Houston Independent School District

004 Furr High School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information

Key Actions

Key Action 1: Increase the overall literacy proficiency of students by implementing the school-wide literacy (L.E.A.R.N.) framework that reinforces vocabulary acquisition, background knowledge, and comprehension, through the Science of Reading.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: In the 2023-2024 school year, implement a successful comprehensive literacy framework (L.E.A.R.N) that encompasses reading, writing, listening, speaking, and critical thinking skills across 100% of core and non-core content areas.

Specific Action 1 Details		Reviews			
Specific Action 1: Campus will focus in establishing a school system for Professional Development.		**Formative**			**Summative**
School Leaders' Actions		Feb	Mar	Apr	June
Enhance teachers' knowledge and skills in literacy instruction using the L.E.A.R.N framework, as specified in the key action statement, into their content areas by September 2023 or within 30 school days from the time a new teacher begins work (if they arrive after the start of the school year). Implement ongoing professional development in weekly professional learning community meetings related to the effectiveness of implementing the L.E.A.R.N framework, as specified in the key action statement, into teachers' content areas. **Staff Actions** Teachers will regularly incorporate rigorous and grade-level reading and writing activities that align with state content standards based on BOY, MOY, and ongoing professional development training in PLCs. Teachers will encourage student voice and choice in their literacy development by offering a wide variety of texts, diverse reading materials and writing prompts that reflect their interests and backgrounds.					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Key Action 1: Increase the overall literacy proficiency of students by implementing the school-wide literacy (L.E.A.R.N.) framework that reinforces vocabulary acquisition, background knowledge, and comprehension, through the Science of Reading.

Indicator of Success 2: By October 2023 - 60%, February - 2024 80%, and by June 2024 - 100%, successful implementation of targeted reading and writing intervention and enrichment opportunities, as measured using the HISD SPOT Coaching Form, offering additional support through differentiated instruction (Monitor & Adjust Block), for 100% of students in 100% of the core content areas.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will establish a feedback system and monitor it.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Evaluate and provide timely feedback for growth to core content area teachers using the procedures and metrics outlined in the HISD SPOT Coaching Form.				
Evaluate the effectiveness of the school-wide literacy (L.E.A.R.N) framework, as specified in the key action statement, through ongoing data analysis, teacher feedback, student surveys, and standardized assessments.				
Staff Actions				
Teachers will monitor and assess student progress by regularly using formative and summative assessments to identify areas of improvement and provide timely feedback for growth.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 2: Successfully implement the Monitor & Adjust (M&A) Block to provide differentiation and intervention for students.

Strategic Priorities:
Transforming Academic Outreach

Indicator of Success 1: By September 2023, 80% of teachers will implement the Monitor & Adjust Block as evidenced from the HISD On the Spot Coaching Walkthrough Forms.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will establish a monitoring system for observations.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Present the Monitor & Adjust professional development which is aligned to the HISD priority work area to improve the Quality of Instruction. Train the core teachers during the September PLC meetings and provide M&A Instructional Expectations and Look Fors, utilizing a one-page guide.				
Leaders will track implementation of Monitor & Adjust Block on every campus walkthrough form (informal & formal) in the appraiser learning walk tracker.				
Staff Actions				
Attend September 2023 PLC meetings to build the capacity to effectively implement the M&A Block.				
Use the timer and Monitor & Adjust planning model (LSAE levels) to implement M&A with fidelity.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 2: Successfully implement the Monitor & Adjust (M&A) Block to provide differentiation and intervention for students.

Indicator of Success 2: By December 2023 - 70%, and by June 2024 - 80% of all core teachers will receive a proficient score of 3 on the Purposeful Instruction portion of the HISD SPOT Coaching Forms.

Specific Action 1 Details		Reviews		
Specific Action 1: Campus will focus in providing feedback on instruction.		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Leaders will track implementation of Monitor & Adjust Block on every campus walkthrough form (informal & formal) in the appraiser learning walk tracker.				
Provide coaching & feedback on Monitor & Adjust Block for every campus walkthrough conducted after minute 60 as evidenced in appraiser coaching & evaluation feedback.				
Staff Actions				
Use student data to plan targeted activities, assessments and teacher-led instruction for the M&A Block. Instructional tasks will focus on priority TEKS.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Key Action 2: Successfully implement the Monitor & Adjust (M&A) Block to provide differentiation and intervention for students.

Indicator of Success 3: By October 2023, a minimum of 60% of all retesters will meet the approaches performance level on campus assessments and the mock exam.

Specific Action 1 Details				Reviews			
Specific Action 1: Campus keep track of student performance.				**Formative**			**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
Analyze student artifacts completed during the Monitor & Adjust Block once per month and discuss feedback for the M&A Block. **Staff Actions** Collaborate with content teachers to plan weekly Monitor & Adjust lessons utilizing the M&A Instructional Framework and Look For one-page guide.							
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

Key Action 3: Improve instruction in co-teach/inclusion classrooms by enhancing employee competency.

Strategic Priorities:
Cultivating Team HISD Talent

Indicator of Success 1: 100% of classrooms that provide co-teach support will reflect effective use of one of the six co-teaching models as evidenced by the HISD SPOT Coaching Form.

Specific Action 1 Details		Reviews		
Specific Action 1: Campus will focus in effective instruction, communication with parents and provide feedback.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
The master schedule enables Special Education and General Education teachers to collaboratively plan and implement student accommodations for those with individual education plans. Support teachers by empowering them to offer timely feedback to students regarding results of on the demonstration of learning, (DOL). Then pinpointing specific areas where improvement is needed, then focusing on skill acquisition during the LSAE portion of the class period. **Staff Actions** Teachers will have bi-weekly parent conferences to communicate students' academic and behavioral progress with parents. Case managers will meet weekly with students to check in on academic progress.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Key Action 3: Improve instruction in co-teach/inclusion classrooms by enhancing employee competency.

Indicator of Success 2: All classes assigned to students with disabilities will effectively deliver and meticulously document required accommodations, leading to the achievement of Individualized Education Program (IEP) goals and measurable academic advancements for every student.

Specific Action 1 Details			Reviews		
Specific Action 1: Campus will establish a tracking system for IEPs.		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Monitor case managers progress tracking data in Easy IEP. Ensure case managers are involved in periodic data review sessions in plc to assess the effectiveness of interventions and adjust strategies accordingly.					
School leaders will coordinate and lead a collaborative professional learning community focused on data analysis, designed to empower teachers in making informed decisions regarding student support and enrichment opportunities. This initiative centers on utilizing student work performance data to effectively identify individuals who would benefit from additional assistance or advanced extension activities aligned with the specific lesson objectives.					
Staff Actions					
Case managers and general education teachers will identify the effectiveness of M & A sessions for failing students to determine if a grade improvement plan has been satisfied prior to recommending further evaluation.					
Case managers will collaborate weekly with general education teachers to ensure 100% accommodations have been properly entered and documented into Power Teacher Pro along with weekly SPED Compliance OneNote submissions to the Special Education Department Chairperson.					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Key Action 4: Grow staff capacity to provide high quality instruction.
    Strategic Priorities:
    Cultivating Team HISD Talent

Indicator of Success 1: 70% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 80% in May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will work in an effective instructional model.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Train teachers on the NES characteristics during summer orientation and professional development days * Professional development is tied to NES characteristics and includes effective lesson objectives and demonstrations of learning, multiple response strategies, "first, good instruction," differentiating instruction, and the use of technology to improve instruction. Train teachers on the LSAE instructional model Provide on-the-spot coaching regularly (almost daily) and written feedback at least once a month for every teacher using the NES spot observation form. **Staff Actions** Teachers will attend pre-service training in August for the NES. Teachers will practice Multiple Response Strategies (MRS) in August training. Teachers will participate in demonstration lessons/At-Bats weekly on Thursday's.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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Key Action 4: Grow staff capacity to provide high quality instruction.

Indicator of Success 2: 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. [The Principal and Assistant Principals will evaluate all teachers using the new evaluation system.]

Specific Action 1 Details				Reviews			
Specific Action 1: Campus will focus in monitoring high quality instruction.				**Formative**			**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
Conduct effective PLCs that focus on data and specific intervention strategies.							
For select teachers, provide expert professional development on literacy and how to teach reading to students who are behind in proficiency.							
Staff Actions							
Staff will implement LSAE with fidelity and will reflect on practices in PLC's							
Teachers/Learning Coaches/Teacher Apprentices will engage in Spot Conferences with Appraisers							
Teachers will reflect on Spot observations and student data to self-evaluate practices.							
0% No Progress	100% Accomplished		Continue/Modify		✖ Discontinue		

State Compensatory

Budget for 004 Furr High School

Total SCE Funds: $1,366,845.00
Total FTEs Funded by SCE: 23
Brief Description of SCE Services and/or Programs

Personnel for 004 Furr High School

Name	Position	FTE
Amirah Hamdi	NES-A Teacher Apprentice HS	1
Andres Garro Cordero	NES-A Learning Coach HS	1
Angel Smith-Finnell	NES-A Teacher Apprentice HS	1
Asia Thompson	NES-A Learning Coach HS	1
Brandie Kessler	NES-A Testing Coordinator Teacher	1
Denise Pedraza	NES-A Teacher Apprentice HS	1
Gladys Pedraza	NES-A Teacher Apprentice HS	1
Jesus Calvillo	NES-A Learning Coach HS	1
Jolie Dubriel	NES-A Learning Coach HS	1
Juan Pelaez	NES-A Teacher Apprentice HS	1
Kianna Wright	NES-A Teacher Apprentice HS	1
Laasia Baker	NES-A Learning Coach HS	1
Laura Real	NES-A Learning Coach HS	1
Maya Monroe	NES-A Learning Coach HS	1
Maya Wadlington	NES-A Teacher Apprentice HS	1
Michelle Vargas	NES-A Teacher Apprentice HS	1
Michelle Vargas	NES-A Teacher Apprentice HS	1
Monique Ammons	NES-A Learning Coach HS	1

Name	Position	FTE
Oryonna Mason	NES-A Teacher Apprentice HS	1
Phyllis Bernard	NES-A Learning Coach HS	1
Rolando Acosta	NES-A Learning Coach HS	1
Sobrina Wilson	NES-A Learning Coach HS	1
Yashica Alexander	NES-A Learning Coach HS	1

Addendums

School Information

District Name:	HOUSTON ISD
Campus Type:	High School
Total Students:	1,150
Grade Span:	09 - 12

For more information about this campus, see:

https:/TXschools.gov

or the Texas Academic Performance Report at:

https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating	**Student Achievement**	**School Progress**	**Closing the Gaps**
C	Not Rated	B	C
78 of 100	69 of 100	81 of 100	71 of 100
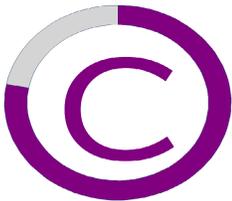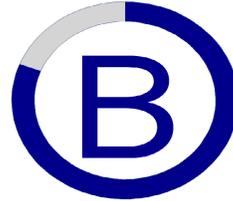
Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

Academic Achievement in English/Language Arts/Reading

Academic Achievement in Mathematics
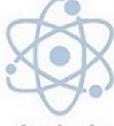
Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% : Comparative Academic Growth

Top 25% : Comparative Closing the Gaps

Postsecondary Readiness

Student Information

This section provides demographic information about FURR H S, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	91.5%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	17.7%	22.1%	12.8%
Hispanic	79.9%	61.9%	52.8%
White	1.6%	9.7%	26.3%
American Indian	0.2%	0.2%	0.3%
Asian	0.2%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.4%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	97.0%	79.2%	60.7%
Special Education	10.6%	8.4%	11.6%
Emergent Bilingual/EL	33.5%	35.1%	21.7%
Mobility Rate (2020-21)			
	15.5%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	-	18.2	18.7
Grade 1	-	15.7	18.7
Grade 2	-	15.4	18.6
Grade 3	-	14.4	18.7
Grade 4	-	13.7	18.8
Grade 5	-	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	21.4	17.6	16.3
Foreign Languages	26.9	22.7	18.4
Mathematics	23.8	21.2	17.5
Science	23.6	21.5	18.5
Social Studies	25.7	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: **http://tea.texas.gov/financialstandardreports/**

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$7,872	$10,524	$11,106
Instruction	$4,709	$5,989	$6,358
Instructional Leadership	$129	$185	$186
School Leadership	$1,124	$749	$654

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	**53%**	59%	51%	44%	*	*	-	*	52%
	2021	67%	57%	**51%**	50%	51%	58%	*	*	-	*	50%
ELA/Reading	2022	75%	70%	**44%**	49%	43%	50%	-	*	-	*	44%
	2021	68%	60%	**48%**	53%	46%	56%	*	*	-	*	47%
Mathematics	2022	72%	67%	**56%**	62%	55%	17%	-	-	-	*	56%
	2021	66%	53%	**46%**	35%	48%	*	-	-	-	-	45%
Science	2022	76%	68%	**50%**	56%	48%	60%	-	-	-	*	50%
	2021	71%	59%	**57%**	61%	56%	*	-	-	-	-	56%
Social Studies	2022	75%	70%	**72%**	78%	70%	50%	*	*	-	*	72%
	2021	73%	66%	**61%**	47%	63%	*	-	*	-	-	61%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	**25%**	27%	24%	33%	*	*	-	*	25%
	2021	41%	33%	**25%**	22%	26%	17%	*	*	-	*	24%
ELA/Reading	2022	53%	49%	**28%**	29%	27%	50%	-	*	-	*	28%
	2021	45%	38%	**31%**	30%	31%	22%	*	*	-	*	30%
Mathematics	2022	42%	38%	**16%**	18%	16%	0%	-	-	-	*	15%
	2021	37%	27%	**8%**	4%	9%	*	-	-	-	-	8%
Science	2022	47%	39%	**18%**	25%	16%	20%	-	-	-	*	18%
	2021	44%	33%	**22%**	14%	23%	*	-	-	-	-	20%
Social Studies	2022	50%	44%	**38%**	34%	37%	50%	*	*	-	*	37%
	2021	49%	42%	**33%**	28%	33%	*	-	*	-	-	31%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	**5%**	7%	5%	0%	*	*	-	*	5%
	2021	18%	15%	**4%**	2%	4%	0%	*	*	-	*	4%
ELA/Reading	2022	25%	24%	**3%**	6%	3%	0%	-	*	-	*	3%
	2021	18%	16%	**3%**	0%	3%	0%	*	*	-	*	3%
Mathematics	2022	20%	19%	**3%**	1%	3%	0%	-	-	-	*	3%
	2021	18%	13%	**1%**	0%	1%	*	-	-	-	-	1%
Science	2022	21%	17%	**2%**	6%	2%	0%	-	-	-	*	3%
	2021	20%	14%	**4%**	2%	4%	*	-	-	-	-	3%
Social Studies	2022	30%	26%	**17%**	18%	17%	0%	*	*	-	*	17%
	2021	29%	23%	**13%**	13%	13%	*	-	*	-	-	12%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	**60**	62	60	-	-	-	-	-	59
	2019	69	68	**69**	70	68	70	-	-	-	-	69
ELA/Reading	2022	78	81	**74**	82	73	-	-	-	-	-	73
	2019	68	68	**67**	74	64	-	-	-	-	-	67
Mathematics	2022	69	75	**40**	40	40	-	-	-	-	-	39
	2019	70	68	**72**	64	74	-	-	-	-	-	71

'-' Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Graduation and College, Career, and Military Readiness

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2020-21	2.4%	4.0%	**5.5%**	4.1%	5.9%	5.6%	*	0.0%	-	*	4.9%
2019-20	1.6%	3.1%	**5.6%**	1.9%	6.4%	10.0%	*	0.0%	-	*	4.1%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2021 Graduated	90.0%	85.7%	**75.7%**	83.7%	74.0%	*	*	*	-	-	78.6%
Graduates, TxCHSE, & Cont	94.2%	89.5%	**80.5%**	86.0%	79.4%	*	*	*	-	-	83.7%
Class of 2020 Graduated	90.3%	83.8%	**74.0%**	82.1%	72.2%	83.3%	-	*	-	*	77.4%
Graduates, TxCHSE, & Cont	94.6%	87.6%	**77.4%**	84.6%	75.5%	83.3%	-	*	-	*	80.8%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2020 Graduated	92.2%	86.0%	**76.9%**	82.1%	75.3%	83.3%	-	*	-	*	80.0%
Graduates, TxCHSE, & Cont	93.8%	87.0%	**77.6%**	84.6%	75.7%	83.3%	-	*	-	*	80.8%
Class of 2019 Graduated	92.0%	84.2%	**76.2%**	78.6%	75.4%	*	*	*	*	*	80.1%
Graduates, TxCHSE, & Cont	93.9%	86.3%	**77.7%**	78.6%	77.3%	*	*	*	*	*	81.4%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019 Graduated	92.6%	84.7%	**77.2%**	78.6%	76.7%	*	*	*	*	*	81.3%
Graduates, TxCHSE, & Cont	93.8%	86.2%	**78.0%**	81.0%	77.1%	*	*	*	*	*	81.3%
Class of 2018 Graduated	92.6%	85.2%	**81.1%**	75.5%	81.8%	83.3%	*	*	-	*	80.8%
Graduates, TxCHSE, & Cont	93.9%	86.7%	**81.1%**	75.5%	81.8%	83.3%	*	*	-	*	80.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2021	90.0%	83.7%	**73.0%**	81.8%	71.1%	*	*	*	-	-	75.9%
Class of 2020	90.3%	82.0%	**72.3%**	80.5%	70.4%	85.7%	-	*	-	*	75.5%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2021	87.5%	*	**-**	-	-	-	-	-	-	-	-
Class of 2020	83.0%	50.0%	**-**	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2021	85.7%	85.1%	**87.9%**	80.6%	89.7%	*	*	*	-	-	87.9%
Class of 2020	87.8%	86.8%	**85.8%**	71.0%	87.6%	100.0%	-	*	-	*	85.4%
College, Career, and Military Ready (Annual Graduates)											
2020-21	65.2%	60.0%	**64.3%**	55.3%	66.1%	*	*	*	-	-	63.6%
2019-20	63.0%	61.8%	**51.3%**	35.5%	53.6%	33.3%	-	*	-	*	51.6%
SAT/ACT Results (Annual Graduates)											
Tested 2020-21	70.8%	62.8%	**67.0%**	55.3%	70.6%	*	*	*	-	-	67.6%
2019-20	76.7%	91.7%	**90.8%**	90.6%	91.3%	83.3%	-	*	-	*	90.2%
Average SAT Score 2020-21	1002	967	**835**	828	834	*	-	*	-	-	839
2019-20	1019	974	**877**	858	876	898	-	1013	-	1030	875
Average ACT Score 2020-21	20	26	**-**	-	-	-	-	-	-	-	-
2019-20	20	24	**17**	14	26	-	-	18	-	-	15

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.