100% of the student population qualifying for federal free-and-reduced lunch.

The student population at SIS is 44% at-risk, 24% English learners, 6% special education, and 25% gifted and talented. Due to the high percentage of students labeled as economically disadvantaged, Sharpstown International School receives Title 1 Part A and State Compensatory Education funding. Regardless of the challenges, the dropout rate is below 0.7%, below the district average of 4%. The graduation rate at SIS has been very high at 99% or higher. While a large percentage of students come from the immediate Sharpstown neighborhood, the magnet program at SIS draws students from across HISD.

Sharpstown International School routinely performs above district average in all STAAR-tested courses and continues to do well on other metrics of academic success (Advanced Placement, International Baccalaureate, etc). A thorough analysis of campus data reveals a few areas of focus for the coming school year: increasing student performance in ELA through a focus on the number of students reading on grade level, and continuing to push performance in math with a focus on increasing "Masters" performance in all STAAR-tested courses. Focus on these two areas is thought to have a trickle-down positive effect on other areas of focus, including increasing CCMR performance through higher scores on SAT, AP, IB, and ACT. Additionally, a campus-wide push for focus on authentic, content-based writing will help push scores across the board in both STAAR courses and IB/AP. The majority of special education students are mainstreamed into general education classrooms, and receive support through push-in and pull-out services. Special education performance in ELA and Math is a focus for the 2022-2023 school year.

Based on the comprehensive needs assessment, it was determined that the greatest focus areas for the campus in the coming school year are 1) incorporating literacy skills in all content areas, and 2) pushing rigor in the classroom and holding all students accountable for higher-level critical thought. In previous years, students at SIS scored tremendously well on STAAR exams, and attention is now being turned towards advanced levels of achievement on STAAR, the SAT, and IB/AP exams. As many of our students come into SIS reading below grade level, and often with below grade level ability in math, the focus continues to be on catching entering students up to the appropriate grade level content while simultaneously developing higher-level knowledge.

Demographics

Demographics Summary

At the start of the 2022-2023 school year, SIS has 1,294 enrolled students, continuing its pattern of steady enrollment growth. Of the enrolled students, approximately 85% are Hispanic, 5% African American, 7% Asian, and 3% white/other. SIS has historically met the requirements for Title I, with just under 100% of the student population qualifying for federal free-and-reduced lunch.

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Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.

Problem of Practice 2 (Prioritized): Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Problem of Practice 3 (Prioritized): Research supports the benefits of a highly involved parent group, though low-income schools typically struggle to engage high numbers of parents in comparison to more affluent schools.

Student Learning

Student Learning Summary

Sharpstown International School continually ranks high on both state-level and national rankings. For the 2020-2021 school year, SIS received a score of 89 (equivalent to a "B") from the Texas Education Agency and earned distinctions in Academic Achievement in English/Language Arts/Reading and Top 25% Comparative Closing the Gaps.

Children at Risk, a non-profit that ranks Texas schools serving children in poverty, named SIS #2 Most Resilient Houston Middle School following the global COVID-19 pandemic. Children at Risk graded SIS an "A+" high school and an "A+" middle school. In 2020, Children At Risk awarded the distinctions of "Pandemic Proof" and "Top Performing School in Racial Equity" to SIS.

Beyond Houston, SIS earned a silver medal designation from the US News & World Report's annual ranking of the Best High Schools in America, scoring overall 97.64/100 and ranking #67 in Texas high schools and #422 nationally.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content.

Problem of Practice 2 (Prioritized): Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.

Problem of Practice 3 (Prioritized): Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Problem of Practice 4 (Prioritized): Campus focus on "passing" the STAAR can mean that students with the ability to score at the Masters level aren't receiving the elevated level of instruction necessary to push them into higher levels of achievement.

Problem of Practice 5 (Prioritized): Decreased attendance leads to decreased performance across all content areas.

School Processes & Programs

School Processes & Programs Summary

In 2021, SIS attained authorization by the International Baccalaureate Organization to offer the IB Diploma Programme to 11th graders in the 2021-2022 school year. SIS is also authorized by the IBO to offer the IB Middle Years Programme in grades 6-10. Because the IB Middle Years Programme is a framework for teaching and learning and not curriculum-specific, we employ the philosophy and best practices of the Middle Years Programme campus-wide, including grade 11-12 non-Diploma Programme classrooms.

Due to a rampant increase in student and staff anxieties and concerns for overall well-being through the global COVID-19 pandemic, there is a focus on social-emotional learning and well-being across the campus, including weekly SEL lessons in advocacy classes that are not content-specific.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Research supports the benefits of a highly involved parent group, though low-income schools typically struggle to engage high numbers of parents in comparison to more affluent schools.

Problem of Practice 2 (Prioritized): Decreased attendance leads to decreased performance across all content areas.

Problem of Practice 3 (Prioritized): Students often conflate bullying with common conflict. While there are issues with conflict among peers, bullying carries with it severe consequences.

Problem of Practice 4 (Prioritized): 77% of all OSS actions are due to violations of the Student Code of Conduct, indicating a need to identify the most frequent offenses, and how student supports can be developed and delivered through SEL training in Advocacy.

Problem of Practice 5 (Prioritized): A rampant increase in student and staff anxieties and concerns for overall well-being through the global COVID-19 pandemic highlights the ongoing need for social-emotional supports for our community.

Priority Problems of Practice

Problem of Practice 1: Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.

Root Cause 1:

Problem of Practice 1 Areas: Demographics - Student Learning

Problem of Practice 2: Research supports the benefits of a highly involved parent group, though low-income schools typically struggle to engage high numbers of parents in comparison to more affluent schools.

Root Cause 2:

Problem of Practice 2 Areas: Demographics - School Processes & Programs

Problem of Practice 4: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content.

Root Cause 4:

Problem of Practice 4 Areas: Student Learning

Problem of Practice 3: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Root Cause 3:

Problem of Practice 3 Areas: Demographics - Student Learning

Problem of Practice 6: Decreased attendance leads to decreased performance across all content areas.

Root Cause 6:

Problem of Practice 6 Areas: Student Learning - School Processes & Programs

Problem of Practice 7: Students often conflate bullying with common conflict. While there are issues with conflict among peers, bullying carries with it severe consequences.

Root Cause 7:

Problem of Practice 7 Areas: School Processes & Programs

Problem of Practice 5: Campus focus on "passing" the STAAR can mean that students with the ability to score at the Masters level aren't receiving the elevated level of instruction necessary to push them into higher levels of achievement.

Root Cause 5:

Problem of Practice 5 Areas: Student Learning

Problem of Practice 8: 77% of all OSS actions are due to violations of the Student Code of Conduct, indicating a need to identify the most frequent offenses, and how student supports can be developed and delivered through SEL training in Advocacy.

Root Cause 8:

Problem of Practice 8 Areas: School Processes & Programs

Problem of Practice 9: A rampant increase in student and staff anxieties and concerns for overall well-being through the global COVID-19 pandemic highlights the ongoing need for social-emotional supports for our community.

Root Cause 9:

Problem of Practice 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Revised/Approved: September 12, 2022

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

Goal 1: ELAR   The number of students identified as needing Tier III reading intervention will decrease by 25% and the number of students identified as needing Tier II intervention will decrease by 25% as measured by EOY screener results.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of students enrolled in Reading classes will receive instruction targeted to their specific skill deficits as determined by objective-based assessments.

Evaluation Data Sources: Classroom observations with "literacy look fors," specifically data-driven instruction around Renaissance Instructional Reports

Strategy 1 Details	Reviews			
Strategy 1: ELA teachers will provide targeted, specific lessons on identified areas of growth to increase student comprehension.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student comprehension **Staff Responsible for Monitoring:** ELA teachers; ELA Dean; ELA TDS **Action Steps:** All students appropriately scheduled into Reading Intervention classes by BOY; all teachers receive documentation of students requiring additional reading support **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content.
Problem of Practice 3: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Measurable Objective 2: Students will engage in at least 25% more time spent in independent reading throughout the school day.

Evaluation Data Sources: Observations/walkthroughs of all content areas, with emphasis on student independent reading

Strategy 1 Details			Reviews			
Strategy 1: Increase time spent engaged in reading across all content areas.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in reading fluency and comprehension			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All teachers						
Action Steps: Develop and deliver in-house reading PD for non-ELA/non-intervention teachers for strategy implementation in all contents

Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math

Funding Sources: books for classroom libraries - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $20,000 | | | | | | |
| 0% No Progress | 100% Accomplished | Continue/Modify | X Discontinue | | | |

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content.

Measurable Objective 3: 100% of non-ELA classrooms will have a variety of reading materials available to students aligned with course content.

Evaluation Data Sources: BOY classroom checks to determine the current status of classroom libraries

Strategy 1 Details	Reviews			
Strategy 1: Increase student access to a wide variety of informational texts across contents and grade levels	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in reading fluency and comprehension	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All teachers				
Action Steps: Train and monitor data analysis and usage during GLC periods (especially RTI Reading Intervention data); adjust student assignment into reading tiers based on current, relevant data; implement in-class strategies and interventions based on live data **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 2: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content.
Problem of Practice 3: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

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

Goal 1: MATH Meets/Masters achievement in each STAAR-tested math course will increase by at least 10% over the prior year.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of math teachers will use Universal Screener and district assessment data to deliver targeted instruction to specific student needs.

Evaluation Data Sources: Universal Screener; STAAR

Strategy 1 Details	Reviews			
Strategy 1: Schedule time throughout the year to collect reliable assessment data from the Universal Screener	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data that drives instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: FAC; Math Dean; Math teachers				
Action Steps: * Ensure all students in STAAR tested courses take the BOY Math Screener * Utilize screener data in GLC to analyze performance by grade, student, standard to develop intervention plans * Continually monitor and adjust instruction as indicated by data **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content.

Measurable Objective 2: 100% of students in need will be scheduled into targeted Algebra 1 tutorials to increase Algebra 1 EOC scores.

Evaluation Data Sources: Tutorial attendance; Algebra I EOC results

Strategy 1 Details	Reviews			
Strategy 1: Address student weaknesses as evident in Universal Screener, class diagnostics, and other data	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data-driven instruction targeted to student needs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math Dean; Math teachers				
Action Steps: * Devote time each GLC to analyze student performance by standard, identifying low-scoring objectives and collaborating on high-impact instructional strategies for remediation *Schedule all 11th graders into SAT prep coursework to be completed during Advocacy * Ensure all 11 grade Advocacy staff are trained in SAT to assist with SAT math prep curriculum **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Extra duty pay for tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $30,000, graphing calculators - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $10,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content.
Problem of Practice 4: Campus focus on "passing" the STAAR can mean that students with the ability to score at the Masters level aren't receiving the elevated level of instruction necessary to push them into higher levels of achievement.

Measurable Objective 3: 100% of students enrolled in 8th-grade math will receive appropriate supports and interventions for success on STAAR and foundation for success in Algebra 1.

    Evaluation Data Sources: Schedule checks; OnTrack data; GLC data dives; benchmark/snapshot assessments

Strategy 1 Details	Reviews			
Strategy 1: Ensure student schedules 8th grade students appropriately scheduled into 8th grade math/Alg 1 based on prior performance and available data	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Meeting student needs **Staff Responsible for Monitoring:** Math Dean; Master Scheduler **Action Steps:** * Ensure all incoming 8th graders accurately schedule according to math ability and historical performance * Dedicate time in GLC to review 8th grade math snapshot and benchmark data to review progress and identify low-scoring objectives for intervention and remediation * Monitor student performance through frequent assessment and data analysis **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** interactive display panels - 2110000000 - Title 1 Basic Programs - 6600 - Capital Outlay - $75,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content.
Problem of Practice 4: Campus focus on "passing" the STAAR can mean that students with the ability to score at the Masters level aren't receiving the elevated level of instruction necessary to push them into higher levels of achievement.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain I of the state accountability system will increase 7 percentage points from 67% in 2017-2018 to 74% for 2022-2023 graduates.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of students in grades 9-11 will log at least 15 hours of Khan Academy SAT prep by end of the spring semester.

Evaluation Data Sources: Khan Academy access reports

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students will complete Khan Academy lessons at least once weekly during Advocacy time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student SAT readiness	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All teachers; SAT Coordinator				
Action Steps: * Identify appropriate Khan Academy lessons and assign by grade level. * SAT Coordinator will create instructions for Advocacy teachers to assist students in logging on and completing lessons. * At the close of each grading cycle, HS Deans will track student progress towards completion of 15 hours logged on Khan Academy and share results with larger administrative team and high school instructional staff. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2: 100% of native speakers will sit for the appropriate AP Language exam.

Evaluation Data Sources: AP language exam registrations

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Identify all eligible native speakers of languages other than English and encourage to sit for AP language exam.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CCMR eligibility for identified students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: AP Coordinator, AP language teachers, HS Deans				
Action Steps: * AP Coordinator will identify native speakers of languages other than English through the Home Language survey. * Native speakers of languages represented by an AP Language exam will be contacted encouraged to sit for the appropriate exam. Parents will also be made aware of the possible benefits that come from qualifying scores. * Native speakers of Spanish and Mandarin will be offered after-school tutorials from SIS instructors to prepare them for test content and structure. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 3: 100% of seniors without qualifying SAT/AP/IB scores will sit for the TSI.

Evaluation Data Sources: IB/AP/SAT scores for senior students; TSI registrations; TSI pass rates (math, reading)

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All 12th graders without CCMR points earned through SAT/AP/IB achievement will prepare for and complete the TSI.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CCMR eligibility for identified students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 12th grade Dean, College Access Coordinator, Campus Testing Coordinator				
Action Steps: * By December of student senior year, 12th grade dean will identify any students without CCMR points earned through IB/AP or SAT scores. * Students will be registered for TSI testing, preferrably offered on campus through purchase of test licenses. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Goal 1: CLOSING THE GAPS   The percentage of students receiving special education services who meet or exceed grade-level standards as measured by STAAR 3-8 Reading and STAAR EOC English I and II assessments will be at least 40%, with an intentional focus on grade 6.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of teaching staff will understand and implement IEPs with fidelity, including documenting accommodations.

Evaluation Data Sources: Gradebook accommodation documentation

Strategy 1 Details	Reviews			
Strategy 1: All special education students receive targeted tutorials in advocacy classes daily provided by ELA teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased performance on STAAR 8 Reading and English I and II EOC	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ELA teachers; ELA Dean **Action Steps:** ELA teachers, ELA Dean **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.
Student Learning
Problem of Practice 2: Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE   Average daily student attendance will increase to at least 95% in 2022-2023.

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

Measurable Objective 1: Improve attendance reporting by 50%, resulting in a reduction in the number of changes and errors.

Evaluation Data Sources: Daily attendance checks; Regular review during GLC to identify best practices in timely attendance

Strategy 1 Details	Reviews			
Strategy 1: ADA reminder at 10:30 am; develop incentive system for teachers to accurate attendance in a timely manner	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved accuracy and timeliness of attendance reporting	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators				
Action Steps: * August in-service training around new attendance reporting procedures * Streamline and analyze for efficiency campus procedures for submitting and correcting attendance * Monitor ongoing compliance with appropriate attendance taking procedures **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 5: Decreased attendance leads to decreased performance across all content areas.
School Processes & Programs
Problem of Practice 2: Decreased attendance leads to decreased performance across all content areas.

Measurable Objective 2: Increase overall student ADA to 95%

Evaluation Data Sources: Weekly attendance reports from SIR; benchmark attendance reports at 6 week cycle end

Strategy 1 Details	Reviews			
Strategy 1: In absence of ability to create attendance incentives, grade level meetings each progress report to discuss attendance trends and students of concern.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased attendance and reporting accuracy **Staff Responsible for Monitoring:** Grade level Deans **Action Steps:** * Monitor weekly attendance reports to identify students of concern * Schedule meetings with students and parents to discuss ongoing areas of concern, as well the importance of daily attendance * Continue to monitor student attendance for signs of relapse and regression **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 5: Decreased attendance leads to decreased performance across all content areas.
School Processes & Programs
Problem of Practice 2: Decreased attendance leads to decreased performance across all content areas.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE   Reduce total behavior referrals by 25%.

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

Measurable Objective 1: Decrease the number of behavior referrals from 292 to 219 or fewer by focusing on preventative training around the most frequent infractions.

Evaluation Data Sources: Behavior referrals

Strategy 1 Details	Reviews			
Strategy 1: Code of Conduct violations make up the largest number of OSS actions. By focusing on the most prevalent, and providing training and support to staff and students, we can decrease the number of students taken out of the instructional environment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease incidents requiring OSS **Staff Responsible for Monitoring:** Grade level Deans **Action Steps:** * Create a committee of volunteers (admin and teaching faculty) to analyze historical discipline data, including instances of Student Code of Conduct Violation * Develop student-facing training for students (to be delivered during Advocacy) focusing on top violations of Code of Conduct, and how students can thoughtfully react in similar situations to avoid disciplinary consequences * For students with recurrent discipline issues, coordinate with campus social worker to identify SEL supports and strategies to purposefully engage in decision-making to avoid historical triggers and consequences **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 4: 77% of all OSS actions are due to violations of the Student Code of Conduct, indicating a need to identify the most frequent offenses, and how student supports can be developed and delivered through SEL training in Advocacy.
Problem of Practice 5: A rampant increase in student and staff anxieties and concerns for overall well-being through the global COVID-19 pandemic highlights the ongoing need for social-emotional supports for our community.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION   100% of students will be trained to recognize the warning signs of bullying (including cyberbullying), differentiate between bullying and conflict, and be able to identify a trusted adult they can report to.

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

Measurable Objective 1: 100% of students will receive training on bullying prevention through their Advocacy class.

Evaluation Data Sources: Advocacy training completion reports

Strategy 1 Details	Reviews			
Strategy 1: Students will be trained on the warning signs of bullying and how to address and report in real-life situations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased incidents of bullying	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All teachers, all grade level deans, social worker, counselor				
Action Steps: * Develop/identify bullying training for delivery in Advocacy * Create a student-facing survey to determine student mastery of bullying content, and determine whether the student has trusted adult on campus to whom they can report instances of bullying **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 3: Students often conflate bullying with common conflict. While there are issues with conflict among peers, bullying carries with it severe consequences.

Measurable Objective 2: 100% of students will be able to identify a trusted adult on campus to whom they are able to report instances of bullying.

Evaluation Data Sources: Student survey

Strategy 1 Details	Reviews			
Strategy 1: Students will be surveyed to determine their adult support networks and identify a trusted adult to whom they can report suspected cases of bullying.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decreased incidents of bullying; increased in students feeling safe at school **Staff Responsible for Monitoring:** Grade level Deans, social worker, counselor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 3: Students often conflate bullying with common conflict. While there are issues with conflict among peers, bullying carries with it severe consequences.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION   The percentage of students receiving special education services who meet or exceed grade-level standards as measured by STAAR 6-8 Math and STAAR EOC Algebra I will be at least 30%.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Performance by special education students in all categories in Meets and Masters will exceed 30% in all STAAR-tested math courses.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Students labeled as Special Education will receive targeted support and instruction aligned to their needs as outlined by their IEP as well as indicated by data on the Universal Screener.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased performance by special education students
    Staff Responsible for Monitoring: Special Education chair; resource teacher; classroom teachers; Special Education administrator; Instructional Specialists
    Action Steps: * Create master schedule to allow maximum efficiency in serving Special Education students in math/ELA
* Based on data, develop detailed intervention plan to support labeled students master grade level content
* Ensure general ed classroom teachers are familiar with all student accommodations and able to adapt work to the level required of individual student's IEP. Ensure faithful implementation through routine checks of submitted lessons, as well as coaching conversations with the appraiser
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.

Student Learning
Problem of Practice 2: Special Education students mainstreamed into general education classes need to receive support from both special education teachers and their general education teachers to ensure they are meeting all targets for growth and achievement.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS   50% of all emergent-bilingual (EB) students will grow at least one level.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of EB students receive services tailored to their language level.

Evaluation Data Sources: Reviews of lesson plans aligned to ELPS; classroom observations focused on ESL instruction and support

Strategy 1 Details	Reviews			
Strategy 1: Group students in ELA classrooms by specific language ability, allowing the teacher to target instruction to the appropriate level	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased performance of ELL students
    Staff Responsible for Monitoring: LPAC administrator, ELA teachers
    Action Steps: * Ensure students accurately scheduled into appropriate ESL classroom based on most recent TELPAS data
* Ensure all students receiving ESL services are instructed by teacher with current ESL certificate
* Use GLC time to collaborate and develop appropriate activities tailored to ESL level
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
    Funding Sources: instructional materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $25,000				

0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.
Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content.
Problem of Practice 3: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Measurable Objective 2: 100% of teachers in all subjects will use Sheltered Instruction teaching strategies for English language acquisition in every lesson and increase opportunities for listening, speaking, reading, and writing using content-based vocabulary.

Evaluation Data Sources: Classroom observations of all content areas, emphasis on SIOP strategies

Strategy 1 Details	Reviews			
Strategy 1: GLCs trained by content in how to adopt sheltered instruction practices for their classroom; continual reflection and adaptation through peer-to-peer observations, as well as feedback conversations with appraisers. **Strategy's Expected Result/Impact:** Increased performance of ELL students **Staff Responsible for Monitoring:** ESL teachers; ESL TDS; ELA Dean **Action Steps:** * Coordinate SIOP training dates for delivery during August in-service, GLC, district PD days * Ensure teachers are comfortable and familiar with go-to SIOP strategies for faithful implementation in the classroom * Conduct routine classroom observations and learning walks to observe SIOP strategies in action in ESL classrooms across content areas **Title I:** 2.4, 2.5, 2.6	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 2: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Student Learning
Problem of Practice 1: Students enter SIS performing below grade level in literacy and numeracy, impacting their ability not only to succeed on the STAAR, but also to master grade-level course content.
Problem of Practice 3: Students need to be served at their current level of language instruction to ensure maximum achievement in both course content and state-level tests.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT   Membership of PTO will increase by 25% and PTO will host two or more events over the course of the school year.

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

Measurable Objective 1: PTO membership will grow by at least 25% by EOY, and PTO will coordinate/host campus events at least once per semester.

Evaluation Data Sources: Open House recruitment drive; midyear check of PTO membership

Strategy 1 Details	Reviews			
Strategy 1: Conduct ongoing PTO recruitment drives to build momentum and establish a sense of ownership with all stakeholders; develop fundraising opportunities for PTO in order to continue contributing to campus-wide initiatives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in parent involvement **Staff Responsible for Monitoring:** Title 1 coordinator; Parent Engagement clerk; VIPS coordinator **Action Steps:** * Include PTO membership applications in all physical first day of school packets distributed to parents/students * Coordinate with current PTO leadership to identify areas of campus cultural need to design programming for the 2020-2021 school year * Build upon historical successes by re-evaluating and re-visiting plans for Fall Fest and I-Fest, building greater opportunities for parental involvement **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 3: Research supports the benefits of a highly involved parent group, though low-income schools typically struggle to engage high numbers of parents in comparison to more affluent schools.

School Processes & Programs
Problem of Practice 1: Research supports the benefits of a highly involved parent group, though low-income schools typically struggle to engage high numbers of parents in comparison to more affluent schools.

Measurable Objective 2: Host 3 events for high school parents to discuss options for students following graduation.

    Evaluation Data Sources: BOY proposed calendar for events; MOY reflection of events held and plans for EOY event

Strategy 1 Details				Reviews			
Strategy 1: Increase knowledge of post-secondary options to students and parents; host FAFSA fairs to help fill out the paperwork; host evening university fairs and military recruiters to accommodate working parent schedules				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased parental awareness and understanding of post-secondary options and processes
    Staff Responsible for Monitoring: College readiness administrator; College Success Advisor
    Action Steps: * Based on identified need, create three events throughout the school year for high school parents to discuss options for students
 	
    Title I:
2.6, 4.2
 - **TEA Priorities:**
Connect high school to career and college							

0% No Progress	100% Accomplished	Continue/Modify	Discontinue				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 3: Research supports the benefits of a highly involved parent group, though low-income schools typically struggle to engage high numbers of parents in comparison to more affluent schools.

School Processes & Programs
Problem of Practice 1: Research supports the benefits of a highly involved parent group, though low-income schools typically struggle to engage high numbers of parents in comparison to more affluent schools.

Measurable Objective 3: Host at least 1 event for 8th grade parents preparing for student transition into High School

    Evaluation Data Sources: Parent feedback following event; the number of students electing to continue at SIS for high school course work

Strategy 1 Details	Reviews			
Strategy 1: Increase knowledge of high school coursework and graduation requirements	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased retention of students transitioning to high school (9th grade)	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: High school deans; registrar; principal; social worker; counselor				
Action Steps: * Hold one parent event for parents of rising 9th graders to detail expectations and requirements of high school, including graduation requirements and how to begin planning for post-high school **Title I:** 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 3: Research supports the benefits of a highly involved parent group, though low-income schools typically struggle to engage high numbers of parents in comparison to more affluent schools.
School Processes & Programs
Problem of Practice 1: Research supports the benefits of a highly involved parent group, though low-income schools typically struggle to engage high numbers of parents in comparison to more affluent schools.

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 the district deadline.

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 the district deadline.

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 the district deadline.

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 the district deadline.

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 the district deadline.

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 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 081 Sharpstown International School

Total SCE Funds: $250,000.00
Total FTEs Funded by SCE: 3.5
Brief Description of SCE Services and/or Programs

3.5 teaching positions

Personnel for 081 Sharpstown International School

Name	Position	FTE
Jeannie Gomez	Teacher, Science	0.5
Lindsay Smith	Teacher, Music, Secondary	1
Robbin Green	Teacher, History	1
Yesenia Jasso	Teacher, Social Studies	1

Title I

1. 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 the campus shared decision-making committee (SDMC).

Based on the Comprehensive Needs Assessment, it was determined that the greatest focus area for the campus in the coming school year is pushing rigor in the classroom and holding all students accountable for higher-level critical thought. In previous years, students at SIS scored tremendously on STAAR exams, and attention is now being turned towards advanced level of achievement on STAAR, the SAT, and AP exams. As many of our students come into SIS reading below grade level, and often with below grade level ability in math, the focus continues to be on catching entering students up to the appropriate grade level content while simultaneously developing higher-level knowledge.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement:

These strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Data-informed scheduling into appropriate reading/math intervention & enrichment courses

2. Access to technology across all grade levels, with teachers receiving training to implement it faithfully and successfully.

3. Campus-wide focus on literacy through Literacy in the Middle and Literacy Empowered

4. Campus-wide implementation of a complex, engaging curriculum delivered through an International Baccalaureate lens in the Middle Years Programme

2.2: Regular monitoring and revision

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

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

The SIP is available to parents in the following locations:

- On campus
- At parent meetings
- School website

The SIP was made available to parents by:

- Parent meetings
- Online

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:

Four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement:

These strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Data-informed scheduling into appropriate reading/math intervention & enrichment courses

2. Access to technology across all grade levels, with teachers receiving training to implement it faithfully and successfully.

3. Campus-wide focus on literacy through Literacy in the Middle and Literacy Empowered

4. Campus-wide implementation of a complex, engaging curriculum delivered through an International Baccalaureate lens in the Middle Years Programme

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include providing targeted tutorials after school and providing access to online digital resources and materials that support skill development corresponding to state standards.

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 through focused professional development
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs
- Small Group Instruction based on student data needs

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- PTO President
- FACE Coordinator
- Title I Coordinator
- Principal
- Classroom teachers

The PFE was distributed

- On the campus website
- At parent meetings

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

1. Increased focus on recruitment into campus PTO

2. Hosting of multiple events per semester designed to increase parent engagement on campus (Fall Fest, I-Fest, etc)

3. Development and publication of resources to assist parents in navigating an IB education

4. Built-in support structures to encourage and support parents in day-to-day interaction with their student's teachers

4.2: Offer flexible number of parent involvement meetings

The campus provides several Title I Parent Meetings. The meeting dates are listed below:

- Meeting #1 - Middle School Open House - Sep 6, 2022 5-7 pm
- Meeting #1 - High School Open House - Sep 8, 2022 5-7 pm
- Meeting #2 - Donuts with the Principal - Sep 16, 2022 9 am
- Meeting #3 - Donuts with the Principal - Oct 14, 2022 9 am
- Meeting #4 - Donuts with the Principal - Nov 11, 2022 9 am
- Meeting #5 - Donuts with the Principal - Dec 9, 2022 9 am

Donuts with the Principal is a recurring meeting on the second Friday of each month at 9 am.

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Amy Gaudet	Social Worker, 10M		1.0

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Luis Landa	Principal
Administrator	Adriana Lopez-Garcia	Dean of Students
Administrator	Jacqueline Cayton	Dean of Students
Administrator	Ida Platt	Dean of Students
Administrator	W. Jason Dedrick	Dean of Students
Administrator	Robin Bissell	Teacher Specialist
Administrator	Alexander Brahm	Teacher Specialist
Administrator	Edis Moreno	Magnet Coordinator

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Robin Bissell	Teacher Specialist
Administrator	Luis Landa	Principal
Classroom Teacher	Elizabeth Kantor	Teacher
Classroom Teacher	Luis Carrillo DeAlbornoz	Teacher
Classroom Teacher	Richard Johnson	Teacher
Non-classroom Professional	DeAndrae Hinton	Special Education Chairperson
Non-classroom Professional	Lauren Rashchke	Campus Nurse
Paraprofessional	Mellie Brady	Clerk
Parent	Dionni De la Cruz	Parent
Parent	Maria Alcantara	Parent
Classroom Teacher	Meghan BrannonReese	Teacher
Classroom Teacher	Jeannie Gomez	Teacher
Community Representative	Linda Brupbacher	Community Member
Community Representative	Angela Chen	Community Member
Business Representative	Pasha Sabouri	Business Representative
Non-classroom Professional	Claudia Viera-Castro	Professional Staff
Parent	Leticia Aldana	Parent

Campus Funding Summary

2110000000 - Title 1 Basic Programs

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1	books for classroom libraries	6300 - Supplies and Materials	$20,000.00
2	1	2	1	Extra duty pay for tutorials	6100 - Payroll	$30,000.00
2	1	2	1	graphing calculators	6300 - Supplies and Materials	$10,000.00
2	1	3	1	interactive display panels	6600 - Capital Outlay	$75,000.00
5	5	1	1	instructional materials	6300 - Supplies and Materials	$25,000.00
					Sub-Total	$160,000.00