Houston Independent School District
019 Worthing High School
2022-2023 Campus Improvement Plan
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Comprehensive Needs Assessment

Revised/Approved: August 15, 2022

Demographics

Demographics Summary

Worthing Early College High School serves a population of 850 students in the Sunnyside area. Our ethnicities include: 68% African-American, 30% Hispanic, 3% Other. 98% of our students are classified as economically disadvantaged and at-risk. Our total Special Education population is approximately 19%, which is a significant population. Based on our new programs, we are beginning to see an increase in student transfers (10% currently). A portion of our feeder pattern population is drawn outside of the neighborhood with other campuses that offer attractive programs for elementary and middle school, which ultimately impacts our population over time. On last year, we were able to complete a successful implementation of our Early College and International Baccalaureate programs, which does help in recruitment of our students back to their home campus of Worthing. This year we are excited to market our new Magnet program (Agriculture and Aquatic Science), which also will be attractive to our student population. The graduation rate for our campus has continued to increase over the past few years (), with 99% of our enrolled seniors walking across the graduation stage. We have a strong system of tracking (Graduation Readiness Task Force) for the class cohort to ensure we discuss reconnect opportunities for any students behind in multiple years with graduation, in an effort to sustain our improvements made recently with graduation rate.

At Worthing, we offer three self-contained classes (one Autism-Structured Learning Center and two Lifeskills classes), a Behavior Support Inclusion class, and Resource/Inclusion to better support students with special needs. We utilize Wraparound, Triage, At-Risk, and Attendance Case Workers as monitors for students dealing with attendance/truancy, and potential dropouts. We collaborate with multiple partnerships to offer Socio-emotional learning strategies and practice as an additional support. Attendance continues to be a prioritized focus for our campus, as we aim for our goal of 94% or higher.

Demographics Strengths

The strengths of our demographics include a significant population of students that demonstrate resiliency and academic performance while at Worthing Early College High School. The past few years have had a strong emphasis on enhancing the instructional focus, which has continuous led to increased scores across all domains. From the prior year (2021-2022), we maintained a high level of college & career readiness data, with 98% of students completing college applications (with acceptance) and FAFSA. We continue to engage opportunities for our Special Education students to thrive in post-secondary readiness, having 100% of our graduating students to attend a continuing education program or workforce placement. In addition, we have worked diligently to increase our CCMR target score, as we achieved a 53% rate which was the highest ever for the campus. This was attributed to a strong CCMR Task Force for monitoring progress and teacher attentiveness to instructional ways of supporting student achievement with CCMR.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Based on our historical data, we have a substantial percentage of students that meet standard at the Approaches level, however we need to increase our percentage of students at the Meets and Masters levels (with respect to sub-population groups). Root Cause: The deficiencies formulated with our students from previous learning institutions, create challenges for our current teachers to stretch learning to mastery and force remediation of prior learning.
Student Learning

Student Learning Summary

More than 60% of our students that enter at the 9th grade level, exhibit levels of deficiencies and learning gaps from multiple years (including the pandemic interruption). As we utilize our baseline data at the BOY (beginning of year), we begin immediate targeted intervention supports to assist with filling gaps and moving the needle towards objective mastery. Literacy performance from last year, demonstrates that our English II students are progressing at a more rapid rate, as they spend more time with instructional value at our campus. Literacy performance rates for English I students are still at a subpar level, based on STAAR and Renaissance 360 data. It is incumbent upon us to establish strong systems of tiering and provide intensive learning supports to build on achievement levels. Our retester rates have continued to decline (less than 20%), as we have seen consistent growth in the areas of Algebra, Biology, and U.S. History. For English I, the retester rate is still around 40%, which is attributed to lack of comprehension and analytical application skills with literacy.

Our continued plan is to focus on providing high-quality, first-tier instruction that cultivates learning opportunities of building towards skill mastery. Leaders are invested in coaching and planning with teachers on a daily basis, as we provide targeted instruction that aligns with the necessary strategies for skill development of students. It is an expectation that we provide formative assessments with each unit and document growth through utilization of department data-trackers. This has been of great benefit to analysis of student improvement and planning for additional interventions that are necessary. Gathering baseline data (historical and current) to monitor the growth of our students is a best practice for our campus and expectation campus wide.

Student Learning Strengths

The major strengths that we have identified for our campus, are the targeted direct instruction and interventions provided to push student performance at a standard level. We continue to embrace the supporting middle schools that provide high school credits (Algebra, Geometry, Biology, etc.), as this supports the graduation plans for our students and enhances the master scheduling flexibility. Moreover, this enables an advantage to expand the learning opportunities for our students that already possess the skills to proceed forward in post-secondary readiness. Furthermore, this also stretches the attentiveness to Tier 2 and Tier 3 students, as teachers can provide a more focused support to address their needs.

Worthing is a part of the AP (Advanced Placement) Initiative process, which has afforded us the opportunity to implement more Pre-AP and AP courses within our master schedule. This has a positive impact on our students, as they receive more choices with AP across various content areas, increasing GPA and college readiness. Moreover, this also enables greater percentages of CCMR points with students earning proficient scores. We utilize AVID as a course that supports student readiness for AP.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Based on our 2021-2022 STAAR data, our English I scores are still at a below standard due to low fluency and comprehension literacy levels. Root Cause: Tier-one instruction and interventions for students prior to high school have not been able to close the gaps and address deficiencies, in preparation for English I EOC.
School Processes & Programs

School Processes & Programs Summary

Worthing Early College High School offers a large quantity of programs that enable opportunities for our students to express their talents and development of the whole child. Academically, we are an Early College High School with a focus on students taking dual credit classes to potentially complete high school with an Associate's Degree, as well as their high school diploma. Our International Baccalaureate process is a career-related programme focusing in the areas of Spanish, Advanced Mathematics (Pre-Calculus & Calculus), and Instructional Technology. We still have intentions to expand our International Baccalaureate program, as students achieve successful levels throughout the program. Through our Career and Technical Education Pathways (with state recognized endorsements) we offer the following: Agriculture & Animal Science, Business Marketing, Education & Human Growth Development, Hospitality & Tourism, and Instructional Technology - Web Game Development. This year we have worked collaboratively with the College and Career Readiness department to ensure that the culminating industry-based certifications at completion of each pathway, have alignment with the content.

Worthing Early College High School provides offerings of UIL athletic programs for students to display their physical talents, including: football, basketball, volleyball, track & field, baseball/softball, soccer, and golf. We are proposing the addition of tennis and swimming for our students. Over the past two years, we have seen athletic success in basketball and volleyball at playoff levels. Our Fine Arts programs are consistently growing and producing remarkable elements for our students to be heavily engaged with. The Worthing Marching Pride of Sunnyside band continues to be a thriving program, most recently performing at the NFL Hall of Fame parade in honor of the induction for Worthing alum (Clifford Branch). Visual Arts, Theatre Arts, and Dance have also been enhancement programs that are successful as well. Our Navy Cadet JROTC program is also growing, as students learn and engage more in the program.

In addition to our current programs, Worthing was selected to have a designated Magnet program. We received community input and decisively chose Agriculture & Animal Science, as a desired program of support that meets the talent needs for students in our area. This unique program will dive deeper into agriculture, horticulture, and the aquatic sciences for student comprehension. We have developed partnerships with Ivy Leaf Farms and the Houston Botanical Gardens to strengthen the offering of field experiences. We look forward to the success of our program in the future.

School Processes & Programs Strengths

The strengths of our programs are evident with our CTE pathways, as we met all sub-population target groups with CCMR Accountability last year. We are seeing the benefit of not only the school accountability, but also preparation for our students as they venture out into the real world. With each CTE pathway, we have developed community partnerships and enabled opportunities for students to gain real-life experiences in the workforce. We also are proud of our students’ interaction with the G-Unity Business Lab, as we had two groups to win the Hustle Tank competition and receive substantial funding to launch their business endeavors. With having alignment in our Business Marketing pathway, we know our students are obtaining the skills necessary to thrive in society.

It is also clear that our Worthing Marching Pride of Sunnyside band is continuing to blossom, as they perform on a regular basis at various events in representation of the school and district. The band is still scheduled to perform with the National Independence Day Parade in Washington, DC on July 4, 2023. As the band grows and expands, we are also seeing expansion of the dancers, cheerleaders, and other branches, so it is sparking positive refinement throughout the department.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: We have a large quantity of school programs to offer, however the identify of one prioritized program that we master and defines our campus culture has not been defined. Root Cause: Due to traditionally the campus not having many options for programs, we have now engaged in what may be an overwhelming number of programs.
Perceptions

Perceptions Summary

Leaders and staff have worked diligently to enhance the culture of Worthing Early College High School through comprehensive status to become a successfully performing academic institution. The implementation of new programs (Magnet, Early College, International Baccaleaureate, etc.) provides a heightened sense of attractiveness to our students and parents, which is rightfully deserved. In previous years, the campus had many struggles with safety incidents, low academic performance, and lack of programming. It is incumbent upon leadership now to consistently make a concerted effort to continue building trust with our core values and define our own narrative, in opposition of the negative connotations that were present. It is our believe that the more we involve students in academic and social programs of the campus, the higher the level of positive perceptions we will have for our school.

In addition to the challenges listed above, we have also established stronger systems that focus on instruction and student empowerment to academic success. We utilize student council and class representatives to engage in dialogue about ways to constantly improve and value their feedback. Our PTA is fully functional and supports many campus programs as well. Moreover, our community partnerships are very supportive and we work cohesively to create as many positive experiences for our students.

Perceptions Strengths

We attribute the positive culture to maintaining an open line of communication and having a consistent presence around campus. Worthing has a strong history of producing talented students and alum, which also contributes to the positive representation. One new element that we have introduced is the Possip platform, which affords us survey feedback from parents and students. This data helps assist in us making the necessary adjustments and decision changes to best support the perceptions of the community with our campus.

Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Negative perceptions of safety concerns in the community (environmental factors) and lack of programs in prior years, deterred families from enrolling their students at Worthing. **Root Cause:** Lack of awareness to initiatives and programs at the campus, as well as high crime rates in the neighborhood.
Priority Problems of Practice
Comprehensive Needs Assessment Data Documentation

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

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

**Accountability Data**
- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

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

**Student Data: Behavior and Other Indicators**

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

**Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
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: For the 2022-2023 school year, Worthing ECHS students taking the English I and English II STAAR/EOC assessments will achieve proficiency at 65% Approaches, 45% Meets, and 25% Masters.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Students will demonstrate progressive academic growth by DLA assessment results of 50% of students on target to meet campus goal 1 with English I & English II.

Evaluation Data Sources: DLA or mid-year assessment results

HB3 Board Goal

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<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1</strong>: Consistent Monitoring through data dives and implementation of action items that drive student mastery</td>
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<td><strong>Strategy's Expected Result/Impact</strong>: Consistency with tracking data informed decisions</td>
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<td><strong>Staff Responsible for Monitoring</strong>: Principal</td>
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DDI
Jamecia Crenshaw-Jones, Dean of Instruction
Charsheika Berry-Keller, English Specialist
English I & English II Teachers

**Action Steps:**
2. Tri-Weekly Common Formal Assessments (CFA's)
3. District Learning Assessments (DLAs)
4. Data Dive Professional Learning Communities
5. ELAR Leadership Data Conferences
6. Routinely update ELAR Data Walls

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
  Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Measurable Objective 2:** Students will demonstrate achievement towards writing goal of essay proficiency at 2 or higher for at least 75% of students taking English I & II.

**Evaluation Data Sources:** Writing Samples in Early Spring

**HB3 Board Goal**
### Strategy 1 Details

**Strategy 1:** Implementation of consistent writing best practices across content areas that align to STAAR 2.0 essay proficiency

- **Strategy’s Expected Result/Impact:** Increased writing proficiency
- **Staff Responsible for Monitoring:**
  - Principal
  - Jamecia Crenshaw-Jones, Dean of Instruction
  - Charisheika Berry-Keller, English Specialist
  - All WECHS Deans
  - All WECHS Teachers

- **Action Steps:**
  1. Writing calibration walk
  2. Writing conferences with English Teacher
  3. One-Week Writer's Workshop for all English I & English II teacher
  4. Cyclical teacher-student writing conferences, with teachers providing written feedback
  5. Writing professional development for all WECHS teachers

### Reviews

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#### Measurable Objective 3:

Students will demonstrate progressive academic growth by TEA Interim Assessment 2 results of 75% of students on target to meet campus goal 1 with English I & English II.

- **Evaluation Data Sources:** TEA Interim Assessments results
- **HB3 Board Goal**
**Strategy 1 Details**

**Strategy 1:** Implementing the 2022 - 2023 Worthing Early College High School ELAR Plan instructional strategies

**Strategy's Expected Result/Impact:** Attentiveness to department-wide expectations that support consistent, data-driven instructional strategies aligned to STAAR 2.0

**Staff Responsible for Monitoring:** Principal  
Jamecia Crenshaw-Jones, Dean of Instruction  
Charsheika Berry-Keller, English Specialist  
All WECHS ELAR Teachers

**Action Steps:** 1. Execution of ELAR Retester Plan (Small Group Pullouts, Saturday Tutorials, Supplemental Aids, Technology Practice & Support)  
2. Execution of ELAR Classroom Plan (Environmental Intentionality, Building Culture of Literacy, Weekly PLCs)  
3. Execution of Intervention Plan (RTI/IAT Process, Tiered Supports, Small Grouping Effective Practices)

**Title I:**  
2.4, 2.5, 2.6  
- **TEA Priorities:**  
  Recruit, support, retain teachers and principals, Build a foundation of reading and math

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- **No Progress**  
- **Accomplished**  
- **Continue/Modify**  
- **Discontinue**
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: For the 2022-2023 school year, Worthing ECHS students taking the Algebra I STAAR/EOC assessments will achieve proficiency at 80% Approaches, 60% Meets, and 40% Masters

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Students will demonstrate progressive academic growth by DLA assessment results of 50% of students on target to meet campus goal 1 with Algebra I.

Evaluation Data Sources: DLA or mid-year results

HB3 Board Goal

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<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1</strong>: The teachers will create objective-driven lessons with build-in differentiated instruction to support all learning types and special populations (SPED, 504, and GT).</td>
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<td><strong>Strategy's Expected Result/Impact</strong>: 50% of the students will meet their targeted goal by DLA assessment from teachers incorporating tiered assignments and workstations weekly in Tier 1 instruction.</td>
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<td><strong>Staff Responsible for Monitoring</strong>: Principal</td>
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<td>Dean of Instruction</td>
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<td>Data-Driven Instruction Specialist</td>
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<td>Algebra I Teachers</td>
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<td><strong>Action Steps</strong>: During the PLC learning cycle, teachers will be coached on backward planning, analyzing TEKS using Lead4ward Field Guides, and reviewing campus historical data for the upcoming six weeks. The Dean of Instructions will check the alignment of planned activities to the expected learning outcome. The teacher will participate in lesson at-bats weekly for feedback before executing Tier 1 instruction. The teacher will collect informal and formal data on student mastery. The teachers will create workstations based on standard progression for students. The teacher will use data to reflect on Tier 1 instruction and create an action plan addressing individual students' needs.</td>
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<td><strong>Title I</strong>:</td>
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<td>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</td>
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<td>- Results Driven Accountability</td>
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0% No Progress 100% Accomplished Continue/Modify Discontinue

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Campus #019
December 15, 2022 3:23 PM
Measurable Objective 2: Students taking upper-level math courses (Geometry, Algebra II, etc.) will demonstrate academic progression with 40% of students achieving TSI assessment proficiency.

- **Evaluation Data Sources:** TSI Assessment results
- **HB3 Board Goal**

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<tr>
<td><strong>Strategy 1:</strong> Math teachers will use scaffolding strategies by modeling cognitive and metacognitive strategies for problem-solving.</td>
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<td><strong>Strategy’s Expected Result/Impact:</strong> 40% of the students will demonstrate academic proficiency on the TSI assessment.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Principal, Dean of Instruction, Data-Driven Instruction Specialist, Math Teachers</td>
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<tr>
<td><strong>Action Steps:</strong> Teachers will be coached on the Think Aloud literacy strategy. Teachers will demonstrate test-taking methods for analyzing and solving word problems.</td>
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| Title I: |
| 2.4, 2.5, 2.6 |
| **TEA Priorities:** |
| Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools |
| **Targeted Support Strategy - Results Driven Accountability** |

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Measurable Objective 3: Students will demonstrate progressive academic growth by TEA Interim Assessment 2 results of 75% of students on target to meet campus goal 1 with Algebra 1.

- **Evaluation Data Sources:** TEA Interim Assessment results
- **HB3 Board Goal**
Strategy 1: Attentiveness to department-wide expectations that support consistent, data-driven instructional strategies aligned to Algebra I STAAR

**Strategy’s Expected Result/Impact:** 75% of the students will meet their targeted goal by TEA Interim Assessment by incorporating small group stations and differentiated instruction during tier 1 instruction.

**Staff Responsible for Monitoring:** Principal
Dean of Instruction
Data-Driven Instruction Specialist
Math Teachers

**Action Steps:** Teachers will receive coaching on effective practices to plan and implement differentiated instruction, using data to group students in homogenous and heterogeneous groups for workstations and small groups. Teachers will participate in formative assessment data analysis to monitor and adjust to the student's level of mastery. The teacher will plan weekly workstations and small groups based on the formative assessment data and a re-teach plan created and reviewed with the Math Dean of instruction.

**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

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0% No Progress 100% Accomplished Continue/Modify Discontinue
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: For the 2022-2023 school year, Worthing ECHS graduating seniors in the class of 2023 will achieve earning their CCMR point at a percentage of 80% or higher.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: By the November 2022 CCMR Task Force Monthly Meeting, 100% of students in the graduating cohort of 2023 will have a concrete plan of action for successful completion of earning a CCMR point.

Evaluation Data Sources: CCMR Task Force Meeting Minutes (November 2022)

HB3 Board Goal

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<td><strong>Strategy 1:</strong> 100% of the graduating cohort of 2023 will be identified for earning a CCMR point for TSI, College Prep, Dual Credit, IBC, IEP, or AP.</td>
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<td>Strategy's Expected Result/Impact: Increase the number of students in the 2023 graduating cohort who earn a CCMR point</td>
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<td>Staff Responsible for Monitoring: CCMR Committee</td>
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<td>Action Steps: CCMR Committee will meet monthly to track student progress toward earning a CCMR point in identified area.</td>
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<tr>
<td>TEA Priorities: Connect high school to career and college</td>
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### Strategy 2 Details

**Strategy 2:** Conduct in-person visits of College Prep, AP, and CTE classes to meet with 12 grade students to present and discuss with them the importance of being college and career ready.

**Strategy's Expected Result/Impact:** Increase the number of students in the 2023 graduating cohort who earn a CCMR point

**Staff Responsible for Monitoring:** Counselors: Ms. Moses and Ms. Stewart  
College & Career Advisor: Mr. Ealy  
Advance Academics Coordinator: Mr. Riley

**Action Steps:** Prepare presentations and dissemination of materials to present to students.

**TEA Priorities:**  
Connect high school to career and college

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
<td>Mar</td>
</tr>
</tbody>
</table>

#### Measurable Objective 2: By the January 2023 CCMR Task Force Monthly Meeting, 75% of the graduating cohort of 2023 will have demonstrated on-target progress to earning their CCMR point.

**Evaluation Data Sources:** CCMR Task Force Meeting Minutes (January 2023)

**HB3 Board Goal**

---

### Strategy 1 Details

**Strategy 1:** 75% of the graduating cohort of 2023 will be identified for earning a CCMR point for TSI, College Prep, Dual Credit, IBC, IEP, or AP.

**Strategy's Expected Result/Impact:** Increase the number of students in the 2023 graduating cohort who earn a CCMR point.

**Staff Responsible for Monitoring:** CCMR Committee

**Action Steps:** CCMR Committee will meet monthly to track student progress toward earning a CCMR point in identified area.

**TEA Priorities:**  
Connect high school to career and college

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
<td>Mar</td>
</tr>
</tbody>
</table>
Strategy 2 Details

**Strategy 2:** Each Career Pathway, with the exception of Business, will be reviewed for students on track toward receiving a certification.

**Strategy's Expected Result/Impact:** Increase the number of students in the 2023 graduating cohort who received an Industry Based Certification.

**Staff Responsible for Monitoring:** CTE Senior-Level Teachers: Jolivet-Gronski, Charles, M. Walker, Fuller, Bell

**Action Steps:** Ensure each teacher has registered and received IBC vouchers for every senior enrolled in their class.

**TEA Priorities:**
Connect high school to career and college

<table>
<thead>
<tr>
<th>Measurable Objective 3:</th>
<th>By the April 2023 CCMR Task Force Monthly Meeting, 70% of the graduating cohort of 2023 will have successfully achieved their CCMR point.</th>
</tr>
</thead>
</table>

**Evaluation Data Sources:** CCMR Task Force Meeting Minutes (April 2023)

**HB3 Board Goal**

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 70% of the graduating cohort of 2023 will be identified for earning a CCMR point for TSI, College Prep, Dual Credit, IBC, IEP, or AP.</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy's Expected Result/Impact:** Increase the number of students in the 2023 graduating cohort who earn a CCMR point

**Staff Responsible for Monitoring:** CCMR Committee

**Action Steps:** CCMR Committee will meet monthly to track student progress toward earning a CCMR point in identified area.

**TEA Priorities:**
Connect high school to career and college
**Strategy 2 Details**

**Strategy 2:** Every Career Pathway with the exception of Business will be reviewed for certification, along with status check of students enrolled in College Prep and AP, and students who have an IEP.

**Strategy's Expected Result/Impact:** Increase the number of students in the 2023 graduating cohort who earn a CCMR point

**Staff Responsible for Monitoring:** CCMR Committee

**Action Steps:** CCMR Committee will meet monthly to track student progress toward earning a CCMR point in identified area.

**TEA Priorities:**
Connect high school to career and college

---

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
<td>Mar</td>
</tr>
</tbody>
</table>

- ![0%](#) No Progress
- ![100%](#) Accomplished
- ![Continue/Modify](#) Continue/Modify
- ![x](#) Discontinue
Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: For the 2022-2023 school year, Worthing ECHS students that receive special education services in the areas of English I and English II will achieve 25% or higher proficiency at the Meets grade level standard.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the Middle of Year Renaissance 360 Assessment, students receiving Special Education services will demonstrate progressive growth with English results at 50% or higher.

Evaluation Data Sources: Renaissance 360 Middle of Year results

HB3 Board Goal

Measurable Objective 2: Students receiving Special Education services in the areas of English I & English II will demonstrate progressive growth with TEA Interim results that are on target to increase proficiency at the Meets level by 10% or higher.

Evaluation Data Sources: TEA Interim Assessment results

HB3 Board Goal

Measurable Objective 3: Students receiving Special Education services in the areas of English I & English II will demonstrate progressive growth to 20% or higher at the Meets level with STAAR release assessment.

Evaluation Data Sources: STAAR/EOC Release Assessment results

HB3 Board Goal
Board Goal 5: N/A - Additional Campus Goals

Goal 1: For the 2022-2023 school year, Worthing ECHS will achieve 94% or higher for attendance at the ADA rate.

  Strategic Priorities:
  Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: DRIP Attendance Task Force will meet weekly to monitor and track attendance rate for goal achievement.

  Evaluation Data Sources: Weekly DRIP Attendance Task Force Meeting

HB3 Board Goal

Measurable Objective 2: Attendance Case Workers will conduct daily reviews of attendance compliance, create attendance contracts for chronic absenteeism students, and maintain consistent communication with parents for attendance concerns.

  Evaluation Data Sources: Attendance Case Worker Document Logs
Board Goal 5: N/A - Additional Campus Goals

Goal 2: For the 2022-2023 school year, Worthing ECHS will decrease the number of Out-of-School Suspensions to no more than 8% infractions for the student population.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency
Board Goal 5: N/A - Additional Campus Goals

Goal 3: For the 2022-2023 school year, Worthing ECHS will review safety standards to increase violence prevention and minimize campus physical altercations to no more than 25.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4:** For the 2022-2023 school year, Worthing ECHS will maintain 98% or higher ARD/IEP compliance monthly.

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

**Measurable Objective 1:** Monthly Special Education progress reports will demonstrate 98% or higher with compliance.

**Evaluation Data Sources:** Monthly reports
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 5:** For the 2022-2023 school year, the population of Emergent Bilingual students that demonstrate a year's growth proficiency with TELPAS will be at 60% or higher.

**Strategic Priorities:**
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Measurable Objective 1:** 50% or higher of Emergent Bilingual students will demonstrate achievement levels to be on target with K-12 Summit progress monitoring for the MOY.

**Evaluation Data Sources:** K-12 Summit MOY Data

**HB3 Board Goal**
Board Goal 5: N/A - Additional Campus Goals

Goal 6: For the 2022-2023 school year, Worthing ECHS will re-establish an active PTA status, meeting all requirements for yearly goals and earn a "Platinum" status as a family-friendly school.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent
Board Goal 5: N/A - Additional Campus Goals

Goal 7: 100% of students attending Worthing Early College High School will meet the immunization and health requirements, as mandated by the Houston ISD Health department.

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

Measurable Objective 1: Nurse Robinson-Vaval will conduct regularly scheduled data review and screenings for verification of immunization requirements by December 2022.

   Evaluation Data Sources: Health Screenings Data Reports
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)
## RDA Measurable Objectives

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Consistent Monitoring through data dives and implementation of action items that drive student mastery</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>The teachers will create objective-driven lessons with build-in differentiated instruction to support all learning types and special populations (SPED, 504, and GT).</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Math teachers will use scaffolding strategies by modeling cognitive and metacognitive strategies for problem-solving.</td>
</tr>
</tbody>
</table>
## Targeted Support Measurable Objectives

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Consistent Monitoring through data dives and implementation of action items that drive student mastery</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Math teachers will use scaffolding strategies by modeling cognitive and metacognitive strategies for problem-solving.</td>
</tr>
</tbody>
</table>
## Additional Targeted Support Measurable Objectives

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Consistent Monitoring through data dives and implementation of action items that drive student mastery</td>
</tr>
</tbody>
</table>
State Compensatory

Budget for 019 Worthing High School

Total SCE Funds: $216,499.00
Total FTEs Funded by SCE: 2.35

Brief Description of SCE Services and/or Programs

We have three staff members that are funded from the State Compensatory Education Fund, in an effort to support instructional learning and alleviate potential student dropout rates. Their presence as a teacher is working with students to fulfill their academic requirements towards graduation. We utilize $10,236 in substitute teachers and salaried associate teachers for instructional supports with teachers that are absent. We utilize $13,654 for extra duty pay with teachers, as they engage in tutorials or End of Course preparation interventions assessments. $15,130 is spent on hourly pay for our lecturers that support small group pull-outs with targeted instruction. The budget string for transportation with students has $810.25 budgeted. Lastly, there is $5,000 in general supplies to supplant additional needs of educational resources.

Personnel for 019 Worthing High School

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jatwan Gorman</td>
<td>Tchr, History</td>
<td>0.35</td>
</tr>
<tr>
<td>Kalethia Gines</td>
<td>Tchr, Reading 6-12</td>
<td>1</td>
</tr>
<tr>
<td>Willie Wilmer</td>
<td>Tchr, History</td>
<td>1</td>
</tr>
</tbody>
</table>
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Wheat</td>
<td>Sr. Academic Tutor - 12M</td>
<td>Academic Support</td>
<td>1</td>
</tr>
<tr>
<td>Nicole Tucker</td>
<td>Tchr, Math</td>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Steffen Marshall</td>
<td>Tchr, ClassSize Reduction Gen - Title 1</td>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>Te Andrea Coleman</td>
<td>Tchr, Physical Education</td>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>
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....
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....*
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).

<table>
<thead>
<tr>
<th></th>
<th>Meeting #1:</th>
<th>Alternate Meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Meeting #2:</td>
<td>Alternate Meeting:</td>
</tr>
<tr>
<td>3</td>
<td>Meeting #3:</td>
<td>Alternate Meeting:</td>
</tr>
<tr>
<td>4</td>
<td>Meeting #4:</td>
<td>Alternate Meeting:</td>
</tr>
</tbody>
</table>

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 partial-funded Title I positions are not allowable.

<table>
<thead>
<tr>
<th>Position</th>
<th>Job Codes</th>
<th>Allowable Title I Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor, Sr. Academic (Hourly)</td>
<td>30002430, 30002462 (Title I only)</td>
<td>Tutor (Hourly)</td>
</tr>
<tr>
<td>Tutor, Sr. Academic</td>
<td>30002421</td>
<td>Librarian</td>
</tr>
<tr>
<td>Counselor (must have rationale that shows duties are supplemental to the regular school program)</td>
<td>10M – 30001702, 11M – 30001703, 12M – 30001704</td>
<td>Nurse</td>
</tr>
<tr>
<td>Counselor (Hourly)</td>
<td>30003145, 30003401 (Title I only)</td>
<td>Student Information Representative (SIR)</td>
</tr>
<tr>
<td>Social Worker (must have rationale that shows duties are supplemental to the regular school program)</td>
<td>10M – 30003450, 11M – 30003451, 12M – 30003452, Hrly – 30003448</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Licensed Specialist in School Psychology (LSSP), Title I</td>
<td>11M – 30009677, 12M – 30009678</td>
<td>Licensed Specialist in School Psychology (LSSP), Title I</td>
</tr>
<tr>
<td>Coach, Graduation</td>
<td>30002837</td>
<td>Coach, Graduation</td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td>11M – 30002414, 12M – 30002415</td>
<td>Instructional Specialist</td>
</tr>
<tr>
<td>Hrly – 30002416</td>
<td></td>
<td>Hrly – 30002416</td>
</tr>
<tr>
<td>Teacher, AVID</td>
<td>30000829</td>
<td>Teacher, AVID</td>
</tr>
<tr>
<td>Teacher Specialist</td>
<td>10M – 30000082, 11M – 30000770, 12M – 30001147</td>
<td>Teacher Specialist</td>
</tr>
<tr>
<td>Teacher Development Specialist</td>
<td>11M – 30003814, 12M – 30003813</td>
<td>Teacher Development Specialist</td>
</tr>
<tr>
<td>Hrly – 30003916</td>
<td></td>
<td>Hrly – 30003916</td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [General]</td>
<td>30003397</td>
<td>Teacher, Intervention (Hourly) All grade levels - [General]</td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [Math]</td>
<td>30003398</td>
<td>Teacher, Intervention (Hourly) All grade levels - [Math]</td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [Reading]</td>
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<td>Teacher, Intervention (Hourly) All grade levels - [Reading]</td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [Science]</td>
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<td>Teacher, Intervention (Hourly) All grade levels - [Science]</td>
</tr>
<tr>
<td>Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)</td>
<td>30001698</td>
<td>Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)</td>
</tr>
<tr>
<td>Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)</td>
<td>30001699</td>
<td>Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)</td>
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<tr>
<td>Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)</td>
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<td>Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)</td>
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<tr>
<td>Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)</td>
<td>30001701</td>
<td>Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)</td>
</tr>
<tr>
<td>Teacher, Coach</td>
<td>30008512</td>
<td>Teacher, Coach</td>
</tr>
<tr>
<td><em>Teacher, Class-Size, 6-8</em></td>
<td>30001366</td>
<td><em>Teacher, Class-Size, 6-8</em></td>
</tr>
<tr>
<td><em>Teacher, Class-Size, 9-12</em></td>
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<td><em>Teacher, Class-Size, 9-12</em></td>
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<tr>
<td><em>Teacher, Class-Size, K-5</em></td>
<td>30001377</td>
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</tr>
<tr>
<td><em>Teacher, Class-Size, K-6</em></td>
<td>30000553</td>
<td><em>Teacher, Class-Size, K-6</em></td>
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<tr>
<td><em>Teacher, Class-Size, K-7</em></td>
<td>30001374</td>
<td><em>Teacher, Class-Size, K-7</em></td>
</tr>
<tr>
<td><em>Teacher, Class-Size, K-8</em></td>
<td>30001705</td>
<td><em>Teacher, Class-Size, K-8</em></td>
</tr>
</tbody>
</table>

*Before hiring a CSR teacher, schools must first meet the State’s standards for pupil-teacher ratio (e.g., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 26:1 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 (e.g., K–4 = 22:1; grade 5–6 = 26:1; grades 6–8 = 28:1 or class size of 180 students; grades 9–12 = 30:1 or class size of 180 students).*

Rev. 01/13/2022

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:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-State Travel</td>
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<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Lessons</td>
<td></td>
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</tr>
<tr>
<td>Contracted Services</td>
<td></td>
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</tr>
<tr>
<td>Tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Outlay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Positions</td>
<td></td>
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</tbody>
</table>