

Houston Independent School District

340 Las Americas Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Las Americas Newcomer School is a welcoming campus where refugee and immigrant students in their first year of US schooling come to gain the skills necessary for educational success and English acquisition.

Vision

All students will gain the skills needed to be English listeners, speakers, readers, and writers and utilize their prior knowledge and acquired instruction to achieve academic and social success.

Value Statement

We are R.H.I.N.O.S - Really Hungry Individuals in Need of Opportunity - Our students come from many different countries and experiences and we as a campus strive to provide them with opportunities to learn and grow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Las Americas students are all classified as newcomers with less than one year of US schooling. Students come from countries around the world including but not limited to Afghanistan, Congo, Guatemala, Honduras, El Salvador, Columbia, Cuba, and others. Students speak a variety of languages, over 37 have been represented over the years. We have 9 teachers on campus and 2 are new to campus this year. All nine teachers have three or more years experience in the classroom. Over half our teachers speak more than one language and have lived or worked in other countries.

Las Americas offers sheltered ESL instruction to students in grades 4-8.

Las Americas received a rating of "Not Rated" due to all students being in their first year of US schooling and coded SIFE.

The notable demographics for Las Americas are as follows:

- 100% of LAMS students are classified as economically disadvantaged
- 100% of students are English Learners from a variety of previous schooling experiences or a lack of formal education completely
- An English assessment is given to all students to determine how much language proficiency they have when they first enroll in our school with 85-90% of students functioning at a 2nd grade level or lower
- 5-10% of students are considered Preliterate, which is determined by a reading assessment of Pre-K or lower

Demographics Strengths

- Diversity of languages and cultures represented by students from a variety of countries.
- Teachers with a variety of teaching experiences
- Students display an eagerness to learn
- Trauma informed campus and classrooms with Social Emotional Curriculum component

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Performance on state assessments continues to be a problem for our students **Root Cause:** *SIFE * Little to no English Language proficiency

Student Learning

Student Learning Summary

- 2022 TELPAS scores - All students arriving before March 1st of the 2021-2022 school year completed all four domains of TELPAS testing for Language Proficiency.
- In 2022, all students tested for TELPAS were in their first year of English instruction.
- 58% of students scored a composite beginner level, 40% scored a composite intermediate level, and 2% scored a composite advanced level.
- 36% of students tested with a TELPAS writing score of Intermediate on the 2022 TELPAS writing. 2% of students received a writing score of Advanced.
- On STAAR Reading test, 4 students earned approaches, and two met grade level expectations in their first year of US schooling.
- On STAAR Math test 11 students earned approaches, 1 met grade level expectations.
- On STAAR 8th grade Science test 2 students earned approaches scores.
- Students were assessed monthly for their independent reading levels during the 2021 - 2022 school year.
- Students also completed the BOY, MOY, and EOY district wide assessments on Renaissance 360 Reading and Math tests.
- Students also complete BOY, MOY, and EOY tests in all content areas to measure growth.

Student Learning Strengths

- 75% of students showed growth by one Independent Reading Level or more during the 2021-2022 school year.
- 40% of students earned a score of Intermediate on the TELPAS composite score.
- Students received additional intervention and pull out sessions with seven different mentors and tutors during the 2021-2022 school year.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: * Students continue to require Tier 3 interventions to accommodate for their gaps in learning and performance on assessments. **Root Cause:** * Lack of CALPS (academic language) required for achieving "Approaches" on STAAR and/or increasing proficiency level on TELPAS - Number of students seeing success on these exams did increase last year, but the challenge is to continue that trend.

School Processes & Programs

School Processes & Programs Summary

Instructional

- Students are instructed in a rotation of five workstations with no more than 6 students per group.
- Students are grouped by English Proficiency and Independent Reading Level.
- As English Language Learners, students receive sheltered instruction accommodations including visuals, sentence stems, small group instruction, and others.

Curricular

- All reading teachers use the American Reading Company curriculum to provide instruction within the students zone of proximal development.
- Math and other content area curricula are based on the TEKS and district provided Scope and Sequence with differentiation and scaffolding to support English Learners.

Personnel

- We attend all district sponsored job fairs and other recruitment events and had three student teachers on campus last year.
- Support is offered to teachers through professional development opportunities at the district and campus level and also from the Instructional Specialist on campus.
- New to the district or campus teachers are assigned mentor teachers for additional support and our Campus Induction Coordinator provides additional training and support to new teachers as needed.
- Efforts to retain teachers include district level incentives and campus based employee of the month and other incentive programs.

Organizational

- Students are grouped according to their language proficiency level.
- Only students who show a deficit of two years or greater are enrolled on the LANS campus.
- The school is divided into three branches: Elementary, Lower-Level Middle School and Upper-Level Middle School
- The Elementary branch is compiled of 2 sections of mixed 4th and 5th grade students
- Currently, we have five classes in the middle school, ranging from beginning to first grade reading levels. As we continue to enroll we will expand back to the following structure listed below with a lower and upper level.
- Lower-level MS will contain 3-5 sections of SIFE students
- Upper-level MS will contain 5 sections of Newcomer students who read from a 1st grade level and up to grade level
- All students are required to participate in district and state assessments

Administrative

- All members of the administrative team have extensive backgrounds in working with newcomer, ELs, refugee and forced migrant populations.
- The school establishes teacher leader roles almost immediately, as well as a "grow your own" philosophy of leadership development
- LANS admin team also has tremendous foundational knowledge on special populations, including special education, at-risk, trauma-informed, and restorative practices

School Processes & Programs Strengths

Perhaps the greatest strength of Las Americas is the ability to meet students where they are, and grow them tremendously in one school year. Literacy is the foundation of the school, and each content area is considered a reading class first and then content class. Las Americas offers a content-based ESL program, which requires all staff to be certified as ESL

instructors. This is highly different from traditional middle school models, which often use a pull-out ESL methodology.

Along with these aspects, work stations, small group instruction, and designated supports (Tier 2 interventions) are embedded automatically in our practices, which necessitate that our students receive interventions immediately upon enrollment.

Finally, our mandatory SEL Curriculum, establishes a behavioral support system that allows for Tier 2 behavioral interventions to exist even before behaviors are identified.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Meeting students where they are is difficult for teachers who feel intense pressure to align their classes with TEKS and the scope and sequence of non-AEA campuses. **Root Cause:** Our students arrive with very little foundation of learning, and unfamiliar with the rigors of traditional schooling in the US.

Problem of Practice 2: Performance on state assessments continues to be a problem for our students **Root Cause:** *SIFE * Little to no English Language proficiency

Perceptions

Perceptions Summary

Student Engagement

Our attendance rate for the most recent Texas Academic Performance Report, 2020-2021 school year was 98.8%. This rate varies for the races and ethnicities represented on campus by less than 1%. Student attendance for the 2020-2021 school year was improved over the previous year.

Conflict is reduced through restorative practices such as circles and trauma informed classrooms and instruction. This includes daily classroom instruction in Social Emotional Curriculum and a campus Social Worker with seven interns who provide various counseling, peer group, and peer mediation opportunities for students.

The dropout rate was 8.4% for our students in the 2018-2019 school year, it remained the same for the 2020-2021 school year.

Staff Engagement

The staff turnover rate was around 80% retention of teachers from the 2021-2022 to the upcoming 2022-2023 school year. All new hire teachers have experience teaching in other schools or districts this year. The campus has a Campus Induction Coordinator and will assign mentor teachers to those seeking certifications or who are new to our district or campus. This retention rate is an increase from the previous school year 2020-2021 which was 70% but is about average for turnover for the previous five years. Due to virtual teaching, pandemic, and other issues outside of school staff attendance was lower than average for last year.

Parent/Guardian/Community Engagement

Parent/Guardian and Community Engagement rates are measured by Student Assistance Forms and the Wraparound Specialist; also by Google forms surveys from the Social Worker and District level surveys as well. Las Americas has an SDMC committee consisting of teachers, staff, administration, parents/guardians, and community members from non-profits in order to involve all community stakeholders. The parents and community view the climate and culture of the school as welcoming but are often hesitant to engage with the school due to a lack of trust in systems that have failed them in other countries. The barriers that prevent participation by parents, guardians, and community include languages spoken, read, or written which require translation, economic hardships, lack of transportation, and others.

Students

Students feel welcome at Las Americas and describe the school and learning environment as welcoming and a place they come to learn English. As a trauma sensitive campus, students are not only supported academically with small group instruction but also socially and emotionally with the social worker and SEL curriculum and resources from the wraparound specialist on campus. These additional supports and other classroom tools such as calm down spaces and coping strategies provide students with a safe and supportive environment. Students value their acquisition of English and reading levels as teachers help to increase their awareness of learning and reading goals.

Parents and Guardians

Parents and guardians often speak a language other than English so there is not a lot of data about how they describe our school. We do have three office staff members who are welcoming and speak Spanish to accommodate Spanish speakers, other language speakers often have a translator present and so the school is inclusive and welcoming in that way. Parents and guardians learn about student learning through Open House, Literacy Nights, and Math Nights, and also community resource information nights in October, November, February, and April. These events provide parents and guardians with insight into student learning and also student achievements. Parents and guardians are involved in student achievement through these themed nights and also participation in the SDMC committee.

Community

The schools create pathways to engage and support the community with partnerships with community organizations such as CHAT, PAIR, Amanah, Connect Community and other

wraparound service supports as well.

Teachers

Teachers describe Las Americas as a challenging and rewarding place to work. Teachers at Las Americas enjoy working with a variety of cultures and students with many differing education backgrounds. Teachers feel safe and supported by Instruction Specialists and are able to rely on each other in a team based structure. Teachers are supported by a strong administration that encourages creativity and outside the box thinking while providing an overall classroom structure of sheltered instruction in small group workstations to support English Language Learners.

All Stakeholders

We engage all stakeholders by encouraging growth and feedback from teachers, staff, students, parents and guardians. We communicate with the community through SDMC and other partnerships with the district and wraparound services to provide extra supports for students.

Perceptions Strengths

- Diversity of Cultures
- Low turnover of teachers
- Community Partnerships
- Dedicated teachers
- Trauma informed teachers, staff, campus, classrooms
- Social Emotional Curriculum
- Small Group and Workstation instruction to assist students in closing gaps in English language and other content

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Providing a variety of opportunities for parents to engage with staff and teachers in order to change their preconceived notions of schooling in the US, and the role and responsibility of the parent in their child's learning. **Root Cause:** Parents and guardians are often coming from backgrounds and home countries where a mistrust of authority is embedded as a means of protection. Families also have sometimes disengaged from the education system in their home countries due to many reasons such as violence, gangs, family dynamics, traumas, and other circumstances.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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 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
- Migrant/non-migrant 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.
- Section 504 data
- Homeless 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
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Board Goals

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





Goal 1: The percentage of 4th-8th grade students gaining 2 or more reading levels on their Independent Reading Level Assessment as measured with testing every six weeks will increase 10 percentage points from 65% in the 2021-2022 school year to 75% by the spring of 2023.

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: Two of our three campus reading teachers are new to the position of reading teacher on our campus this year, teachers will receive coaching and professional development to utilize the American Reading Company curriculum purchased by the district to work with our newcomer students who are beginning to read in English.

Evaluation Data Sources: American Reading Company materials for teachers and student materials, coaching and informal walkthroughs and evaluations in implementing the curriculum.

Strategy 1 Details	Reviews			
Strategy 1: Instructional Specialist and campus reading teachers will work together to develop an understanding of the American Reading Company Curriculum and implement reading instruction with fidelity. Strategy's Expected Result/Impact: Reading teachers will be able to provide targeted reading instruction based on student reading levels and additional reading strategies to our Emergent Bilingual students. Staff Responsible for Monitoring: Instructional Specialist, reading team lead Action Steps: 1. Beginning with pre-service, training will be provided to new to campus reading teachers on the American Reading Company Curriculum. 2. Teachers will receive training in how to assess students for their reading level using the IRLA test. 3. Teachers will receive training in work stations to implement the leveled readers and vocabulary or word work as well. 4. Instructional specialist will provide ongoing coaching and collaboration as necessary. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 2: Teachers will assess students for reading levels at least once a six weeks, all students will have been assessed with the IRLA (Independent Reading Level Assessment) by November 2022 to track growth of students from their BOY reading levels.

Evaluation Data Sources: American Reading Company IRLA assessments, SchoolPace software, shared campus spreadsheet for tracking levels.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will instruct students in small groups leveled by reading level to provide targeted reading instruction during the first six weeks of reading instruction.</p> <p>Strategy's Expected Result/Impact: Students will receive instruction within their language and reading zone of proximal development and pass to the next reading level.</p> <p>Staff Responsible for Monitoring: Instructional Specialist and Campus Reading Teachers</p> <p>Action Steps: 1. Instructional specialist will create a campus spreadsheet with students listed by level and their initial reading level assessment. 2. Reading teachers and Instructional Specialist will create a testing schedule and a 6 week calendar deadline for testing of all students. 3. Reading teachers will provide small group, targeted instruction to students using the American Reading Company leveled reading books and power word lists. 4. Reading teachers will complete level testing and update the campus spreadsheet. 5. Students who are not progressing a level within six weeks will receive pullouts and additional literacy instruction.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: 50% of students will have advanced at least one reading level by the end of Jan. 2023 and the third six weeks.

Evaluation Data Sources: IRLA testing completed at the end of the 3rd six weeks.

Strategy 1 Details	Reviews			
<p>Strategy 1: Reading teachers will test all students for their Independent Reading Level Assessment (IRLA) by the end of the third six weeks in Jan. 2022. Students who have not progressed at least one reading level will receive additional targeted small group instruction and intervention.</p> <p>Strategy's Expected Result/Impact: Students who have not progressed a reading level will receive additional instruction to aid them in raising a reading level by the fourth or fifth six weeks.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, campus reading teachers, content teachers with a literacy focus</p> <p>Action Steps: 1. Reading teachers will IRLA test all students, every six weeks, and again by the end of the third six weeks. 2. Instructional specialist will identify students in need of additional instruction and interventions. 3. Students who have not progressed a reading level will be pulled out for additional reading instruction and attend Saturday tutorials as well. 4. Teachers will retest students at the end of the fourth and fifth six weeks to monitor progress.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 The percentage of students showing an increase of one level, from urgent intervention to intervention, will increase to 65% by the spring 2023 End of Year Renaissance 360 Universal Screener assessment.

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: Teachers will administer the Renaissance 360 Math exam for progress monitoring and 25% of students will have increased from the urgent intervention level to the intervention level by the first progress monitoring in October or November 2022.

Evaluation Data Sources: Renaissance 360 Boy test and Progress monitoring Ren360 test.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide targeted small group instruction with students grouped based on BOY Ren360 data. Strategy's Expected Result/Impact: 10% of students will move to the intervention level of REN360 by MOY. Staff Responsible for Monitoring: Math teachers, Instructional Specialist, Assistant Principal Action Steps: 1. Teachers will administer the BOY Ren360 Math test. 2. Teachers will group students based on the BOY data. 3. Teachers will provide small group instruction to all students with a focus on those students who need urgent intervention. 4. Teachers will also provide designated supports to students including visuals, translation dictionaries, and extended time to accommodate for our English Learners. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 2: Teachers will administer the MOY and second level progress monitoring by April and 45% of students will have increased from the urgent intervention level to the intervention level or higher on the Ren360 universal math screener.

Evaluation Data Sources: Renaissance 360 MOY and second progress monitoring test.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue small group instruction with updated groups based on MOY data. Teachers will also begin providing Saturday tutorial interventions beginning in January for students needing additional support.</p> <p>Strategy's Expected Result/Impact: Students in the intervention category will continue to increase.</p> <p>Staff Responsible for Monitoring: Math teachers, Instructional Specialist, tutors</p> <p>Action Steps: 1. Teachers will administer the MOY Ren360 Math test. 2. Teachers will evaluate the MOY data for student performance. 3. Teachers will continue to provide small group instruction to all students with a focus on those students who need urgent intervention. 4. Teachers will also continue to provide designated supports to students including visuals, translation dictionaries, and extended time to accommodate for our English Learners. 5. Teachers will identify students in need of Saturday tutorials from the MOY data and offer additional instruction to help those students move from urgent intervention to intervention performance.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 3: By May 2023, 55% of students will increase from urgent intervention level on the Ren360 math exam to the intervention level or higher.

Evaluation Data Sources: Renaissance 360 MOY and second progress monitoring test.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to provide additional small group instruction, Saturday tutorials, on campus pull out tutorials, designated supports, and other test taking strategies to support students.</p> <p>Strategy's Expected Result/Impact: Students will continue to show progress on the REN360 Universal Screener. Students in need of urgent intervention will decrease.</p> <p>Staff Responsible for Monitoring: Math teachers, instructional specialist, assistant principal</p> <p>Action Steps: 1. Teachers will continue to provide small group instruction to all students with a focus on those students who need urgent intervention. 2. Teachers will also continue to provide designated supports to students including visuals, translation dictionaries, and extended time to accommodate for our English Learners. 3. Teachers will identify students in need of Saturday tutorials from the MOY data and offer additional instruction to help those students move from urgent intervention to intervention performance. 4. Math teachers will also provide individualized instruction for students in need of intense interventions. 5. Teachers will administer the EOY Ren360 Math. 6. Teachers will analyze the EOY data to see if 15% of students achieved Intervention or higher level of achievement.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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: Student progress will be measured by TELPAS will increase to 75% of students earning an intermediate score on one or more domains of the TELPAS test for the 2022-2023 school year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 55% of students will show growth on progress monitoring ELD test from the first administration to the Middle of Year.

Evaluation Data Sources: ELD from OnTrack

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide targeted small group instruction focusing on the four TELPAS domains - reading, listening, writing and speaking.</p> <p>Strategy's Expected Result/Impact: Students will improve their English language acquisition in all four domains.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialist, CTC, FAC</p> <p>Action Steps: 1. Teachers will have stations which provide students with listening, reading, writing, and speaking opportunities on a daily basis. 2. Teachers will administer the ELD BOY. 3. Teachers and Instructional Specialist will analyze data to group students and provide targeted instruction.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 2: 75% of students will show measurable growth on the spring progress monitoring ELD exam from the Beginning of the Year exam.

Evaluation Data Sources: ELD data from OnTrack and Summit K12 practice progress

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide Saturday Tutorials during the Spring semester to provide additional practice opportunities for TELPAS test preparation.</p> <p>Strategy's Expected Result/Impact: Students will perform better on the ELD exam and the TELPAS exam for the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principal, FAC, CTC</p> <p>Action Steps: 1. All students will work on Summit K-12 program through clever to practice the four domains of TELPAS.</p> <p>2. Teachers will analyze ELD data for the fall and identify students who will attend Saturday tutorials.</p> <p>3. Students and families will be notified of Saturday tutorials.</p> <p>4. Students will attend Saturday tutorials and complete TELPAS practice as well as additional writing practice.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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: Based on 2021-2022 STAAR Reading and Math Data, the number of students achieving approaches grade level or above will increase from 6% to 12% with targeted interventions and additional support for students.

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: Students will be assessed for a BOY using STAAR released tests during the first six weeks of instruction.

Evaluation Data Sources: OnTrack Assessments, released STAAR questions

Strategy 1 Details	Reviews			
Strategy 1: Teachers will administer a BOY to students in the upper level reading and math classes to get a baseline assessment. Strategy's Expected Result/Impact: Our newcomer students will be introduced to the STAAR exam format and begin to develop test taking strategies and utilize designated supports. Staff Responsible for Monitoring: Math and Reading teachers, Instructional Specialist Action Steps: 1. Teachers will administer released exam. 2. Teachers and Instructional Specialist will analyze the data. 3. Students will receive targeted instruction in small groups, and additional tutorials. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Measurable Objective 2: Students will complete a MOY assessment from OnTrack to gauge progress toward the goal of STAAR approaches grade level scores.

Evaluation Data Sources: On Track assessments, ongoing data from REN360 and reading curriculum.

Strategy 1 Details		Reviews			
Strategy 1: Students will demonstrate progress on the assessments 8% should achieve approaches on the MOY released STAAR exams. Strategy's Expected Result/Impact: Students will continue to practice exams through OnTrack and be prepared for the STAAR exam. Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principal Action Steps: 1. Teachers will provide targeted instruction to students based on BOY performance. 2. Teachers will administer a MOY assessment and continue to teach test taking strategies. 3. Teachers and Instructional Specialist will identify students who can attend tutorials on Saturdays or benefit from additional instruction on campus from tutors. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Measurable Objective 3: Students will attend Saturday tutorials in the spring semester to provide additional support and instruction in preparation for STAAR exams.

Evaluation Data Sources: On Track assessments, ongoing REN360 progress monitoring, and reading curriculum exams.

Strategy 1 Details		Reviews			
Strategy 1: Students will attend Saturday tutorials for additional reading and math instruction. Strategy's Expected Result/Impact: Students will receive instruction on targeted objectives. Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principal Action Steps: 1. Teachers will develop a list of students to attend tutorials. 2. Secretary will make call outs for students to attend. 3. Teachers will have targeted small group instruction. 4. Students will continue to build necessary skills. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Board Goal 5: N/A - Additional Campus Goals





Goal 1: ATTENDANCE - Attendance rates will continue to be at or above 97% attendance, the most recent TAPR from 2020-2021 school year has us at 98.8% attendance.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being





Measurable Objective 1: By September 22, 2022 (after open house) all students and caregivers will receive instruction regarding attendance guidelines for this school year.

Evaluation Data Sources: Daily attendance rates, sign in from open house, call out logs.

Strategy 1 Details		Reviews			
Strategy 1: Educate students about the attendance policy during SEL (Social Emotional Learning) Class time and educate parents during open house. Strategy's Expected Result/Impact: Students will be aware of the need to come to school everyday. Staff Responsible for Monitoring: Social Worker, Wraparound, Secretary, Clerks, Instructional Specialist, Assistant Principal Action Steps: 1. Social Worker will provide materials as part of the SEL curriculum in the first week and continuing during SEL class regarding school attendance policies. 2. Teachers will inform students about the policies. 3. Teachers and Staff will inform caregivers about the attendance policy during open house information night. Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Measurable Objective 2: Campus will prevent attendance from falling below 95% throughout the school year by monitoring attendance data and contacting caregivers when students are repeatedly absent.

Evaluation Data Sources: Daily attendance, teacher and staff observations of students who are absent.

Strategy 1 Details	Reviews			
<p>Strategy 1: Office Staff and/or social worker or wraparound specialist will reach out to families when students are absent more than one day in a row.</p> <p>Strategy's Expected Result/Impact: Students are encouraged to come to school everyday and the importance of attendance is communicated when staff reach out.</p> <p>Staff Responsible for Monitoring: Teachers, office staff, school social worker, wraparound specialist</p> <p>Action Steps: 1. Attendance clerk reviews teacher attendance records daily per administration. 2. Teachers are reminded throughout each school day to record attendance through Power School and to email any necessary updates to the attendance clerk if corrections are needed. 3. Weekly, the Wraparound Specialist will provide a report of students with 3 or more absences to the attendance clerk, admin, and leadership team in order to identify students/families who may be experiencing any barriers such as transportation; ; mental health, etc. 4. Social Worker and Wraparound specialists will conduct interventions (with respect to non-academic support and resources) to address and decrease the barriers preventing full participation in instruction as needed.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 2: DISCIPLINE - The school will reduce by half the number of office referrals by teachers with implementation of a school wide expectations and incentive program and increased use of restorative practices.

Strategic Priorities:

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





Measurable Objective 1: By October 2022, all teachers will introduce and model the classroom expectations posters for students. Teachers will utilize the outcomes outlined on the poster.

Evaluation Data Sources: Sign in from Professional Development and team meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Instructional Specialist, Assistant Principal and Social Worker collaborated in making a poster to display teacher created classroom expectations - all teachers will discuss with their classes and utilize the poster for campus wide positive and negative outcomes.</p> <p>Strategy's Expected Result/Impact: Students will have a clear idea of campus expectations and they will be consistent across classrooms on campus.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Instructional Specialist, Social Worker</p> <p>Action Steps: 1. Posters will be distributed in the third week of school. 2. Teachers will discuss concepts on posters. 3. Students will see positive and negative outcomes when they are meeting or not meeting the classroom expectations.</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Measurable Objective 2: By November 2022, teachers and staff will have fully implemented the Rhino Bucks incentive program to encourage students' positive behavior. Students will be able to use Rhino Bucks at market days organized by staff and administration.

Evaluation Data Sources: Rhino bucks data tracking

Strategy 1 Details		Reviews			
Strategy 1: Teachers and administration will roll out the campus based "currency" of Rhino Bucks. Students will earn Rhino bucks for positive choices and behavior. Strategy's Expected Result/Impact: Students will be motivated to make positive choices to earn Rhino Bucks. Staff Responsible for Monitoring: Teachers, Assistant Principal, Instructional Specialist Action Steps: 1. Administration will disperse Rhino bucks to teachers. 2. Teachers will utilize Rhino bucks as a reward. 3. Rhino Market Days will occur on Fridays, with special rewards available once a month. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 3: By February of 2023, all teachers and staff will have participated in ongoing professional development related to restorative justice and will be utilizing circles to deal with conflict in their classrooms.

Evaluation Data Sources: Professional Development attendance, staff surveys and feedback, informal observations.

Strategy 1 Details		Reviews			
Strategy 1: Social Worker and Assistant Principal will facilitate restorative justice coaching sessions throughout the year. Strategy's Expected Result/Impact: Teachers will be able to better utilize restorative justice practices as conflicts arise with students. Students will also develop problem solving and conflict management strategies. Staff Responsible for Monitoring: Social Worker, Assistant Principal Action Steps: 1. Social Worker will provide restorative justice materials such as talking pieces for circles, calm down tools, posters, and other supplies. 2. During in-service week, the social worker and assistant principal will introduce and model restorative practices for the faculty and staff. 3. For October professional development the social worker and Assistant Principal will follow up with what is working and additional practices to implement. 4. The social worker and Assistant Principal will monitor teacher implementation with informal walkthroughs and coaching sessions as needed.		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 5: N/A - Additional Campus Goals





Goal 3: VIOLENCE PREVENTION - By December 2022, 100% of students will have learned the language to ask for help in various situations and identify at minimum one safe helper on campus that can assist them to meet their safety needs.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By October of 2022, all students will have completed the "I have a problem" SEL lesson that teaches them how to ask for help.

Evaluation Data Sources: Student and family surveys, SEL materials, teacher modeling and implementation

Strategy 1 Details		Reviews			
Strategy 1: Social Worker will provide materials for teachers to teach the "I have a problem" SEL lesson. Strategy's Expected Result/Impact: Students will be aware of what to do if they have a problem with another student on campus. Staff Responsible for Monitoring: Social Worker, Assistant Principal Action Steps: 1. Social Worker will create and distribute videos and materials for the "I have a problem" lesson. 2. Teachers will teach the "I have a problem" lesson. 3. Students will complete the "I have a problem" materials. 4. Teachers and staff members will practice with students using the phrases and solving problems in this routine. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Measurable Objective 2: By December 2022, all students will have completed the "Helpers" SEL lesson that teaches who they can ask for help on campus and what kind of help various campus staff can provide and participated in restorative justice circles as needed with teachers and/or administrators.

Evaluation Data Sources: SEL materials, campus PD on restorative justice, data on campus violence and restorative practices.

Strategy 1 Details	Reviews			
Strategy 1: Social worker will provide materials for teachers to teacher the "Helpers" SEL lesson. Strategy's Expected Result/Impact: Students will have the language they need to ask for help and know who they can ask on campus for help with different problems or if they need resources like clothes or mental health support. Staff Responsible for Monitoring: Social Worker, Instructional Specialist. Action Steps: 1. Social Worker will create and distribute videos and materials for the "Helpers" lesson. 2. Teachers will teach the "Helpers" lesson. 3. Students will complete the "Helpers" materials. 4. Teachers and staff members will practice with students naming the helpers and utilizing the campus helpers as problems arise. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: By May 2022, 50% of 8th grade students on campus will participate in the TAPS program taught by the school police officer. As a newcomer center, educating students on the role of police in schools and society is key to decreasing school violence.

Evaluation Data Sources: TAPS class attendance and grades

Strategy 1 Details	Reviews			
Strategy 1: Eighth grade students will be educated on police officers and their role in our community through instruction in the TAPS class once a week in the fall or spring semester Strategy's Expected Result/Impact: Our students traditionally have a mistrust of authority. In building a trauma sensitive environment we are trying to rebuild that connection of police as a resource or helper. Staff Responsible for Monitoring: Campus Officer, Assistant Principal, Teacher, TAPS Staff Action Steps: 1. Students will be grouped together for their SEL Class by grade level. 2. The School Police Officer will provide TAPS class instruction on Tuesdays during SEL Class for eighth graders.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - Campus teams will hold monthly RTI and IAT meetings to document students in need of accommodations beyond the current campus wide accommodations offered. By November 2022, teachers will have identified potential students in need of IAT and be providing and documenting 2 additional interventions on a weekly basis to provide additional support to those students.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Working with IAT Liaison and Diagnostician, 100% of eligible students who need to move forward with a referral for evaluation, will receive it in the limited time they are on the LANS campus.

Evaluation Data Sources: Shared campus wide One Note Document to provide a list of interventions and record teacher feedback on those interventions.

Strategy 1 Details	Reviews			
Strategy 1: Bi-weekly team meetings to discuss, identify, and track progress of students. Strategy's Expected Result/Impact: All students are started with Tier 3 interventions given their newcomer and emergent bilingual status. Additional supports are identified and provided as needed. Staff Responsible for Monitoring: Teachers, Assistant Principal, Instructional Specialist Action Steps: * Administer BOY * Use data to identify Tier 3 students * Use additional measures to assure progress of students who do not meet initial Tier 3 criteria Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

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

As a newcomer campus, we will focus on Emergent Bilinguals or EBs, our goal is for 100% of teachers to implement 2 or more sheltered instruction strategies in their classroom instruction by October 2022 and continue to utilize these strategies for the remainder of the school year.

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT - By May of 2023, 50% or more of enrolled families will have participated in one or more Campus meetings including but not limited to Open House, Parent University, Literacy Night and Celebrations, and Math Night as shown through sign in sheets.

Strategic Priorities:

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

Measurable Objective 1: By May 2023- 50% of enrolled families will have participated in one or more Campus Meetings held on campus, in which participation will be tracked from 8/2022- 6/2023

Evaluation Data Sources: Sign in sheets from events including open house, literacy night, and others.

Strategy 1 Details		Reviews			
Strategy 1: Cultivate understanding of campus academic culture through informative sessions with campus staff and leadership on a monthly basis Strategy's Expected Result/Impact: Caregivers will have the opportunity to attend multiple family engagement activities. Staff Responsible for Monitoring: Assistant Principal, Instructional Specialist Action Steps: 1. Leadership team will develop events master calendar. 2. Events master calendar will be available to caregivers on campus website and social media accounts. 3. Campus will utilize mass communication tools to send reminders to families for each event. 4. Campus will advertise all family engagement opportunities utilizing flyer distribution. 5. Linguistically appropriate materials will be utilized to assure all families have access. 6. Non academic and academic staff will collaboratively plan all events. Title I: 2.4, 2.5, 2.6, 4.1, 4.2		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Board Goal 5: N/A - Additional Campus Goals

Goal 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 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Dori Brasher Jane Long Nurse

Estimated number of students to be screened: 100

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, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Dori Brasher, Nurse Jane Long

Estimated number of students to be screened: 100 (all 5th and 7th graders)

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, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Dori Brasher, Nurse Jane Long

Estimated number of students to be screened: 75

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, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by Jane Long SCHOOL NURSE: Dori Brasher

Estimated number of students to be screened: as applicable.

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 will be completed by a certified school nurse or screener on or before February 2, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: 6th graders with Dori Brasher from Jane Long.

Estimated number of students to be screened: 65

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: Coach Kristin Corona.

Number of AEDs on campus: 1

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)

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 Ms. Bell - principal, the leadership team, and with input from the SDMC.

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 with the development of this plan in the following ways:

1. Our SDMC includes members from a variety of stakeholders including, classroom teachers, support staff, parents, community members, and administration. Ideas of ways to create a campus improvement plan are shared with the SDMC, suggested by the SDMC, and voted on by the SDMC.
2. The leadership team includes support staff, teacher leaders - who represent their respective teams, and administration in order to vote on and create a collaborative mission for the campus. Decisions on everything from teacher placement, student levels, and programming are just some of the considerations that are discussed and improved upon during PLC and Staffing.
3. Parents are important in regards to school decision making not only via SDMC, but when we meet to discuss the needs of their students at open forum discussions that are planned and established via Title 1 meetings, which are not only required, but necessary in order to gain the feedback on what parents express as being important, and during LPAC when testing and placement decisions impact students' educational paths.
4. Through continuous promotion of social media, call-outs, and the Parent University, parents are offered multiple ways in which to gain information and give feedback on what decisions are being made.
5. Finally, through community outreach, we have close ties and contact with several community organizations including refugee resettlement agencies, community outreach services, and NPOs who specialize in working with immigrant, refugee, and language and culturally diverse populations.

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:

1. Quarterly meetings with parents about Title 1 and how funding is spent
2. Monthly parent meetings to increase literacy and parental access to the information that their students are being taught.

3. Assessment meetings in order to share the importance of assessing students in order to ascertain whether continuous progress is being made
4. Content, Truancy, and SEL meetings for parents
5. Participation in district and state level assessment that tracks and monitors student progress incrementally in order to assure student goals are met.
6. DDI, including a district specialist, in order to assure that instruction is impactful at an optimal level for all students

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

The SIP is available to parents in the following locations:

1. School Administrator office.
2. Title 1 Coordinator office.
3. School Website
4. via Email
5. By request

The SIP was made available to parents by:

1. School Website
2. via Email
3. By request
4. Review with explanation by the Title 1 Coordinator

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:

1. IRLA
2. Imagine Learning

3. Imagine Math
4. Ren360 Data
5. Cengage (Nat Geo Curriculum)
6. RtI in every content area
7. Content-based ESL including ESL Certified teachers in all content areas
8. Tier 2 Interventions embedded in every content class
9. Whole-school SEL Curriculum implemented daily
10. Restorative Practices campus-wide

2.5: Increased learning time and well-rounded education

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

1. RtI in every content area
2. Content-based ESL including ESL Certified teachers in all content areas
3. Tier 2 Interventions embedded in every content class
4. Whole-school SEL Curriculum implemented daily
5. Restorative Practices campus-wide

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: ESL Certification, focus on CFU, scaffolding and differentiation required throughout the lesson cycle, and instructional specialist focused on literacy and comprehension, and constant support for Tier 2 interventions
- Proficient Tier 1 explicit instruction taking place in all content areas: Push for rigor even with non-English speaking population, leveling students with the understanding that all of our students are at a Tier 2 critical need stage of interventions
- Small Group Instruction based on student data needs: All of our students are taught at Tier 2 interventions including small group, individualized interventions, alternative curriculum, work stations, and pull-outs

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Las Americas annually reviews their School Improvement and Title I plans and revises as necessary.

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:

- **Parent -**
- Jennifer Can - Assistant Principal
- Sara Wrye - Instructional Specialist
- Sarah Howell - Social Worker
- Ms. Bell - Principal

The PFE was distributed

- On the campus website
- Given directly to parents by request

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- - Literacy Night during the fall and spring semesters to celebrate student literacy achievements
- - Parent and Caregiver events for community issues such as immigration issues, refugee issues, English classes for Families
- - Math Night during the fall and spring semesters for Parents, caregivers and students to engage in math activities
- - Open House in September to introduce Parents and Families to the school
- Parent University events
- - Increased communication from office staff about Social Media as a resource for school information.

4.2: 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 - September 22, 2021
- Meeting #1 Alternate - September 23, 2021 (am meeting)
- Meeting #2 - October 20, 2021
- Meeting #2 Alternate - October 21, 2021 (am meeting)
- Meeting #3 - February 9, 2022
- Meeting #3 Alternate - February 10, 2022 (am meeting)

- Meeting #4 - April 13, 2022
- Meeting #4 Alternate - April 14, 2022 (am meeting)

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

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: ESL Certification, focus on CFU, scaffolding and differentiation required throughout the lesson cycle, and instructional specialist focused on literacy and comprehension, and constant support for Tier 2 interventions
- Proficient Tier 1 explicit instruction taking place in all content areas: Push for rigor even with non-English speaking population, leveling students with the understanding that all of our students are at a Tier 2 critical need stage of interventions
- Small Group Instruction based on student data needs: All of our students are taught at Tier 2 interventions including small group, individualized interventions, alternative curriculum, work stations, and pull-outs

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sara Wrye	Instructional Specialist	Schoolwide	

Campus Funding Summary

2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1		6300 - Supplies and Materials	\$20,000.00
Sub-Total						\$20,000.00

Addendums

2022-2023

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

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

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

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

Capital Outlay Requested (Y/N)?

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

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

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Be sure to indicate Title I positions on the campus CIP Personnel Chart.

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

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
