

**Houston Independent School District**  
**348 Houston Academy for International Studies**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Through international studies, a personalized environment and a college preparatory curriculum, HAIS will prepare students for active roles as global citizens.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The Houston Academy for International Studies currently serves 500 students. According to preliminary PEIMS data from the 2021-2022 school year, 2% of our students are Asian, 38.8% Black/African American, 51.8% Hispanic/Latino, 6.4% White, and 0.6% multiracial. HAIS continues to draw students from all HISD middle schools, charter schools, private schools, and home schools. Additionally we accept at least one foreign exchange student per year. This broad base of recruits gives our campus diversity in demographics not found at many HISD schools. We know this diversity is an asset to our school and somewhat unique within our district. Students report that they chose HAIS because it is a more diverse school than the other options they were considering. HAIS continues to serve a majority of economically disadvantaged students and a large number of at-risk students, which is part of the mission of an Early College High School in Texas. According to PEIMS data, 28% of our students are at-risk and 66% of our students qualify for free or reduced lunch. HAIS intentionally recruits these students and the demographic data shows our commitment to serving this population. Our proportion of females traditionally has been greater than males. Our hypothesis is that this may be the effect of a small school like HAIS not being able to offer competitive UIL sports that tend to attract boys. For the last four years, our dropout rate has been at less than 1%. Although our dropout rate remains extremely low compared to our district, city, and state, it is the goal of our school to leave no child behind. We will continue to strive to keep our dropout rate at zero by tracking students who leave our school and actively assisting them in finding educational opportunities that fit their needs. Attendance History: 2018-2019, 95.75%; 2019-2021, 97.34%; Although the HAIS attendance rate has remained stable, we are determined to improve it each year. We improved our attendance rate last year by making call-outs to any students absent the first period of the day, as well as having an active attendance committee to review data and intervene early. We will also add incentives and celebrations to maximize positive associations.

# Priority Problems of Practice

**Problem of Practice 2:** HAIS current student population consists of 75% female students and 25% male students and does not reflect the overall population of Houston ISD.

**Root Cause 2:** As a specialized school and Early College, we lack the programs that may traditionally attract male students.

**Problem of Practice 2 Areas:** Demographics

**Problem of Practice 1:** There was not an increase in the number of students achieving Masters Level on English 1 and English 2 EOC.

**Root Cause 1:** Due to the ongoing pandemic, students did not participate and interact with the course curriculum in traditional ways.

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

**Problem of Practice 4:** Last year, students struggled in online HCC Classes.

**Root Cause 4:** Due to the ongoing pandemic, students were forced to balance too many expectations and did not have the necessary support to be successful.

**Problem of Practice 4 Areas:** School Processes & Programs

**Problem of Practice 6:** Often, when interviewing prospective candidates, we are told "I did not even know this school was here".

**Root Cause 6:** The facility provided to HAIS does not reflect the rigorous academic programming offered. One does not infer this is a school with 21st Century Global Graduates, when driving by.

**Problem of Practice 6 Areas:** Perceptions

**Problem of Practice 3:** There was an increase in students not meeting standards for Algebra 1 EOC.

**Root Cause 3:** Due to the ongoing pandemic, students did not participate and interact with the course curriculum in traditional ways.

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

**Problem of Practice 5:** Negative impact of ADA attendance numbers while implementing TOL protocols.

**Root Cause 5:** Lack of direct communication between the TOL student and the campus/teacher of record.

**Problem of Practice 5 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Attendance data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Communications data

# Board Goals

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

**Goal 1:** ELAR By June 2022, the percentage of 9th grade students achieving Masters performance on the English I EOC will increase from 32% to 42% . For 10th grade students, English II EOC Masters performance will increase from 23% to 33%.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 1:</b> Increased number of "3" and "4" scores on essays on EOC English I and II exams and 35% of students achieving Masters scores on the EOC. <b>Evaluation Data Sources:</b> STAAR EOC Scores.				

**Strategy 1:** 9th and 10th grade teachers will review research-based writing strategies and data in PLC

**Strategy's Expected Result/Impact:** Increase student writing scores

**Staff Responsible for Monitoring:** ELA teachers, Deans

**Action Steps:** 1. Create common PLC time for English teachers in Master schedule. 2. Develop English PLC calendar for assessment and data analysis. 3. Vertically align skills and common instructional practices for grades 9-12

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math

**Measurable Objective 1 Problems of Practice:**

Student Learning
<b>Problem of Practice 1:</b> There was not an increase in the number of students achieving Masters Level on English 1 and English 2 EOC. <b>Root Cause:</b> Due to the ongoing pandemic, students did not participate and interact with the course curriculum in traditional ways.

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 2:</b> Increase TSI completion; 100% TSI Reading/Writing completion by the end of 9th grade. <b>Evaluation Data Sources:</b> TSI Database				

**Strategy 1:** Staff development on TSI reading and writing requirements.

**Strategy's Expected Result/Impact:** Increase TSI scores



**Staff Responsible for Monitoring:** Deans and Teachers

**Action Steps:** Staff development on TSI reading and writing requirements; implement writing across the curriculum

**Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college

**Measurable Objective 2 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 1:</b> There was not an increase in the number of students achieving Masters Level on English 1 and English 2 EOC. <b>Root Cause:</b> Due to the ongoing pandemic, students did not participate and interact with the course curriculum in traditional ways.

<b>Measurable Objective 3 Details</b>	<b>Reviews</b>			
<b>Measurable Objective 3:</b> Build the school culture of reading across all grades. <b>Evaluation Data Sources:</b> Increased TSI scores and EOC scores.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Strategy 1:** Book talks, What are you reading? Utilize NYT access in Digital Resources





**Strategy's Expected Result/Impact:** Increase TSI scores and increase EOC scores.

**Staff Responsible for Monitoring:** Teachers

**Action Steps:** Introduce book talks and what you're reading flyers and social media posts. Assign flyers to teachers. Post Monthly. Assign book talks to students. Post monthly.

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college - **Targeted Support Strategy**

<b>Measurable Objective 4 Details</b>	<b>Reviews</b>			
<b>Measurable Objective 4:</b> Improve completion rates of ENGL 1301-1302	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 1:** Modeling writing strategies and peer review of assignments. Encourage college ready routines and practices, such as meeting deadlines and due dates.

**Strategy's Expected Result/Impact:** Increase TSI scores.

**Staff Responsible for Monitoring:** Teachers

**Action Steps:** 1. Meet in PLC to determine turn-in policy. 2. Teachers complete the Assignment and Homework tracker and campus blurb during 1st PLC of the week. 3. AVID team conferencing with students regarding success and areas of growth. Modeling and peer review of assignments; deadline accountability;

**Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college**

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

**Goal 1:** By June 2022, students scoring Masters performance will increase from 37% to 47%. AP scores in AP Calculus will increase by 10% in each area. TSI pass rates will increase by a minimum of 30% in 9th grade, 50% in 10th grade, and 70% in 11th grade.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 1:</b> Increase college readiness pass rates in each grade level <b>Evaluation Data Sources:</b> Increase TSI scores				

**Strategy 1:** Remediation for basic Algebra 1 concepts in AVID, Algebra 2, and Geometry.

**Strategy's Expected Result/Impact:** Increased TSI scores and EOC scores.

**Staff Responsible for Monitoring:** Math teachers, Dean, AVID Team


**Action Steps:** 1. Test all students that did not take STAAR Math 8. 2. Plan interventions and review data as a Math PLC team. 3. Implement interventions in AVID, Algebra 2, and Geometry. 4. Conduct a TSI/STAAR Prep boot camp during winter break and spring break.


**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college


**Measurable Objective 1 Problems of Practice:**


Student Learning
<b>Problem of Practice 2:</b> There was an increase in students not meeting standards for Algebra 1 EOC. <b>Root Cause:</b> Due to the ongoing pandemic, students did not participate and interact with the course curriculum in traditional ways.

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 2:</b> Increases masters level of achievement on Algebra 1 <b>Evaluation Data Sources:</b> EOC Scores				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 1:** Identify standards with low passing rates during diagnostics and reteach concepts in class and in small group tutorials.

**Strategy's Expected Result/Impact:** Increasing student achievement on STAAR EOC.

**Staff Responsible for Monitoring:** Math Department, Academic tutors

**Action Steps:** 1. Test all students that did not take STAAR Math 8. 2. Plan interventions and review data as a Math PLC team. 3. Implement interventions in AVID, Algebra 2, and Geometry. 4. Conduct a TSI/STAAR Prep boot camp during winter break and spring break. 5. Saturday and afterschool tutorials.

**Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Connect high school to career and college

**Measurable Objective 2 Problems of Practice:**

<b>Student Learning</b>
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<b>Problem of Practice 2:</b> There was an increase in students not meeting standards for Algebra 1 EOC. <b>Root Cause:</b> Due to the ongoing pandemic, students did not participate and interact with the course curriculum in traditional ways.
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**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 1:** The percentage of graduates that meet the criteria for CCMR will be maintained at 100% by August 2024.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of students will be TSI Reading and Writing Complete by the end of their freshman year. <b>Evaluation Data Sources:</b> TSI scores <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Content PLCs will analyze data from Khan Academy and Shmoop to plan remediation.

**Strategy's Expected Result/Impact:** Increase TSI scores

**Staff Responsible for Monitoring:** ELA teachers, Deans

**Action Steps:** 1. Teachers will plan ways to support reading and writing strategies in their content courses during PLCs. 2. Teachers will review TSI data for AVID students every 2-3 months in PLCs.

**Title I Schoolwide Elements:** 2.4

**Measurable Objective 1 Problems of Practice:**

Student Learning
<b>Problem of Practice 2:</b> There was an increase in students not meeting standards for Algebra 1 EOC. <b>Root Cause:</b> Due to the ongoing pandemic, students did not participate and interact with the course curriculum in traditional ways.

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> 100% of students will Math TSI Complete by the end of their sophomore year	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Content PLCs will analyze data from Khan Academy and Shmoop to plan remediations

**Strategy's Expected Result/Impact:** Increased TSI

**Staff Responsible for Monitoring:** Math Team, Deans


**Action Steps:** Create classrooms in Shmoop, and assign lessons. Review data in PLC.


**Title I Schoolwide Elements:** 2.4


**Measurable Objective 2 Problems of Practice:**


<b>Student Learning</b>
<b>Problem of Practice 2:</b> There was an increase in students not meeting standards for Algebra 1 EOC. <b>Root Cause:</b> Due to the ongoing pandemic, students did not participate and interact with the course curriculum in traditional ways.

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> 80% of students will have completed nine credits of dual credit by the end of their sophomore year. <b>Evaluation Data Sources:</b> Fall POFI 1301 averages, Spring POFI 1341 averages, EDUC averages, CHIN1411 averages, CHIN1412 averages, SPAN1411 averages, SPAN1412 averages, Spring College Algebra averages, Summer/Fall/Spring KINE1304 averages <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 1:** AVID teachers conduct student check-ins and review HCC course grades to encourage self advocacy.

**Strategy's Expected Result/Impact:** Increase passing rate of HCC classes.

**Staff Responsible for Monitoring:** AVID teachers, Deans

**Action Steps:** 1, Students will report current averages in HCC courses found on Canvas to AVID teachers in weekly grade checks 2. Teachers will provide action steps and set goals to improve averages.

**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college





**Measurable Objective 3 Problems of Practice:**

<b>School Processes &amp; Programs</b>
<b>Problem of Practice 1:</b> Last year, students struggled in online HCC Classes. <b>Root Cause:</b> Due to the ongoing pandemic, students were forced to balance too many expectations and did not have the necessary support to be successful.

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

**Goal 1:** Identify English I and English II students in need of Response to Intervention (RTI) and provide supports.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of teachers will use AVID check-ins weekly to promote student success and identify early problems. <b>Evaluation Data Sources:</b> Monitoring of weekly check-ins on a weekly base on power school	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** Monitor student progress through multiple points of contact.

**Strategy's Expected Result/Impact:** Increase the number of students that "Meet Grade Level Standard" on STAAR English 1 and English 2.

**Staff Responsible for Monitoring:** Avid teachers

**Action Steps:** PLC teams meet and review strategies to implement during Avid to monitor student progress, Small group tutoring for students who are in need of additional support, Friday check-ins with students.





**Title I Schoolwide Elements:** 2.4

**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 1:</b> There was not an increase in the number of students achieving Masters Level on English 1 and English 2 EOC. <b>Root Cause:</b> Due to the ongoing pandemic, students did not participate and interact with the course curriculum in traditional ways.

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

**Goal 1:** Increase daily attendance rate

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increasing the number of students present to the total number of students enrolled	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** Contact parents of absent students.

**Strategy's Expected Result/Impact:** Increase the ADA rate by 2%.

**Staff Responsible for Monitoring:** Attendance Committee, Counselor, Principal, Attendance Clerk

**Action Steps:** Establish an attendance committee to oversee data and implement steps to improve attendance. The committee meets once a month, reviews attendance data, and ensures the campus Wraparound Specialist meets with chronically absent students. Committee plans and implements celebrations for perfect attendance.

**Title I Schoolwide Elements:** 2.6

**Measurable Objective 1 Problems of Practice:**





School Processes & Programs
<p><b>Problem of Practice 2:</b> Negative impact of ADA attendance numbers while implementing TOL protocols. <b>Root Cause:</b> Lack of direct communication between the TOL student and the campus/teacher of record.</p>



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

**Goal 2:** Increase visibility and recognition for our Early College programming.

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

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Increase recognition for the campus. <b>Evaluation Data Sources:</b> Increase number of applicants to HAIS.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** Strengthen communication with all shareholders.

**Strategy's Expected Result/Impact:** Increase recognition and magnet applications.

**Staff Responsible for Monitoring:** Magnet Coordinator, Principal, Leadership Team

**Action Steps:** 1. Leadership team will utilize several social media outlets to share communication with shareholders. 2. Newsletter to be used as weekly updates for important information. 3. Update and maintain campus website.

**Title I Schoolwide Elements:** 3.1, 3.2

**Measurable Objective 1 Problems of Practice:**

Perceptions
<p><b>Problem of Practice 1:</b> Often, when interviewing prospective candidates, we are told "I did not even know this school was here". <b>Root Cause:</b> The facility provided to HAIS does not reflect the rigorous academic programming offered. One does not infer this is a school with 21st Century Global Graduates, when driving by.</p>

# State Compensatory

## Budget for 348 Houston Academy for International Studies

**Total SCE Funds:** \$22,922.59

**Total FTEs Funded by SCE:** 1.25

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

HAIS uses SCE funds to plan and implement interventions for students who are at risk of dropping out or who have not performed satisfactorily on an EOC. We use hourly tutors for during-the-school-day pullout tutorials. After school teachers of EOC courses host tutorials and assign students who need intervention. Students are identified by teachers in PLC using data.

## Personnel for 348 Houston Academy for International Studies

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dunn, Julian Raymond	Tchr, History	1
Vacant	Lecturer, Hrly	0.25

# Title I Schoolwide Elements

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

### 1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the Shared Decision Making Committee with input from all teachers on staff.

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

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: PTO Meetings, reviewed in SDMC meetings, August Pre-Service for faculty members, and Title 1 Part A Meetings.

### 2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: weekly PLCs, review of schoolwide data including BOY, PSAT, SAT, TSI and STAAR EOC.

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

The SIP is available to parents in the following locations: HAIS website and Title 1 Binder in the HAIS Main Office.

The SIP was made available to parents by: Jill Williams, Title 1 Coordinator, through electronic communication and the HAIS Main Office.

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: Saturday tutorials, afterschool tutorials, and lunch tutorials. HAIS also has extended support from the Senior Academic Tutor.

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

Ways that we increase learning time and a well-rounded education for our students include: Communities in Schools, Social Emotional Learning, and Avid.

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

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

- Building teacher capacity in their content areas and instructional areas: through Avid training, TEACH professional development, weekly PLC meetings.
- Small Group Instruction based on student data needs: TSI, PSAT, SAT, and STAAR EOC.

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

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

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

- Parent - Jeremy Smith
- Parent- Vijaya Bobba
- Teacher- Avis Rodriguez
- Teacher/Admin- Jill Williams
- Admin-Ellen Devaney

The PFE was distributed

- On the campus website on September 2, 2021.
- Emailed via Naviance on September 24, 2021.

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- PLCs will call parents three times each cycle.
- Parent newsletters are emailed home every Friday, with a calendar of school events, classroom updates, etc.
- Parent nights provide students with information on financial aid, college applications, scholarship opportunities.
- PLC will identify struggling students early to contact parents immediately.

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

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

- Meeting #1 - September 2, 2021; 6:00 PM
- Meeting #1 Alternate -September 22, 2021, 6:00 PM
- Meeting #2 - October 4, 2021; 10:30 AM
- Meeting #2 Alternate - October 4, 2021; 2:00 PM
- Meeting #3 - February 21, 2022; 9:00 AM
- Meeting #3 Alternate - February 21, 2022; 3:00 PM
- Meeting #4 - April 4, 2022; 6 PM
- Meeting #4 Alternate -April 5, 2022; 6:00 PM

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diane Turcios	Sr. Academic Tutor		1

# Addendums



**Houston Academy for International Studies  
Professional Development Plan 2021-2022**

**Professional Development by Months**

<b>PD Monthly Focus</b>	<b>PD Topic</b>	<b>Resources</b>	<b>SIP Goal Alignment</b>
August	<ul style="list-style-type: none"> <li>• Mission and Vision PD</li> <li>• August Pre-Service PD</li> <li>• TEACH PD- Exit Directions</li> <li>• Supporting ECHS Students</li> </ul>	OneNote, August PD, TEAMS, TEACH	Goal 1, Goal 2, Goal 3, Goal 4
September	<ul style="list-style-type: none"> <li>• TEACH PD- Foundational Nonverbal Techniques</li> </ul>	TEACH Coach, Grade Level PLCs, Content Planning time, Faculty PD	Goal 1, Goal 2, Goal 4
October	<ul style="list-style-type: none"> <li>• Supporting ECHS Students</li> <li>• TEACH PD- Increasing Student Productivity</li> </ul>	TEACH Coach, Grade Level PLCs, Content Planning time, Faculty PD	Goal 1, Goal 2, Goal 4
November	<ul style="list-style-type: none"> <li>• TEACH PD- Classroom Management Toolkit</li> <li>• Mission Alignment PD</li> </ul>	TEACH Coach, Grade Level PLCs, Content Planning time, Faculty PD	Goal 1, Goal 2, Goal 4
December	<ul style="list-style-type: none"> <li>• Reflection and Planning</li> <li>• Supporting ECHS Students</li> </ul>	Grade Level PLCs, Content Planning time, Faculty PD	Goal 3, Goal 5
January	<ul style="list-style-type: none"> <li>• Interventions and SEL</li> <li>• TEACH PD- Classroom Management Toolkit</li> </ul>	TEACH Coach, Grade Level PLCs, Content Planning time, Faculty PD	Goal 1, Goal 2, Goal 4
February	<ul style="list-style-type: none"> <li>• Interventions and SEL</li> <li>• TEACH PD- Classroom Management Toolkit</li> <li>• Supporting ECHS Students</li> </ul>	TEACH Coach, Grade Level PLCs, Content Planning time, Faculty PD	Goal 1, Goal 2, Goal 4
March	<ul style="list-style-type: none"> <li>• Interventions and SEL</li> <li>• Supporting ECHS Students</li> </ul>	Grade Level PLCs, Content Planning time, Faculty PD	Goal 1, Goal 2, Goal 4
April	<ul style="list-style-type: none"> <li>• Supporting ECHS Students</li> </ul>	Grade Level PLCs, Content Planning time, Faculty PD	Goal 1, Goal 2, Goal 4
May	<ul style="list-style-type: none"> <li>• Supporting ECHS Students</li> <li>• Reflection and Planning- Mission and Vision Refinement</li> </ul>	Grade Level PLCs, Content Planning time, Faculty PD	Goal 1, Goal 2, Goal 3, Goal 4, Goal 5