

Houston Independent School District
009 Wisdom High School
2022-2023 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Perceptions	4
Priority Problems of Practice	6
Comprehensive Needs Assessment Data Documentation	7
Board Goals	10
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.	11
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.	15
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.	17
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.	19
Board Goal 5: N/A - Additional Campus Goals	21
State Compensatory	35
Budget for 009 Wisdom High School	36
Personnel for 009 Wisdom High School	36
Title I	36
1. Comprehensive Needs Assessment (CNA)	37
1.1: Comprehensive Needs Assessment	37
2. Campus Improvement Plan	37
2.1: Campus Improvement Plan developed with appropriate stakeholders	37
2.2: Regular monitoring and revision	37
2.3: Available to parents and community in an understandable format and language	37
2.4: Opportunities for all children to meet State standards	37
2.5: Increased learning time and well-rounded education	38
2.6: Address needs of all students, particularly at-risk	38
3. Annual Evaluation	38
3.1: Annually evaluate the schoolwide plan	38
4. Parent and Family Engagement (PFE)	39
4.1: Develop and distribute Parent and Family Engagement Policy	39
4.2: Offer flexible number of parent involvement meetings	39
5. Targeted Assistance Schools Only	40
Addendums	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our current campus demographics consists of 2,251 students, four Assistant Principals for each grade level cohort, one Data and Culture Assistant Principal, two Deans of Instruction, eighty-six full-time Teachers, eight Teacher Specialists, four Cohort Counselors, one Social and Emotional Learning Counselor, one Campus Data Specialist, one At-Risk Administrator, four Cohort student Case Workers, one Nurse, three College Access Coordinators, one Graduation Lab Coach, one Behavior Specialist, two Campus Instructional Technologists, and nineteen support staff. The student ethnicity is 72% Hispanic, 12% African American, 9% Asian, and 7% White. Our student gender includes 58% males and 42% females. Other student demographic information is as follows: 97% are Economic Disadvantaged, 68% are Emergent Bilinguals (EB), 11% receive Special Education, 3% are 504, and 31% are Title One. Our current attendance rate is 90.3%. Most ninth graders come from Jane Long Academy, Pilgrim Academy, and Paul Revere Middle School however, our campus receives students from Pin Oak and Tanglewood Middle school campuses. The graduation rate is under 70% with a drop-out rate is slightly over 6%. To date, our enrollment shows a 9% increase than the last school year.

As a comprehensive high school that represents fifty-four countries and over twenty languages spoken. Margaret Long Wisdom (Wisdom) maintains a variety of student organizations and clubs that include Junior Reserve Officers Training Corps (JROTC), University Interscholastic League (UIL) for academics and sports, the National Honor Society, Mu Alpha Theta (Math Honor Society), Robotics Club, and other afterschool programs. We offer program customization and industry-based certifications in the areas of computer science, engineering, fine arts, health, business, law, education, construction, welding, and technology. Wisdom is a 3DE Junior Achievement campus that engages its students with learning that reflects the world we live.

Wisdom has a complete college and career-readiness education center that provides students with assistance in the completion of their Free Application for Federal Student Aid (FAFSA), assistance with college selections and college applications. Wisdom partners with Upward Bound, Emerge, and Young Life to provide students with postsecondary options and personal growth opportunities.

To support the basic needs of all our students, we have two Wraparound Resource Specialist, and we partner with the Community in Schools to support students social and emotional needs. Wisdom has partnered with the Baylor College of Medicine Teen Clinic for over a decade to provide neighborhood medical services including health screenings, immunizations, and other medical services. Additionally, we have an on-sight YMCA day care facility to support our families.

Demographics Strengths

All at-risk students have rigorous courses through the Houston ISD Advanced, AP course work, supplemented by academic and behavior interventions via cohort Student Case Workers and counseling services with our Social and Emotional Learning Counselor. We support our EB students with varying levels of English Language courses with language objectives by all teachers. We hold content level Professional Learning Communities (PLC) weekly, and we provide extra tutorial supports, credit recovery after school, and online using the graduation lab. We use a intensive attendance monitoring system by daily follow-up calling and communication with parents to promote student attendance.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Increasing mobility

Problem of Practice 2: The year 2021-2022 Wisdom had a 20% turnover of teachers **Root Cause:** The large percentage of turnover is due to changes in leadership and expectations

Problem of Practice 3: The year 2021-2022 parent engagement in school and school related activities was ----- % **Root Cause:** The low percentage of parental engagement in school activities can be attributed to COVID and social distancing policy and language and cultural barriers.

Perceptions

Perceptions Summary

One of the biggest focus areas of Wisdom High School for the academic year 2022-2023 is relationships. Building relationships between the campus and community members, teachers and students, administration and teachers, and teachers and students will be an ongoing endeavor through various school-based activities.

This year to have a positive image of the campus in the community, activities have been planned, so that community has multiple opportunities to interact with campus personnel. This year every cohort had orientation for students and families before the start of school. Assemblies are held regularly to encourage students to understand the campus vision, mission, and values. Wisdom organized a Back to School Bash for the feeder pattern schools and the community members. This was an opportunity for the community members to visit the campus and get support from various organizations such as (list)

This year we had a very successful Bridge Camp for the incoming ninth graders. About 100 students attended and completed the program successfully. Students who attended received a uniform shirt, backpack, and a certificate of completion.

The theme for the year is “Driven”. The campus will be driven by excellence, empathy, SEL, data, and accelerated instruction. The campus goal is to increase the graduation rate to 80% and decrease teacher attrition to no more than 10%. To achieve this goal students are placed in cohorts based on the number of years on campus. The cohort students are monitored regularly to ensure that they are on track to graduate within four years. Campus participated in the Graduates within Reach Campaign of HISD and successfully re-enrolled students who are seniors.

To decrease attrition teacher input and buy-in are taken into consideration for decision-making purposes. Teachers are encouraged to join various committees based on their interests. Some of the committees established are: The safe and Secure Learning Environment Committee (SEL and discipline), Stakeholders Relations Committee, Local Governance and Policies, Curriculum and Instructional Framework Committee, Marketing and Branding Committee. The committees meet monthly along with the campus principal. The new teachers will be coached by the instructional leaders, so that we are empowering the teachers to be highly effective. New teachers will also have a mentor on campus to support them regularly.

To support the community regular food drives are conducted and volunteered by the campus staff. To support the community positively ESL classes are held on campus after school. Students have access to various after-school and extracurricular activities. The campus will be opening its doors for tutoring and monitoring students with excessive absences. The campus is in the process of creating culture clubs to cater to the needs of the immigrant population.

Based on the Panorama Survey areas of issues were identified. Some of the areas were directly detrimental to the culture of the campus. Based on the student survey it was strongly believed by students that >>>>>>

Teachers believed and reported

Efforts are made to rectify the identified issues by being mindful

Perceptions Strengths

Under the leadership of the new principal at Wisdom High School, conscious decisions are made to improve the culture and morale of the campus. To address the concerns a team of experts from various backgrounds was selected to support the principal and the campus. This year the campus has hired wraparound specialists, social workers, and SEL Counselor to support the students’ non-academic needs.

The campus priority this year is literacy in all content areas and the expectation is that students should be engaged in all content areas using different literacy protocols. The campus is partnering with a tutoring company to provide interventions to Tier II and Tier III students in all content areas. Students are placed in cohorts and monitored regularly to ensure

that they are on track to graduate within four years. Each cohort has a team made of an administrator, counselor, caseworker, and clerk.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The year 2021-2022 Wisdom had a 20% turnover of teachers **Root Cause:** The large percentage of turnover is due to changes in leadership and expectations

Problem of Practice 2: The year 2021-2022 parent engagement in school and school related activities was ----- % **Root Cause:** The low percentage of parental engagement in school activities can be attributed to COVID and social distancing policy and language and cultural barriers.

Problem of Practice 3: Based on the Panorama survey the school culture and morale was low in the academic year 2021-2022

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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- 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
- 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
- Staff surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

Revised/Approved: September 19, 2022

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

Goal 1: By the end of the 2022-2023 school year, first-time STAAR English I EOC testers will have achieved the following levels of performance: 30% Approaches, 15% Meets, and 5% Masters.

Strategic Priorities:








Expanding Educational Opportunities

Measurable Objective 1: 100% of ELA/ESL teachers will use research proven best practices during Tier 1 instruction.

Evaluation Data Sources: Lesson Plans

3 Minute Walk Data






Campus Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement regular PLC meetings across all courses to share best practices for Tier 1 instruction. Strategy's Expected Result/Impact: Teachers will calibrate best practices and implementation of master course. Staff Responsible for Monitoring: ELA Administrator Dean of Instruction Teacher Specialists Action Steps: Create PLC Calendar Create PLC agendas based on walkthrough data TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 100%	 100%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of ELA/ESL teachers will use sheltered instruction strategies to increase opportunities for reading, writing, speaking and listening.

Evaluation Data Sources: Lesson Plans

3 Minute Walk Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement campus wide literacy protocol monthly. Strategy's Expected Result/Impact: Students will have access to high quality tier 1 instruction that embeds best practices for Emergent Bilinguals. Staff Responsible for Monitoring: ELA Administrator Dean of Instruction Teacher Specialists Action Steps: Create campus wide calendar for literacy protocols. Provide exemplars for protocols during PLC and department meetings. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2: By the end of the 2022-2023 school year, first-time STAAR English II EOC testers will have achieved the following levels of performance: 40% Approaches, 20% Meets, and 5% Masters.

Strategic Priorities:






Expanding Educational Opportunities

Measurable Objective 1: 100% of ELA/ESL teachers will use research proven best practices during Tier 1 instruction.

Evaluation Data Sources: Lesson Plans

3 Minute Walk Data






Campus Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: All courses will implement PLCs to allow collaboration and calibration for Tier 1 lessons. Strategy's Expected Result/Impact: PLCs will allow collaboration and calibration for implementation of Tier 1 lessons. Staff Responsible for Monitoring: ELA Administrator Teacher Specialists Dean of Instruction Action Steps: Establish PLC schedule Create weekly agendas based on observation data and 3 minute walks TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of ELA/ESL teachers will use sheltered instruction strategies to increase opportunities for reading, writing, speaking and listening.

Evaluation Data Sources: Lesson Plans

3 Minute Walk Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement campus wide literacy protocol. Strategy's Expected Result/Impact: Increase structured opportunities for reading, writing, listening and speaking. Staff Responsible for Monitoring: ELA Administrator Teacher Specialists Dean of Instruction Action Steps: Create literacy protocol calendar Ensure teachers have exemplars of each literacy protocol TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 3: 100% of students identified as EB's will advance one level of proficiency (from BEGINNER to INTERMEDIATE to ADVANCED to ADVANCED HIGH) in each domain (LISTENING, SPEAKING, READING, and WRITING) on 2022-2023 TELPAS.

Strategic Priorities:

Expanding Educational Opportunities







Measurable Objective 1: 100% of ELA/ESL teachers will use sheltered instruction strategies to increase opportunities for reading, writing, speaking and listening.

Evaluation Data Sources: Lesson Plans

3 Minute Walks

TELPAS

ELD Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Use campus wide literacy protocol. Strategy's Expected Result/Impact: Increase opportunities for reading, writing, speaking and listening. Staff Responsible for Monitoring: ELA Administrator Dean of Instruction Teacher Specialists Action Steps: Create campus wide literacy protocol calendar TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 45%		 40%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: The percentage of 9th-grade students performing at or above grade level in Algebra I EOC will increase in STAAR performance levels to 65% Approaches, 35% Meets, and 25% Masters by the end of the 2022-2023 school year.






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the end of the 2022-2023 school year, the percentage of 9th-grade students performing at or above the "Meets" level in Algebra I benchmarks will increase by 5 percentage points each quarter to 35%.






Evaluation Data Sources: Formative Assessments/Common Benchmarks (OnTrack)

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Redirect our focus on assessed curriculum in STAAR Exams by making and adjusting the Algebra I pacing guides to meet this need. Strategy's Expected Result/Impact: Expected increase in assessed TEKs through common benchmarks. Staff Responsible for Monitoring: Department Chair (DC), Math Specialist/Dean of Instruction (DOI) Action Steps: 1. Developed the pacing calendar for Algebra I during Summer. 2. Modify the pacing calendar as classroom instruction continues for adjustments and modifications. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 2: The scores of African American students in 9th grade performing at or above grade level in Algebra I EOC will increase in STAAR performance level to 40% Meets by the end of the 2022-2023 school year.

Evaluation Data Sources: Common Benchmarks (On-Track)/Summative Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: African American students identified as Tier 2 or Tier 3 after the 2022 administration of the BOY will receive targeted interventions through a classroom Tutor on intervention days. Strategy's Expected Result/Impact: Benchmark scores for students receiving interventions identified as Tier 2 or Tier 3 will gradually increase. Staff Responsible for Monitoring: Teacher, Tutor, Math Specialist, DOI Action Steps: The teacher and Tutor will work to provide small group interventions for identified African American students using IXL Math and others to target specific TEKS. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: The scores of Special Education students in 9th grade performing at or above grade level in Algebra I EOC will increase in STAAR performance level to 40% Meets by the end of the 2022-2023 school year.

Evaluation Data Sources: Common Benchmarks (On-Track)/Summative Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Special Education students identified as Tier 2 or Tier 3 through the 2022 BOY assessments administration will receive targeted interventions through a classroom Co-Teacher and a Tutor on intervention days. Strategy's Expected Result/Impact: Gradual increase in benchmark scores for the special education inclusion students receiving interventions identified as Tier 2 or Tier 3. Staff Responsible for Monitoring: Teacher, Co-Teacher, Tutor, Math Specialist, DOI Action Steps: Classroom Co-Teacher and Tutor will work together to provide small group targeted interventions for the identified students in Algebra I standards and deficiencies. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy				
 No Progress  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: The percentage of Cohort 2023 students earning a CCMR point will increase to 75% by the end of the 2022-2023 school year.






Strategic Priorities:

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

Measurable Objective 1: The Senior class of 2023 will have earned a minimum of 140 Industry Based Certifications by January 2023.






Evaluation Data Sources: Texas Graduation Profile Report

Power School

Strategy 1 Details	Reviews			
<p>Strategy 1: Proactive in Identifying Cohort 2023 students. Set up an individual plan for each student to earn certification by December 2022 for NCCER, Non-Commissioned Level II Security, and Microsoft Specialist.</p> <p>Strategy's Expected Result/Impact: Increase the number of students in all cohorts who pass and earn a credential recognized by the Texas Education Agency.</p> <p>Staff Responsible for Monitoring: Campus CCMR Coordinator/CTE Administrator, Law Enforcement, Welding, Construction, Engineering, and Business Teachers.</p> <p>Action Steps: 1. Install Microsoft and Auto Cad software on the CTE Laptop cart. 2. Register students for NCCER and complete sample prep exams for all certs.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 2: CTE Team will add the following certifications: Education Aide I, Early Childhood Education, Auto Cad, and Comp TIA by the end of the 2022-2023 school year.

Evaluation Data Sources: Texas Graduation Profile Report, Power School and Transcripts.

Strategy 1 Details		Reviews			
Strategy 1: All CTE Teachers will complete Instructor training and implement new software in the early fall semester. Strategy's Expected Result/Impact: Increase the number of participants in certifications and the number of students who pass and earn IBC. Staff Responsible for Monitoring: CTE Administrator, Business Education, Education & Training, Engineering, and Computer Science Teachers. Action Steps: Usage of school-wide and Targeted Assistance Title I Elements. CCMR Campus Coordinator will log and enter all data into Texas Graduation Profile Report. Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: Increase the number of Cohort 2023 that meet the CCMR criteria on AP Exams in all approved content area to 25%.

Evaluation Data Sources: A4E, Texas Graduation Profile Report and Transcripts.

Strategy 1 Details		Reviews			
Strategy 1: Recruit students to enroll in Pre-AP and AP courses. Support all interested teachers with professional development and HCC dual credit opportunities. Strategy's Expected Result/Impact: Increase CCMR with AP exams. Staff Responsible for Monitoring: AP Teachers, AP Counselor and AP Campus Coordinator. Action Steps: 1. Offer and Support teacher candidates with Region 4, Rice, and UH to obtain resources from College Board. 2. Attend AP quarterly meetings, develop a plan and implement it for recruitment. 3. Offer Saturday Boot Camps for AP student candidates. 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
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard will increase by 50% for ENG I and by 20% for ENG II by the end of the school year.






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of teachers will be able to identify students receiving Special Education services and support student IEP goals and accommodations as written.

Evaluation Data Sources: Lesson Plans






Common Formative Assessment

Strategy 1 Details	Reviews			
Strategy 1: Provide training to all teachers on ARD process, and IEP responsibilities and implementation. Strategy's Expected Result/Impact: Teachers will be able to implement accommodations in IEP with fidelity. Staff Responsible for Monitoring: SPED Chairperson SPED Administrator Action Steps: Plan training for all staff. TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of teachers will effectively plan for and utilize Special Education co-teacher.

Evaluation Data Sources: Lesson Plans

Common Formative Assessments

Strategy 1 Details		Reviews			
Strategy 1: SPED Teacher Specialist will provide support to general education teacher and co-teacher to ensure collaboration. Strategy's Expected Result/Impact: Teacher and co-teacher will provide needed supports according to IEP and student needs. Staff Responsible for Monitoring: SPED Teacher Specialist SPED Administrator SPED Co-Teachers General Ed Teachers		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities:


Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent







Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: By the end of the 2022-2023 school year, the attendance rate will increase to 90%. In the 2021-2022 school year, the attendance rate was 83%. Growth in attendance will have an impact on student learning and student performance. The expectation is that all student groups will have an increase in attendance.

Evaluation Data Sources: Attendance reports for individual students, by grade levels, by class periods, and by teacher.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Newly added staff was added this year to specifically support increasing student attendance (an At-Risk Administrator and four Student Caseworker's assigned to grade level cohort will monitor student attendance daily, weekly, and monthly.</p> <p>Strategy's Expected Result/Impact: Increase in attendance by 10% for all students and increase the 4-year graduation rate by 20%.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Data and Culture, At-Risk Administrator, Cohort Student Case Workers, Teachers, Cohort Deans, and the SEL Counselor.</p> <p>Action Steps: Action Step: Student caseworkers will conference with the students, call parents or guardians, create individual intervention plans, and make home visits.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				


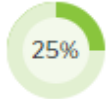




Strategy 2 Details	Reviews			
<p>Strategy 2: The Social and Emotional Learning (SEL) Counselor will support individual students through at-risk situations, provide SEL Lessons for the teachers and staff, and create opportunities for teachers to unite in circle meetings with their students.</p> <p>Strategy's Expected Result/Impact: Increase in attendance by 10% for all students and increase the 4-year graduation rate by 20%.</p> <p>Staff Responsible for Monitoring: The SEL Counselor, Student Caseworker, At-Risk Administrator, and Assistant Principal of Data and Culture</p> <p>Action Steps: The SEL Counselor will create effective SEL Lessons for staff and respond to the SEL needs of the students</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The At-Risk Administrator will hold weekly graduation meetings with campus and district staff to discuss ongoing strategies and support to improve attendance, and graduation, and reduce the drop-out rate. The At-Risk administrator will also provide opportunities for students to make up attendance hours to earn credits from No Grades (NG).</p> <p>Strategy's Expected Result/Impact: Increase in attendance by 10% for all students and increase the 4-year graduation rate by 20%.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Data and Culture, At-Risk Administrator, Cohort Student Case Workers, Teachers, Cohort Deans, the Cohort Counselors, Student Information Representative, and the Registrar</p> <p>Action Steps: 1. Collaborate with campus and district staff on the current systems in the At-Risk Department (Credit Appeals)</p> <p>2. Audit transcripts to ensure credits are given after the removal of the NG</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: Reduce the 2022-2023 school year suspension rate. Reduce in-school suspension by 35% from 103 to 67 and out-of-school suspensions by 50% from 195 to 98. Reduce alternative placement by 50% from 28 to 14.

Evaluation Data Sources: PowerSchool, A4E, discipline documentation.

Strategy 1 Details	Reviews			
Strategy 1: Cohort Deans, teachers, and staff will use SEL strategies to build a positive culture among the all students. Strategy's Expected Result/Impact: Reduce the number of behavior issues in the classroom and loss of instructional time. This will reduce the number of referrals sent to the administrator. This will reduce the number of ISS, OSS, and alternative setting placements. Staff Responsible for Monitoring: All stakeholders Action Steps: 1. Teachers will create student centered lesson plans to allow more student engagement. <div>2. One-on-One Teacher/</div> <div>Student conferences to build relationships and prevent behavioral issues</div> <div>3. Teacher/Parent relationships to keep parents informed and</div> <div>provide teachers with parental support.</div> <div>4. APs and Deans to promote building a positive student culture where it is not always punitive.</div> Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 2 Details	Reviews			
Strategy 2: Deans, APs, and all staff will practice de-escalation strategies to address the social and emotional outbursts. Strategy's Expected Result/Impact: Reduce the number of behavioral disturbances in classrooms. Reduce the number of in-school and out-of-school suspensions and alternative behavioral setting placements. Staff Responsible for Monitoring: Teachers, Admin, CIS , Wraparound services, and HISD Police Action Steps: 1. Staff attends trauma informed practices to become aware of issues that students may be facing and that could impact their behavior. <div>2. Staff participates in Cultural Responsiveness training to learn differences in cultural</div> <div>and social biases</div> <div>3. Cool down locations and de-escalation rooms will be used to prevent more serious issues from arising.</div>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION:



Measurable Objective 1: Decrease school safety issues by 30% by the end of 2023.

Strategy 1 Details	Reviews			
Strategy 1: Education provided over the school year by various teachers and other education sources. Strategy's Expected Result/Impact: Reduction of DAEP referrals and suspensions. Staff Responsible for Monitoring: Teachers, Health Teacher, TAPS Teacher/ Officer, Admin, CTE teachers. Action Steps: 1. Provide drug education to students in an effort to prevent drug abuse. 2. Admin/Officers will be strategically placed around campus to monitor for suspicious behavior 3. Drug offenders will be referred to counseling services to support students with their drug abuses and prevent reoccurrences. 4. Assign disciplinary consequences based on the level of infraction 5. Promote the awareness and usage of the Sandy Hook reporting tool, See Something Say Something, to reduce the number of criminal offenses on campus.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div><div>50%</div></div>			
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Measurable Objective 2: In 2022-23 we will reduce the number of negative interaction between administrators, officers and gang members by 50%.

Evaluation Data Sources: Powerschool, documented peer remediation events.

Strategy 1 Details	Reviews			
Strategy 1: Identify and build positive relationships with possible known gang members before negative events occur. Strategy's Expected Result/Impact: Reduction of on campus gang related events and issues, which lead to referrals, suspensions, and alternative placements.	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Principal, Deans, APs, HISD police officers.</p> <p>Action Steps: 1. Provide Social and Emotional (SEL) support to students through Wraparound and CIS services to identify and address root causes.</p> <p>2. Build positive relationships throughout the year to provide students with mentors.</p> <p>3. Admin/Officers will be strategically placed around campus to monitor for suspicious behavior</p> <p>4. Assign disciplinary consequences based on the level of infraction.</p>	<div><div></div><div>25%</div></div>			
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div>				






Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard will increase by 50% for ENG I and by 20% for ENG II by the end of the school year.

Evaluation Data Sources: Common Formative Assessments
OnTrack Exit Tickets
Work Samples

HB3 Board Goal

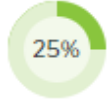




Strategy 1 Details		Reviews			
Strategy 1: Ensure teachers are aware of IEP goals and student accommodations. Strategy's Expected Result/Impact: Teachers will be able to implement IEP accommodations with fidelity. Staff Responsible for Monitoring: SPED Administrator SPED Chairperson SPED Teacher Specialist Action Steps: Schedule meeting with general education teachers to review ARD process and IEP implementation and responsibilities TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: 100% of students identified as EB's will advance one level of proficiency (from BEGINNER to INTERMEDIATE to ADVANCED to ADVANCED HIGH) in each domain (LISTENING, SPEAKING, READING, and WRITING) on 2022-2023 TELPAS.

Evaluation Data Sources: ELD Progress Monitoring
TELPAS

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers across all content areas will implement campus wide content based instructional strategy. Strategy's Expected Result/Impact: Students will be able to access content through reading, writing, listening and speaking. Staff Responsible for Monitoring: ESL Teacher Specialist Dean of Instruction Action Steps: Create campus wide calendar of content based instruction strategies. Plan PD for each strategy listed on calendar. TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT: Increase parental involvement by 50% in the 2022 - 2023 school year.

Strategic Priorities:

Increasing Organizational Efficiency






Measurable Objective 1: The school will hold a minimum of four Meet and Greet parent meetings throughout the year to increase parental involvement.

Evaluation Data Sources: Participation sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Meet and Greet parent meetings will be announced on the website, social media, and through callouts at least one week in advance and held both in the mornings and in the evenings to allow for more parent participation.</p> <p>Strategy's Expected Result/Impact: Parental involvement will increase.</p> <p>Staff Responsible for Monitoring: Sandra Garza - FACE Coordinator Title I Coordinator Principal</p> <p>Action Steps: 1. Create a calendar for meetings 2. Post on website and social media 3. Begin callouts at least one week prior to meeting date</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Measurable Objective 2: The school will hold an Open House at the beginning of the school year to provide parents with an opportunity to meet their student's teachers.

Evaluation Data Sources: Parents Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Offer opportunities for parents to also meet teachers virtually, allowing more parents to participate Strategy's Expected Result/Impact: Parental involvement will increase. Staff Responsible for Monitoring: Sandra Garza - FACE Coordinator Title I Coordinator Principal Action Steps: 1. Schedule event 2. Advertise event via social media, website, and callouts 3. Develop Teams meeting rooms and post links Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: The school will encourage parent participation in school climate surveys that allow for open feedback and suggestions for improvement.

Evaluation Data Sources: School and district surveys

Strategy 1 Details	Reviews			
Strategy 1: A minimum of one climate survey will be administered in the second semester of the school year to afford parents the opportunity to provide feedback and suggestions for improvement. Strategy's Expected Result/Impact: Increased parental involvement. Staff Responsible for Monitoring: Sandra Garza: FACE Coordinator Title I Coordinator Principal Action Steps: 1. Create survey based on suggestions made in SDMC 2. Distribute survey to all stakeholders 3. Analyze and share survey results 4. Develop action plan based on comments and suggestions TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 November 28, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Ajaero, Frances

Estimated number of students to be screened: 1925






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.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: The nurse and CNA will work with our administrators and Baylor Teen Clinic to complete and record vaccinations for all students without a complete immunization record. Strategy's Expected Result/Impact: All immunization records will be complete and recorded. Staff Responsible for Monitoring: School nurse Administrators Principal Action Steps: 1. Identify the students with incomplete immunization records 2. Coordinate with Baylor Teen Clinic to have an adequate supply of vaccines 3. Pull students from elective classes to receive immunizations Title I: 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 2: 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.

Strategy 1 Details	Reviews			
Strategy 1: All medication is stored and tracked by the school nurse in the clinic and administered according to prescription instructions. Strategy's Expected Result/Impact: All medications will be administered in a timely manner and according to prescription instructions. Staff Responsible for Monitoring: School Nurse Action Steps: 1. Parents will bring medications to nurse with prescription instructions. 2. Medications are stored according to instructions. 3. Medications are administered according to prescription instructions. Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 15%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 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: Ajaero Frances, School Nurse
Number of AEDs on campus: 13

Strategy 1 Details		Reviews			
Strategy 1: The school nurse will check to ensure that all AED's are properly stored, accessible, and functioning accurately throughout the building Strategy's Expected Result/Impact: Functioning AED's will be available in emergency situations. Staff Responsible for Monitoring: School Nurse Action Steps: 1. School nurse will locate and map all AEP's throughout the building. 2. School nurse will ensure that the unit is functioning properly and has fresh batteries. 3. School nurse will document the AED check and arrange for any necessary maintenance or repair of the units. Title I: 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 009 Wisdom High School

Total SCE Funds: \$369,176.48

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Wisdom High School uses the State Compensatory Education funds to fund the following positions, interventions, and programs: 1. Teaching Positions (Math, ELA, SPED) to support and maintain a good teacher/student ratio in classrooms. 2. SEL Counselor that supports the emotional needs of our students in the four cohorts (2023, 2024, 2025, 2026). 3. Interventions Resources to enrich students who have not been successful in State Assessments. 4. After School and Saturday Tutorials (extra hours pay) to provide extra instructional time for students who need remediations and State Assessments practice.

Personnel for 009 Wisdom High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hema Gurijala	Teacher, Math	1
James Reed	English, Teacher	1
Lourdes Khones	Counselor	1
Nathalie Soto	Teacher, English	1
Tamika Memnon	Teacher, Specialist	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

As 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 using federal dollars align with program requirements and the needs of students. Campus administrators developed the comprehensive needs assessment (CNA) at this campus.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The School Improvement Plan (SIP) is developed with the collaboration between stakeholders such as parents, members of the community to be served, and individuals who execute the plan. It includes teachers, principals, district school leaders, and paraprofessionals present in the school. Stakeholders are involved in developing this plan in the following ways: through parent meetings, open houses, discussions in open-forum faculty meetings, and climate survey results.

2.2: Regular monitoring and revision

Regularly monitoring of the strategies funded through Title I occur each cycle through the formative reviews required by this SIP. In addition, at Wisdom High School, regular monitoring of the implementation of strategies and students' progress includes data-tracking and personalized instructional planning in PLCs.

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

The School Improvement Plan is available to parents in the following locations: the School website.

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 strategies: focus on assessed curriculum, highly qualified teachers,

and double-blocked intervention classes in Math, English, and ESL US. History, personalized data-driven instruction, and tiered ESL classes.

2.5: Increased learning time and well-rounded education

Our utilized methods to increase learning time and well-rounded education for our students include:

- Provide bell-to-bell instruction with strict regulation of instructional time disturbances throughout the school year.
- Hold PLCs after school to maximize daily instructional minutes.
- Provide students with extensive extracurricular, enrichment, athletic, and academic support opportunities.

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

To address the needs of all students, particularly those at risk, Wisdom High School is focused on schoolwide strategies that provide opportunities for meeting the challenging state academic standards at proficient and advanced levels of student achievement. The methods provided are drawn from evidence-based research to increase the achievement level for each student group on state and other assessments. Plans include the following:

- Implementing a lesson plan template rooted in the literacy framework (reading, writing, listening, and speaking) and aligned with T-TESS standards.
- Providing weekly Social-Emotional Learning (SEL) lessons and practice for all classrooms.
- Building teacher capacity in content and instructional areas using Department Chairs, Team Leads, and Career Pathway Teacher Leaders.
- Conducting bi-weekly At-Bats sessions where all EOC content areas participate in lesson delivery in PLCs.
- Providing small group Instruction based on student data needs in EOC content areas using rotational instruction based on teacher data tracking methods.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Wisdom High School campus leaders, teachers, and other stakeholders will evaluate the schoolwide plan annually to decide if our programs and strategies have proven to be effective in addressing the needs of our students to increase student achievements. We will use the following data:

- State's assessment data from TEA (English I, English II, Algebra I, Biology, and the US. History) in June 2023
- Available TEA accountability data in August 2023
- Student performance data through common benchmarks
- Perception data from climate surveys

The evaluation results ensure continuous improvement of our school for next year's planning, creation, development, and execution.

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 (FEP):

- Parent – Joohee Cho
- Teachers - Aerin McQuiggin, Ron Thomas
- Admin – Kenneth Brantley, Sandra Garza, Dahirou N'Diaye

The distribution of PFE is through the campus website

The languages in which the PFE will be distributed include English.

Four strategies to increase Parent and Family Engagement include:

- Regular open-forum parent meetings
- Parent U
- Open House
- Parental invitations to student award ceremonies

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 months/dates are listed below:

- Meeting #1 - September
- Meeting #1 Alternate -
- Meeting #2 - December
- Meeting #2 Alternate -
- Meeting #3 - March
- Meeting #3 Alternate -
- Meeting #4 - June
- Meeting #4 Alternate -

5. Targeted Assistance Schools Only

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).

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:

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"/>
