

Houston Independent School District
017 Westbury High School
2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

The Mission of Westbury High School is to:

- Create a safe place for all students to learn.
- Give students options and empower them to make good choices, in the classroom and outside of it.
- Provide a rigorous curriculum and prepare and guide students for life beyond high school -- whether that be college or career.
- Offer a diverse arts magnet program that enriches the whole child.

Vision

The Vision of Westbury High School is to provide quality education for each child in our community.

Core Beliefs

- Drama-Free environment.
- Be Kind.
- Do your best; Bring your best everyday.
- Be a problem solver.
- Be the guide.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westbury High School is a large comprehensive high school (enrollment 2400) located in Southwest Houston. We serve both zoned neighborhood students and fine arts magnet students who live across the district. We offer six CTE strands (Auto Technology, Business Management, Emergency Services, Engineering, Health care Diagnostics and Web Technology). In 2020, the school opened a new fine arts building designed to allow our magnet programs (creative writing, dance, debate, fine arts, music, theater) to grow and expand.

Current student population is 64% Hispanic, 32% Black, 2% White or Asian and 1% other. Special populations include 31% English Language Learners, 10% SPED, 11% GT. 91% of the students are economically disadvantaged and 64% are considered at risk. More than 90% of our students would be first-generation college students.

Beyond the numbers, Westbury is a large and diverse campus. We have more than 30 languages spoken in the homes of our students. A large percentage of our students are either children of immigrants or immigrants themselves. They face economic and societal barriers to achieving educational equity. The population is mobile and many of our students face significant obstacles at home, including poverty, abuse, addiction, incarceration, educational interruption and a lack of parental guidance. Our majority minority community in Southwest Houston has been particularly hard-hit both health-wise and economically by COVID-19. Our families faced reduced working hours or layoffs and an inability to access the social safety net thanks to the parents' immigration status. Furthermore, because many of our families have at least one essential worker or are more likely to live in multi-generational homes, they were more likely to experience COVID illness than others.

Demographics Strengths

Westbury's strengths come from our diversity and our cohesion. We are a community of educators who support multi-culturalism and accept our students where they are. We believe that all children can learn and that our goal is to help students become stronger learners and gain skills during high school that will assist them after graduation and beyond.

To that end, a core strength is our diverse community of staff and faculty. We have more than 25 bilingual teachers and 20 bilingual staff. Many of our faculty and staff are immigrants or first generation Americans themselves, so they have a keen understanding of the challenges that type of population faces. We have teachers from different part of the globe and teachers who graduated from Westbury themselves!

We have a stable leadership team, with many of the administrators having been at Westbury five years or more. From the very top, we put students first. We respect students and our faculty and staff consistently demonstrate their willingness to go above and beyond to support students. We want to have a positive culture that nurtures students, so we have instituted the PBIS, positive behavior intervention and supports, program. Throughout school, you see posters that demonstrate our commitment to RISE UP (Respect Yourself and Others, Inspire Unity, Strive for Excellence, Engaged in Academics, Uphold Standards, and Promote Positivity). Teachers, staff, administrators and students are all implementing the aspects of the RISE-UP philosophy and we are seeing the ramifications of a culture of trust.

Beyond that, we have successfully promoted a college bound community, while promoting all types of post-secondary paths. Our students know that they are capable of attending college and universities at schools across the country, although many choose to stay in Texas for family and personal reasons. Students feel that the staff at Westbury wants them to succeed and know that their administrators and teachers will help them achieve their personal goals. Through our CTE program, almost every student has the chance to earn an industry certification and graduate from Westbury college or career ready.

Furthermore, students' connection to the school is enhanced through athletics, artistic endeavors and extra curriculars. Our marching band, Junior ROTC, debate team, performance

dance, Pride Club, LULAC and NHS are some of the places where students find community.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Our ELL students are slower to become proficient than we would like. We did not meet the goal of students progressing one level or exiting.

Root Cause: Westbury High School has a large number of recent immigrants, from a variety of countries. We need a school-wide and tailored approach to their learning to make sure that their progress puts them on closer to their non ELL peers.

Problem of Practice 2 (Prioritized): Accountability scores for 2021-2022 rose over prior year, but significant numbers of students did not meet. Failure rates range from 19.5% for US History to 54% for English 1. **Root Cause:** Students have experienced learning loss due to COVID and are arriving at high school with gaps in knowledge.

Problem of Practice 3 (Prioritized): There is a significant lag between our SpEd students' performance and their peers. **Root Cause:** Students arrive with significant gaps and face many challenges in their learning.

Student Learning

Student Learning Summary

For the years 2015-2016 through 2018-2019, our student achievement was improving annually. Our school started in Improvement Required (IR) rating and by the end of the 2018 school year was able to exit IR. For 2018-2019, the last year prior to the pandemic for which ratings are available, we achieved a 79 rating, with growth in all areas. For 2020-2021, we also earned a 79.

Like schools across the state, we saw a significant decline in achievement (STAAR) scores for 2020-2021, but then rebounded in all areas except English 1 for 2021-22. Comparison of the two most recent years is below.

English 1 2021-2022

- 913 total testers
- 45.2% approaches
- 28% meets
- 3.5% masters
- 54.8% did not meet

English 1 2020-2021

- 606 testers
- 49% approaches
- 31% meets
- 4% masters
- 51% did not meet

English 2 2021-2022

- 789 total testers
- 56.5% approaches
- 38.3% meets
- 3.5% masters
- 43.5 % did not meet

English 2 2020-2021

- 611 testers
- 46% approaches
- 33% meets
- 2% masters
- 54% did not meet

Algebra 2021-2022

- 828 total testers
- 62.4% approaches
- 23.7% meets
- 11.6% masters
- 37.6% did not meet

Algebra 2020-2021

- 554 testers
- 46% approaches
- 16% meets
- 5% masters
- 52% did not meet

Biology 2021-2022

- 814 total testers
- 64.6% approaches
- 26.2% meets
- 5.4% masters
- 35.4% did not meet

Biology 2020-2021

- 621 testers
- 55% approaches
- 23% meets
- 4% masters
- 45% did not meet

US History 2021-2022

- 596 total testers
- 80.5% approaches
- 50.2% meets
- 22% masters
- 19.5% did not meet

US History 2020-2021

- 505 testers
- 71% approaches

- 43% meets
- 19% masters
- 29% did not meet

This section gives a high level overview of campus performance by grade level/subject area from 2017 to 2019. This is to provide a comparison for scores above.					
Grade level	Subject tested	% at Meets Grade Level			Trend
		2017	2018	2019	
9th	English 1	21%	26%	34%	Upward increase in meets of 5% and 8% each year.
10th	English 2	22%	26%	34%	Upward increase in meets of 4 % and 8% in successive years.
9th	Algebra 1	14%	22%	31%	Great gains in Algebra 1 meets scores from 14% to 31% in two years
9th	Biology	26%	35%	36%	Upward gain of 9% in year 1 and only 1% in year 2.
11th	US History	40%	51%	54%	Impressive growth trend from 2017 to 201

Student Learning Strengths

Westbury offers a range of academic offerings tailored to students' capabilities. We have dual credit, AP, pre-AP and honors, on-level and classes designed to help struggling students. We work with students with a range of English proficiencies and refuse to pigeonhole students. One recent graduate arrived to this country and started in ESL classes, but by senior year was able to pass multiple AP exams. We meet students where they are, encourage them to grow and push themselves academically.

To assist students, we offer individualized instruction including small groups and targeted interventions.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Accountability scores for 2021-2022 rose over prior year, but significant numbers of students did not meet. Failure rates range from 19.5% for US History to 54% for English 1. **Root Cause:** Students have experienced learning loss due to COVID and are arriving at high school with gaps in knowledge.

Problem of Practice 2 (Prioritized): Our ELL students are slower to become proficient than we would like. We did not meet the goal of students progressing one level or exiting. **Root Cause:** Westbury High School has a large number of recent immigrants, from a variety of countries. We need a school-wide and tailored approach to their learning to make sure that their progress puts them on closer to their non ELL peers.

Problem of Practice 3 (Prioritized): There is a significant lag between our SpEd students' performance and their peers. **Root Cause:** Students arrive with significant gaps and face

many challenges in their learning.

School Processes & Programs

School Processes & Programs Summary

Westbury is organized on a dean system by grade level. In general, there are two Assistant Principals per grade level (9th grade has an additional support administrator assigned as it is the largest grade). These deans rotate with students so that over the course of the four years they really know their students and can support them throughout high school. This house system means that Assistant Principals are actively involved in student discipline. Small infractions are dealt with in class but if students are being disruptive, they are removed from class so that the teacher can focus on instruction. We keep a supply of clothing for students who are out of dress code so that students can return to class as quickly as possible. The emphasis with discipline is on appropriate punishment, but our goal is to prevent disciplinary infractions wherever possible by de-escalating situations and having a consistent standard of conduct.

Each academic department has two different appraisers who are typically administrators or teacher specialists. Each specialist liaises with typically two grade level teams (for example Algebra 1 or English 3) and assists the teachers in their planning in PLC. Each team has a team lead, typically an experienced teacher, who can help those who are new to an instructional role with the mechanics of teaching. The teams are expected to plan together and to be uniform in the information presented. The teams also analyze data about student progress and will devise boot camps and tutorials to help struggling students. Teachers who are new-to-Westbury meet regularly with an experienced teacher-leader so that they can form community and resolve any issues. New teachers are assigned a teacher-mentor who takes that role seriously. Whenever possible, we strive to make our teachers feel valued and honor their commitments to our students, but teacher turnover is something we struggle with as a school. We lose teachers to other districts because of higher pay or to other schools who have more parent-funded resources to provide teachers. Nevertheless, we do have a core group of teachers committed to Westbury, but we are always looking for ways to support and retain effective teachers.

Student attendance is a key metric for us. Student attendance is monitored and our goal is to keep small problems from escalating. We hold regular DRIP meetings with the At Risk team, administrators, counseling and wrap-around. Root causes of attendance issues sometimes need to be addressed and that can require collaborative work on behalf of students. Our team will make home visits as well, if parents cannot come to campus.

New this year is an expansion of our counseling team to four members. Students are assigned to a counselor alphabetically. Students will stay with the same counselor for four years to establish relationships and provide ongoing support. This system, different from how students are assigned to their dean, will provide another layer of support and make sure that students are in a web -- with ongoing support from both their deans and their counselors.

School Processes & Programs Strengths

PBIS (Positive Behavior Intervention and Supports) is a new program for us this year, but is in line with our desire to center students. Our focus is on relationships with students and families and trying to create a positive and welcoming environment for our families. We want students to be in charge of their own learning and advocates for their own education. The rotating dean system means that administrators are with the same students from 9th grade through 12th. This means that a relationship of trust develops between the student and their administrator.

Beyond that, we take a collaborative approach to meeting the needs of our students. We want them to have fun at school through artistic performances, grade level movie nights and other activities that enhance their connection to school. Our students have challenges and we want to help them, whether that be a bus pass to solve transportation issues or assistance accessing rental assistance or legal services. Wrap-around services is a key component but we do not believe that student support is limited to just wrap-around providers. We are all invested in the support of our students.

Finally, we support teachers where ever they are in their careers, be it a new teacher who has a mentor teacher or an experienced teacher who wants to be team lead or take on some administrative responsibilities as they complete grad school and look to possible administrative careers.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Accountability scores for 2021-2022 rose over prior year, but significant numbers of students did not meet. Failure rates range from 19.5% for US History to 54% for English 1. **Root Cause:** Students have experienced learning loss due to COVID and are arriving at high school with gaps in knowledge.

Problem of Practice 2 (Prioritized): Our ELL students are slower to become proficient than we would like. We did not meet the goal of students progressing one level or exiting. **Root Cause:** Westbury High School has a large number of recent immigrants, from a variety of countries. We need a school-wide and tailored approach to their learning to make sure that their progress puts them on closer to their non ELL peers.

Problem of Practice 3 (Prioritized): There is a significant lag between our SpEd students' performance and their peers. **Root Cause:** Students arrive with significant gaps and face many challenges in their learning.

Problem of Practice 4 (Prioritized): Attendance for 2021-2022 was 91%. Although lower than our target, it met or exceeded most of our peer schools. **Root Cause:** Students' home lives are more disrupted, due to economic uncertainty and rising rents. The pandemic and virtual learning led to greater disengagement from our students.

Problem of Practice 5: Staff Turnover **Root Cause:** Working with a high poverty population can be challenging and not everyone continues to want to do it. HISD is raising salaries but with inflation and rising COLA, many teachers are choosing other districts or leaving the field.

Perceptions

Perceptions Summary

Our mission statement is more than just a motto rarely looked at for us. We -- the staff, faculty and administration at Westbury High School -- really believe that this period of young adulthood is one of the most crucial in a person's life. We want them to graduate high school ready to attend college, enter the workforce or join the military and be successful in their chosen path. To that end, our decisions are child-centric. Whether it is the academic offerings that we make available, our enthusiastic support of the whole child through CTE, fine arts offerings and athletics, or our efforts to make school a warm and welcoming place for kids, our students are at the heart of everything we do. That is one of the reasons the staff voted whole-heartedly to become a PBIS campus; we want Westbury to be a positive environment for students, a place of positivity where they can learn.

However, there are always ways to improve and we face some challenges. One of those is student engagement, which impacts on-time graduation, attendance and student progress. We strive to provide a quality education for students, but our normal challenges were impacted by the COVID-19 pandemic and the pivot to remote instruction. Last year we made a real effort to make up lost credits and were able to get many students back on track for graduation. This year, we need to continue to build on that success and work towards a culture that is beyond-the-basics. This will stretch us this year as we work, through interventions and small group instruction, to help students make significant improvement.

We need to tighten our instructional practices, make sure that every lesson is impactful and really work to identify and support students who are struggling. We rebounded from the challenges of the most-impacted pandemic years. But our students are still dealing with the reality of the economic downturn and the stressors on their families.

Similarly, our parent engagement fell off as we could not host parents on campus, except for ARDS and specific meetings for two years. Last year these resumed in a limited way, but waves of COVID continued to impact parents' comfort level on campus. Some of our plans for increased parent engagement did not happen, so we will renew those efforts this year. We want to engage parents through a number of new initiatives, such as family education and our on-campus Food Bank. We believe that the best outcomes derive from collaboration from student, staff, parent and community and our goal is to strengthen the alliances between these groups as we work to support our students.

Perceptions Strengths

Westbury receives kudos for being a Platinum Family-Friendly campus. We try to welcome everyone with a smile and make families feel welcome on campus. Our hospitality shows in the way we provide dinner at all PTO meetings and other food at any event. We want parent volunteers and we try to accommodate different schedules.

Our reputation in the community has been enhanced in the last five years. We actively participate in local home owner's meetings and other community events. Community members call us when there is an issue with a student and we are responsive to their concerns. We are seen as an asset to the community.

We have a strong alumni network that supports the school through the Friends of Westbury Foundation. This organization raises money for student scholarships and financially supports the school in other ways. Our Jr. ROTC and NHS are called on to volunteer in the community and to mentor younger students at some of our feeder pattern schools. Our marching band and dance team are fan favorites, even our athletic teams are not winning, fans come for the halftime show!

Beyond that, our attention to attendance through DRIP meetings and careful liaising with classroom teachers means that we can address issues before they escalate.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Staff Turnover **Root Cause:** Working with a high poverty population can be challenging and not everyone continues to want to do it. HISD is raising salaries but with inflation and rising COLA, many teachers are choosing other districts or leaving the field.

Priority Problems of Practice

Problem of Practice 1: Accountability scores for 2021-2022 rose over prior year, but significant numbers of students did not meet. Failure rates range from 19.5% for US History to 54% for English 1.

Root Cause 1: Students have experienced learning loss due to COVID and are arriving at high school with gaps in knowledge.

Problem of Practice 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem of Practice 2: Attendance for 2021-2022 was 91%. Although lower than our target, it met or exceeded most of our peer schools.

Root Cause 2: Students' home lives are more disrupted, due to economic uncertainty and rising rents. The pandemic and virtual learning led to greater disengagement from our students.

Problem of Practice 2 Areas: School Processes & Programs

Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers.

Root Cause 3: Students arrive with significant gaps and face many challenges in their learning.

Problem of Practice 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem of Practice 4: Our ELL students are slower to become proficient than we would like. We did not meet the goal of students progressing one level or exiting.

Root Cause 4: Westbury High School has a large number of recent immigrants, from a variety of countries. We need a school-wide and tailored approach to their learning to make sure that their progress puts them on closer to their non ELL peers.

Problem of Practice 4 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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 benchmark or common assessments 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
- Section 504 data
- Homeless data
- Gifted and talented 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

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: Increase ELA STAAR results to Meets to 30% for English 1 and 40% for English 2. Also Approaches to 55% for English 1 and 60% for English 2 and Masters to 10% for English 1 and English 2.








Strategic Priorities:

Expanding Educational Opportunities








Measurable Objective 1: Strategically schedule English 1 students and retesters needing additional support into Reading or Lit Genres.

Evaluation Data Sources: Master Schedule and Student Schedules, district assessments.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase English minutes via use of double blocking into Reading classes. Strategy's Expected Result/Impact: Additional concept support to ensure that students are on track to meet or master English 1 and English 2 concepts. Staff Responsible for Monitoring: Grade level administrators, team leads, appraisers. Action Steps: Evaluate student performance on past STAAR tests (8th grade math). Build master schedule to include sufficient sections of reading and Lit Genres. Schedule students into appropriate sections. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	 60%	 85%	 100%	
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



Measurable Objective 2: Provide HB4545-identified students with 30 hours of additional intervention time during advocacy, after school tutorials and Saturday credit recovery/tutorials/boot camps.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide intervention opportunities using trained staff and individualized instruction through the use of tutors and instructional technology (Freckle software). Strategy's Expected Result/Impact: Improve student understanding of concepts, leading to higher mastery of STAAR content. Staff Responsible for Monitoring: Appraisers, Principal, IAT liaison, grade level admin. Action Steps: Administer STAAR BOY to students absent from STAAR testing in Spring and Summer 2021. Evaluate students' understanding of concepts. Deploy tutoring support to reading courses to provide extra support and enable small group instruction (both from the tutor and the classroom teacher). Monitor student progress and adjust accordingly. Title I: 2.4, 2.5, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Improve the passing rate for first-time testers and retesters.

Evaluation Data Sources: STAAR scores, benchmarks.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Small Group Instruction by Objective Data Points Strategy's Expected Result/Impact: Improve comprehension of TEKS and STAAR-tested items. Staff Responsible for Monitoring: Appraisers and team leads. Action Steps: Identify students needing intervention. Utilize reading class time to work with small groups of students on specific concepts. Monitor student progress using benchmarks, snapshots and classroom assessments.				
 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.



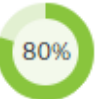




Goal 1: On the Algebra 1 STAAR, Increase Approaches to 70%, meets to 20% and masters to 15%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Improve the passing rate for first-time testers and retesters.








Evaluation Data Sources: STAAR scores and student benchmarks.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Small Group Instruction by Objective Data Points Strategy's Expected Result/Impact: Improve comprehension of TEKS and STAAR-tested items. Staff Responsible for Monitoring: Appraisers and team leads. Action Steps: Identify students needing intervention. Utilize math class time to work with small groups of students on specific concepts. Monitor student progress using benchmarks, snapshots and classroom assessments. Title I: 2.4		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			








Measurable Objective 2: Strategically schedule Algebra 1 students needing additional support into Strategic Learning Math and retesters into Algebraic Reasoning.

Evaluation Data Sources: Master Schedule, student schedules and classroom and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Increase math minutes via use of double blocking into Algebra 1 and Strategic Learning Math. Strategy's Expected Result/Impact: Additional concept support to ensure that students are on track to meet or master Algebra 1 concepts. Staff Responsible for Monitoring: Grade level administrators, team leads, appraisers. Action Steps: Evaluate student performance on past STAAR tests (8th grade math). Build master schedule to include sufficient sections of SLM and Algebraic Reasoning. Schedule students into appropriate sections. Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Provide HB4545-identified students with 30 hours of additional intervention time during advocacy, after school tutorials and Saturday credit recovery/tutorials/boot camps.

Evaluation Data Sources: STAAR scores and STAAR BOY scores

Strategy 1 Details	Reviews			
Strategy 1: Provide intervention opportunities using trained staff including tutors and individualized instruction through the use of instructional technology (Freckle). Strategy's Expected Result/Impact: Improve student understanding of concepts, leading to higher mastery of STAAR content. Staff Responsible for Monitoring: Appraisers, Principal, IAT liaison, grade level admin. Action Steps: Administer STAAR BOY to students absent from STAAR testing in Spring and Summer 2021. Evaluate students' understanding of concepts. Regroup advocacy after BOY testing. Schedule tutors to provide support in SLM and Algebraic Reasoning. Monitor student progress. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 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: 71% of the graduates for 2023 will meet the criteria for CCMR Domain 1, increasing from 53% for the Class of 2021.

Strategic Priorities:

Expanding Educational Opportunities








Measurable Objective 1: All CTE content areas will have industry certification as part of the curriculum and the percentage of completer students earning certifications prior to graduation will increase to 80%.

Evaluation Data Sources: CCMR Data

Strategy 1 Details	Reviews			
Strategy 1: Evaluating students' schedules to ensure that they are scheduled appropriately to complete their pathway. When students come after the first year, when appropriate schedule them in such a way that they can complete. Strategy's Expected Result/Impact: Increase the number of completers, thereby increasing the pool of students who can receive a CTE point. Staff Responsible for Monitoring: Grade Level deans, CTE appraisers. Action Steps: Evaluate student schedules at appropriate points in the school year. Schedule students into the correct classes.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure that all CTE students are receiving meaningful career preparation. All CTE content will have a certification area. Students will be regrouped after December retests and the lower 1/3 of GPAs will be put into specific advocacy classes that will focus on career preparation -- they will visit HCC, put together a resume, fill out job applications, practice interviewing and attempt certifications. Strategy's Expected Result/Impact: Students will graduate Westbury with a specific plan -- those students who want workforce will go into the workforce with some skills that will enable them to secure employment. Staff Responsible for Monitoring: Deans, CTE appraiser, principal. Action Steps: Regroup Advocacy students in December. Develop a curriculum for advocacy teachers to follow. Monitor advocacy classes to make sure curriculum is followed. Develop partnerships with outside agencies/individuals/businesses to create employment and educational opportunities for students.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Measurable Objective 2: Increase pass rate of AP exam takers to 20% from 16% in 2021-22.

Evaluation Data Sources: AP benchmarks, AP scores

Strategy 1 Details	Reviews			
Strategy 1: Use appropriate strategies to prepare students for the exam: teachers will utilize AP classroom, offer Saturday tutorials and do practice exams. Strategy's Expected Result/Impact: Broaden students' familiarity with AP content and the format of the tests, leading to increased comfort level with the exam and the material. Staff Responsible for Monitoring: AP coordinator, team leaders, content area appraisers. Action Steps: Schedule tutorials. Check lesson plans for appropriate practice.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Students meeting the benchmarks for college readiness through the TSI or SAT scores will increase from 25% in ELA to 30% and 20% to 25% in Math.

Evaluation Data Sources: TSI data, SAT data, CCMR data.

Strategy 1 Details	Reviews			
Strategy 1: Offering TSI bootcamps and tutorials and study resources such as Khan Academy for SAT and TSI practice tests during advocacy. School-wide campaign to encourage use of Khan Academy for preparation. Strategy's Expected Result/Impact: tMore students will meet the benchmark for college readiness, particularly in math. Staff Responsible for Monitoring: College and Career Center, Senior Deans, Team leads, Math and ELA specialists. Action Steps: Develop TSI & SAT testing calendar. Launch Khan Academy initiative through Advocacy. Explain the importance of the TSI to students Work with teachers to recruit effective talent to offer bootcamps and tutorials Prepare training materials and train advocacy teachers to assist. Monitor student progress through practice TSI exams.	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: Close the gap between students receiving special education services and non-disabled peers by 5% in all content areas.








Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Schedule co-teach students to make sure that students are receiving at least prescribed number of minutes of support and co-teachers are able to effectively plan together.

Evaluation Data Sources: Master schedule, student schedules.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Schedule Co-Teachers into classrooms and include Co-Teachers in planning time with content teachers to ensure SpEd are receiving additional and appropriate support in all content areas. Strategy's Expected Result/Impact: Student progress Staff Responsible for Monitoring: Adrea Alexander Action Steps: Develop master schedule. Work with co-teachers to protect planning time. Monitor content area PLCs to ensure that Co-Teachers are participating. Observe classrooms.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:








Demographics
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.
Student Learning
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.

School Processes & Programs
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.

Measurable Objective 2: Improve quality of co-teach support offered by core content and co-teachers to better meet student needs using specially designed instruction.

Evaluation Data Sources: Professional development calendar, PLC meeting minutes, lesson plans.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: School-wide PD to better understand the needs of our SpEd students. We will focus on best practices in parallel and alternative teaching Strategy's Expected Result/Impact: Improvement of scores, more targeted service to SpEd students, improved comprehension and learning by SpEd students. Staff Responsible for Monitoring: Adrea Alexander, Jerri Nixon. Action Steps: Develop school-wide PD calendar. Ensure adequate time is allocated for working with SpEd students. Reinforce PD through staff communication. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.
Student Learning
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.
School Processes & Programs
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.

Measurable Objective 3: Increase number and quality of checks for understanding (CFUs) across all content areas.

Evaluation Data Sources: Lesson plans and observations, PLC minutes.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Train all teachers in Lead4ward strategies, particularly new teachers, but re-inforcing training for all educators. Strategy's Expected Result/Impact: Increased number of checks for understanding, will allow teachers to better respond to the diverse needs of students. Staff Responsible for Monitoring: Team Leads & Appraisers. Action Steps: School-wide PD PLC implementation during lesson planning Classroom observations Data Analysis Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.
Student Learning
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.
School Processes & Programs
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: Attendance will rise to 94.5% for the 2021-2022 school year.








Strategic Priorities:

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

Measurable Objective 1: Improve intervention support and efficiency across the campus using student-at-the-center approach.

Evaluation Data Sources: Attendance Data, Purple Sense.

HB3 Board Goal



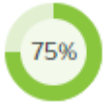




Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 4: Attendance for 2021-2022 was 91%. Although lower than our target, it met or exceeded most of our peer schools. Root Cause: Students' home lives are more disrupted, due to economic uncertainty and rising rents. The pandemic and virtual learning led to greater disengagement from our students.

Measurable Objective 2: Improve Grade Level accountability by holding regular DRIP meetings with Student Success and Grade Level Administrators.

Evaluation Data Sources: Attendance, PEIMS



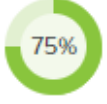
Strategy 1 Details	Reviews			
Strategy 1: Calendar regular DRIP meetings to ensure that students' attendance is being monitored and problems are caught early. Strategy's Expected Result/Impact: Identify early attendance meetings through collaboration with administrators and at-risk team. Each at-risk team member is responsible for one grade level in order to work closely with the deans for that grade level. Staff Responsible for Monitoring: Student Success, Principal, PEIMS coordinator. Action Steps: Set a schedule for DRIP meetings. Review data on outcomes.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

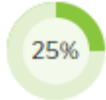






Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 4: Attendance for 2021-2022 was 91%. Although lower than our target, it met or exceeded most of our peer schools. Root Cause: Students' home lives are more disrupted, due to economic uncertainty and rising rents. The pandemic and virtual learning led to greater disengagement from our students.

Measurable Objective 3: There are new procedures in place that set the number of excused and unexcused absences (combined) to create NGs -- increasing the risk that students are not receiving credit for completed courses for passed classes. Our objective is to reduce the Number of NGs, to improve campus attendance and keep students on track for graduation.

Evaluation Data Sources: Attendance

Strategy 1 Details	Reviews			
Strategy 1: Attendance folders will be created for each student in the Student Success Center - this will become a hub for all attendance-related documentation. Copies of attendance notes will be given to student success so that the attendance committee can review. Strategy's Expected Result/Impact: Phone calls to parents and guardians will be more impactful as all data will be current. Families can be reminded of the importance of turning in notes and ensuring student attendance. Staff Responsible for Monitoring: Principal, grade level admins, student success	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Communication campaign for families highlighting the new attendance policy and the need for student attendance. Strategy's Expected Result/Impact: Improved awareness about the NG policy and the importance of students' attendance to ensure on-time graduation. Staff Responsible for Monitoring: Grade level deans, advocacy teachers, principal, student success Action Steps: Use open house to communicate with parents Monitor student attendance Pass out excuse note templates in advocacy Phone calls and meetings with parents/guardians as appropriate	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 4: Attendance for 2021-2022 was 91%. Although lower than our target, it met or exceeded most of our peer schools. Root Cause: Students' home lives are more disrupted, due to economic uncertainty and rising rents. The pandemic and virtual learning led to greater disengagement from our students.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE -- Westbury High School will continue to decrease the rates of students receiving in school and out of school suspension by at least 10% from the 2021-2022 rates. In 2021-2022, there were 1261 in school suspensions and 516 out of school suspensions. The new target is a maximum of 1100 in school suspensions and 450 out of school suspensions.








Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Create a positive, pro-active, student-centered campus culture using PBIS to clarify expectations of students and staff to positively reinforce behavior and decrease negative responses to redirection.








Evaluation Data Sources: Discipline Referrals, ISS and OSS numbers, Discipline Room sign-in sheets.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Campus-wide implementation of PBIS (Year 2). Expectations were set during year one. This year will focus on increasing rewards for positive behavior and continuing to build the culture.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, more positive campus culture, reduction in minor and major offenses.</p> <p>Staff Responsible for Monitoring: PBIS team, campus administration, At-Risk team.</p> <p>Action Steps: Roll-out PBIS program to staff; work on buy-in from all staff. Create materials for students (posters, hand-outs). Constantly reinforce the RISE-UP methodology Center the PBIS philosophy in all interactions on campus. Develop a reward system to encourage positive behavior.</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 2: Improve intervention support and efficiency across the campus using student-at-the-center approach.

Evaluation Data Sources: Attendance Data, Purple Sense.




Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Purple Sense Reporting System for Wrap-Around, Student Success Center (attendance) and Campus Counselor, Social Worker and Grade-level Administration to improve efficiency and better support students and families and to eliminate barriers to school attendance. Strategy's Expected Result/Impact: Better coordination and early intervention to improve student attendance. Staff Responsible for Monitoring: Student Success, Grade-Level Admins Action Steps: Gain access to Purple Sense for school personnel. Train additional staff. Monitor data in Purple Sense.				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 4: Attendance for 2021-2022 was 91%. Although lower than our target, it met or exceeded most of our peer schools. Root Cause: Students' home lives are more disrupted, due to economic uncertainty and rising rents. The pandemic and virtual learning led to greater disengagement from our students.

Measurable Objective 3: Incorporate SEL lesson weekly on Thursdays into campus-wide advocacy and increase student access to counselors for mental health and conflict resolution.








Evaluation Data Sources: SEL lesson plans provided by counseling team.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide advocacy teachers with an SEL lesson targeted at mindfulness, coping strategies and self reflection via counselor-created lessons or other district resources. Strategy's Expected Result/Impact: Create a connection between students and their advocacy teacher to offer an additional campus point of contact for students. The SEL lessons will help students develop coping skills, leading to a decrease in campus disciplinary referrals. Staff Responsible for Monitoring: Counselor, advocacy teachers, appraiser. Action Steps: Create advocacy on the master calendar. Create a calendar of lessons. Monitor teacher compliance.				

Strategy 2 Details	Reviews			
Strategy 2: Increase counseling team to four members from one to provide better support for students in SEL and conflict resolution. Strategy's Expected Result/Impact: Students will receive better mental health supports Staff Responsible for Monitoring: Counseling team, principal Action Steps: Hire Counseling team Develop referral procedures Monitor case numbers.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4: Reduce disciplinary incidents within the SpEd student population. These students have a higher rate of disciplinary actions.

Evaluation Data Sources: Personnel

Strategy 1 Details	Reviews			
Strategy 1: Expand staffing to serve the disciplinary and SEL needs of the SpEd students. Hire an AP for Special Education who will be responsible for discipline of the SpEd-identified students and expand the counseling staff so that the circle of contact is expanded and students' needs are addressed in a more timely way.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION -- through the continued implementation of our PBIS system and the expansion of our counseling team, we will decrease the number of violent incidents (coded as 42, mutual combat) on campus from 81 incidents in 2021-2022 by 50%.








Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Improve intervention support and efficiency across the campus using student-at-the-center approach.

Evaluation Data Sources: Attendance Data, Purple Sense.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Purple Sense Reporting System for Wrap-Around, Student Success Center (attendance) and Campus Counselors, Social Worker and Grade-level Administration to improve efficiency and better support students and families. Strategy's Expected Result/Impact: Better coordination and early intervention to reduce stressors in students' lives, thereby increasing their ability to cope with problems. Staff Responsible for Monitoring: Student Success, Grade-Level Admins Action Steps: Gain access to Purple Sense for school personnel. Train additional staff. Monitor data in Purple Sense.				
 No Progress  Accomplished  Continue/Modify  Discontinue				



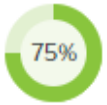




Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 4: Attendance for 2021-2022 was 91%. Although lower than our target, it met or exceeded most of our peer schools. Root Cause: Students' home lives are more disrupted, due to economic uncertainty and rising rents. The pandemic and virtual learning led to greater disengagement from our students.



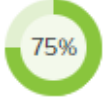




Measurable Objective 2: 100% of staff will be trained in and have readily available the campus safety and security plan. Additionally, District Risk Management will provide required district safety training.

Evaluation Data Sources: Campus safety meeting agenda, staff meeting agenda

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Discipline and safety committee monthly meeting, professional development on safety and risk management, practice monthly drills. Strategy's Expected Result/Impact: Staff will know how to handle issues and understand what to do in any given situation. Staff Responsible for Monitoring: Campus safety committee Action Steps: Create calendar of monthly safety meetings Give professional development training, handouts, and required documentation Staff-wide District-provided training from Risk Management	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of students will have exposure to proactive education on See Something Say Something. Lessons on substance abuse and physical conflict resolution will also be proactively presented to students.

Strategy 1 Details	Reviews			
Strategy 1: School-wide presentation and reinforcement of the See Something, Say Something prevention program will be emphasized as well as other proactive presentations. Students will learn about the See Something, Say Something program in Advocacy. Strategy's Expected Result/Impact: Students will be aware of their responsibility to report any potential problems. Students will know what to do and will feel comfortable speaking up. Staff Responsible for Monitoring: All teachers, Instructional Specialists, Administrators, Police Officers, Social Worker, Truancy Office, Wraparound Services, Counselors, Safety Committee, Discipline Committee, IAT team Action Steps: Create See Something, Say Something lessons Reinforce the message through posters, videos and other materials	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals




Goal 4: SPECIAL EDUCATION - The gap between the performance of special education students and the district average shall decrease by 1% annually.


Strategic Priorities:


Expanding Educational Opportunities


Measurable Objective 1: An efficient case management system will ensure that special education students receive appropriate accommodations and instructional strategies prescriptive to their needs, and will monitor for timely interventions the attendance rate, discipline rate, and graduation rate of our special education students.


Evaluation Data Sources: Easy IEP, District compliance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Measurable Objective 1 Problems of Practice:








Demographics
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.
Student Learning
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.

School Processes & Programs

Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. **Root Cause:** Students arrive with significant gaps and face many challenges in their learning.

Measurable Objective 2: Reduce the number of office referrals for Level 1 offenses and Level 2 offenses resulting from defiance or disrespect and of Level 3 actions with a focus on reducing discipline especially for Special Education students.

Evaluation Data Sources: Compliance data, Discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Westbury high school will provide additional training so all staff engage in consistent, best practices to positively direct and redirect adolescent behavior keeping in mind trauma-informed practices framework. In additional, a new AP has been hired who will manage the discipline for this population, ensuring discipline of these students is handled by someone trained in working with the population.</p> <p>Strategy's Expected Result/Impact: Reduction in student discipline, improved student performance.</p> <p>Staff Responsible for Monitoring: Data clerk, PEIMS specialist, Special Ed Chair, Administrative Team</p> <p>Action Steps: All campus staff will receive training in Trauma-Informed Practices and Implicit Bias Training provided by campus counselors.</p> <p>Campus will establish non-confrontational redirection strategies using campus-wide phrases for common instances including but not limited to (hallway behavior, headphones, cellphones, dress code, inappropriate language, and tardies. These phrases will be taught to teachers and students and practiced daily in order to increase positive behavior and decrease chances for confrontation.</p> <p>Teachers will be trained to use positive reinforcement strategies, attention strategies, and use predictable classroom routines including threshold to decrease misbehavior needing referral. They will use logical and fair redirection and classroom consequences that also help to restore relationships.</p> <p>Teachers will be trained and empowered to use non-confrontational redirection strategies including but not limited to mindfulness, de-escalation and time out strategies for when conflicts do arise.</p> <p>When referred to detention, ISS or OSS students will complete APEX SEL assigned lessons targeted at root causes and/or outward behaviors.</p> <p>Campus will explore alternatives to suspension including mindfulness and restorative practices.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:



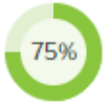




Demographics

Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. **Root Cause:** Students arrive with significant gaps and face many challenges in their learning.

Student Learning
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.
School Processes & Programs
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.

Measurable Objective 3: Ensure that the needs of Special Populations are being met 100% of the time

Evaluation Data Sources: Purple Sense, Counselor Report, Special Ed data, PLC meeting notes, lesson plans.

Strategy 1 Details	Reviews			
Strategy 1: Make sure systems are in place for ARD's, 504, IAT and that all staff are trained in support for SpEd students. Strategy's Expected Result/Impact: A closing of the gaps between special populations' performance and those of non special populations. Staff Responsible for Monitoring: SpEd AP, Counselor, Administrative Team, Wrap-Around, Truancy Team, IAT team. Action Steps: Utilize individual student data to drive personalized instruction for self-contained students Create prescriptive remediations intended to decrease regression Utilize high yield teaching strategies including centers-based instruction at developmentally appropriate levels. Provide training in technology and instructional strategies for teaching assistants in order to maximize their contributions within the classroom. Meet as a PLC twice monthly to collaborate around teaching methods and instructional lessons. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.
Student Learning
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.

School Processes & Programs
Problem of Practice 3: There is a significant lag between our SpEd students' performance and their peers. Root Cause: Students arrive with significant gaps and face many challenges in their learning.

Board Goal 5: N/A - Additional Campus Goals

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

Westbury High School will target the performance of our special population students and ensure that the gap between their performance and the aggregate campus average decreases by 5% for the 2021-22 school year.


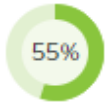
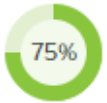


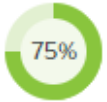




Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 40% of ELL Students will advance at least 1 classification level and 20% of long-term EL students will exit the program.

Evaluation Data Sources: TELPAS, PLC lesson plan notes.

HB3 Board Goal



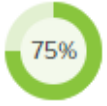




Strategy 1 Details	Reviews			
Strategy 1: Campus-wide PD on ELPS-integration and EL strategies to ensure consistency of instruction. Listening, speaking, reading, writing and thinking will be highlighted. Strategy's Expected Result/Impact: ELL students' performance will improve and students will progress. Staff Responsible for Monitoring: ELL Coordinator, Administrative team, ESL team, ELA Specialist, and PLC Team Leads Action Steps: School-wide Professional Development Integration of ELPS and EL strategies into PLC. Monitoring of student progress Specific targeting of students who need additional supports Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Advanced High-designated ELL students will be grouped into specific targeted advocacy groups (Summit) to ensure that they are receiving specialized support that will enable them to exit. Strategy's Expected Result/Impact: Improved writing and speaking among this population. Staff Responsible for Monitoring: ELL coordinator, Principal, master scheduler.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Our ELL students are slower to become proficient than we would like. We did not meet the goal of students progressing one level or exiting. Root Cause: Westbury High School has a large number of recent immigrants, from a variety of countries. We need a school-wide and tailored approach to their learning to make sure that their progress puts them on closer to their non ELL peers.
Student Learning
Problem of Practice 2: Our ELL students are slower to become proficient than we would like. We did not meet the goal of students progressing one level or exiting. Root Cause: Westbury High School has a large number of recent immigrants, from a variety of countries. We need a school-wide and tailored approach to their learning to make sure that their progress puts them on closer to their non ELL peers.
School Processes & Programs
Problem of Practice 2: Our ELL students are slower to become proficient than we would like. We did not meet the goal of students progressing one level or exiting. Root Cause: Westbury High School has a large number of recent immigrants, from a variety of countries. We need a school-wide and tailored approach to their learning to make sure that their progress puts them on closer to their non ELL peers.











Measurable Objective 2: Serve 100% of students identified as dyslexic and needing services through our intervention and dyslexia class.

Evaluation Data Sources: IAT data, scheduling, student progress.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Read by Design software to provide individualized support for students receiving dyslexia services during reading intervention class. Strategy's Expected Result/Impact: Students will progress in their ELA skills and approach their peers. Staff Responsible for Monitoring: Dyslexia-trained teachers, ELA specialist, Administrative Team, IAT. Action Steps: Schedule students into the intervention class section. Train staff members in software and supports. Identify student needs and teach students how to use the software. Monitor student progress. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of GT-identified students will complete GT profiler using Renzulli and results will be shared with all teachers for each student by November 15, 2021. These students will then receive appropriate GT supports.

Evaluation Data Sources: Renzulli completion data.








Strategy 1 Details	Reviews			
Strategy 1: Administer Profiler to identified students during Advocacy. Strategy's Expected Result/Impact: Teachers and students will benefit from additional knowledge about student preferences and strengths. This will ensure differentiation and that student individual needs are being met. Staff Responsible for Monitoring: GT Coordinator, Advocacy teachers, instructional staff. Action Steps: Create calendar for GT profiler Administer profiler Analyze data	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: GT Students will be scheduled into at least two pre-AP or AP classes. They will also be regrouped for Advocacy and work towards a spring GT expo where they can display their work in an exhibition Strategy's Expected Result/Impact: Support GT students' curiosity and encourage them to work at a higher level. Staff Responsible for Monitoring: APs, GT coordinator, GT Advo teacher Action Steps: Schedule students into appropriate classes Regroup students into GT Advocacy Support them with supplies and instruction on their projects Ensure all teachers are GT-certified.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT







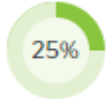






Measurable Objective 1: The number of parent interactions (outside of teacher contact) will increase by 20% in 2022-2023 compared to 2021-2022.

Evaluation Data Sources: Sign-in sheets, text message responses

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Create family-friendly events, including a revamped open house, fine arts performances, back-to-school healthy living fair, athletic events -- all designed to make parents/guardians and extended families feel welcome on campus.</p> <p>Strategy's Expected Result/Impact: Parents will feel more welcome on campus and parental involvement will rise as a result.</p> <p>Staff Responsible for Monitoring: FACE coordinator, Wrap-Around Services, At-Risk Team, Grade level meetings.</p> <p>Action Steps: Host multiple opportunities throughout the year for meaningful parent involvement including but not limited to: Meet the Principal; Open House; Feeder Pattern back to school healthy living fair; Grade Level Meetings; and FAFSA/College Night.</p> <p>Hold all parent events in English and Spanish.</p> <p>Develop and distribute a campus Family Engagement Policy.</p> <p>Publicize all campus events multiple times/ways using School Messenger, Remind 101, Campus Website, Campus Newsletter, and other social media platforms.</p> <p>Offer flexible meetings so that all families can participate.</p> <p>Offer incentives, meals, and whole family opportunities to increase attendance for face-to-face meetings.</p> <p>Promote district training for parents around virtual instruction and use virtual platforms to reach more parents.</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 2: Provide parents with multiple sources of information about campus events and progress and allow parents to give regular ongoing feedback about campus.

Evaluation Data Sources: Parent survey, website hits, Title 1 sign-in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Participate in the Possip Pilot program to increase texts to parents and allow them to provide on-going feedback as well as notify them of events and school-related updates. Strategy's Expected Result/Impact: Increase parent contact and make parents feel heard. Staff Responsible for Monitoring: Principal, administrative team, success team Action Steps: Join pilot Set up a texting schedule. Monitor parent feedback. Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Send individualized letters home with report cards so parents can be updated on student progress and if their child is on track for graduation. Strategy's Expected Result/Impact: Increase parent knowledge of school performance and attendance. Staff Responsible for Monitoring: Principal, administrative team, clerical team, data and PEIMS specialist.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Hold parent engagement meetings regularly and at different times of day/evening and offer translation services. Allow younger siblings to attend open house and reformat events to make them more family-friendly. Distribute Family policy in multiple languages. Strategy's Expected Result/Impact: All parents will feel welcome and encouraged to attend events, regardless of their home situation. Staff Responsible for Monitoring: Principal, grade level administrators, FACE coordinator Action Steps: Translate family policy. Plan events with whole families in mind Train school staff in family-friendly practices Regularly evaluate events to see which trials result in better engagement. Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Measurable Objective 2 Problems of Practice:

School Processes & Programs

Problem of Practice 4: Attendance for 2021-2022 was 91%. Although lower than our target, it met or exceeded most of our peer schools. **Root Cause:** Students' home lives are more disrupted, due to economic uncertainty and rising rents. The pandemic and virtual learning led to greater disengagement from our students.








Measurable Objective 3: Provide parents with food resources through The School Market Program with the Houston Food Bank and other resources as needed from Attendance Specialists, Campus Counselors/Social Workers; and Wrap-Around Specialists.

Evaluation Data Sources: Wrap-Around data, Purple Sense data, Food bank attendance.

Strategy 1 Details	Reviews			
Strategy 1: Open the on-campus School Market Store in October to serve families and the community. Strategy's Expected Result/Impact: Increase parent visits to campus, thereby increasing parental connections to staff and faculty on campus. Staff Responsible for Monitoring: FACE coordinator, At-Risk team, School Counselor, Social Worker, Wrap-Around Services. Action Steps: Establish on-campus room for the School Market. Work with Houston Food Bank to set up deliveries. Promote program to parents. Host parents on campus and provide supports to families.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4: Increase Westbury High School contact with the larger community through events.

Evaluation Data Sources: Calendar

Strategy 1 Details	Reviews			
Strategy 1: Participate in community events such as the Willow Water Hole Music festival as both performers and volunteers. Seek out other ways to familiarize area families with Westbury and its Magnet program. Strategy's Expected Result/Impact: Improve public perception of Westbury High School and its students and staff. Staff Responsible for Monitoring: Principal, Magnet Coordinator, Club coordinators, fine arts teachers, administrative team.	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 - Westbury will meet all mandated health services and immunization and health screenings.

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

Measurable Objective 1: Clinic staff will calendar screenings and be provided with appropriate support to ensure that all health services are provided and that immunization records are up to date.

Evaluation Data Sources: Clinic records

Strategy 1 Details	Reviews			
Strategy 1: Clinic clerk will calendar the screenings and support nurse as needed. Strategy's Expected Result/Impact: Student health will be prioritized and all screenings will be conducted as rrequired. Staff Responsible for Monitoring: Nurse, principal.	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 45%	 65%	
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 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 017 Westbury High School

Total SCE Funds: \$677,102.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

We fund four ELA positions from Comp Ed so that we can offer reading classes at all grade levels for students at or below standards to provide intervention time and increase likelihood of reaching grade level standard. We also fund two dedicated degreed associate teacher positions to ensure that high quality education standards are met when classes have long-term subs. We fund one instructional specialist who serves as lead college access coordinator to ensure that all kids have a post-secondary path, be it college, career or military.

Personnel for 017 Westbury High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Daniel Encinas	English Teacher	1
Evelynn Johnson	Dedicated Associate	1
Harriett Schlueter	ESL Secondary	1
Jordan Walton	Dedicated Associate	1
Kimberly Nelson	ESL Secondary	1
Liliana Monsivais	Instructional Specialist	1
Melissa White	ESL Secondary	1

Title I

1.1: Comprehensive Needs Assessment

Working with the SDMC, the staff and faculty, students, parents and the community, the Westbury Campus Improvement team solicited feedback from as many sources as possible in multiple ways -- emails, surveys, text responses. Utilizing demographic and statistical information, the committee reviewed the areas of greatest need and worked to prioritize and address the greatest challenges facing the campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

We worked openly and included as many stakeholders as possible. Feedback was solicited from administrators, department chairs, campus leads, Special Education personnel, ELL staff and specialists, the FACE coordinator, the wrap-around team, the college and career readiness staff, the intervention team and the counseling team.

2.2: Regular monitoring and revision

Monitoring and revision is a key component of having a functional campus improvement plan. We plan to review goals and progress quarterly. At the end of the school year, a more comprehensive review will be undertaken to understand successes and shortcomings so that we can prepare for 2023-2024.

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

The Campus Improvement Plan is available to all on the Westbury website. A Spanish language version will be posted when it is available.

2.4: Opportunities for all children to meet State standards

We are dedicated to the goal of preparing our students to meet state standards. To that end, we increased English and math minutes through double blocking into reading and math intervention classes. We also dedicated a lot of professional development time to increasing the awareness of best practices on ELL, Special Ed integration, and how to use small group instruction and available software to help students progress to proficiency.

2.5: Increased learning time and well-rounded education

As a magnet school, we focus on providing a wide range of arts opportunities for all students -- we want to address the whole child. We also offer a wide variety of courses on all levels, from AP and Dual Credit classes to electives that engage students in learning by widening their exposure to subjects of interest. We have daily advocacy so that all administrative tasks, SEL and college and career readiness lessons have a dedicated time slot and do not pull from valuable instructional time. We double block students with lower test scores into reading and math intervention classes so that they can get targeted instruction as needed. Finally, we have small group tutorials and additional one-on-one instruction available to increase the amount of time students have to achieve proficiency, without sacrificing their well-rounded education.

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

At Westbury, we have a high number of at-risk students. No one strategy can work for every student. But we have significantly increased our counseling staff (to four from one) to address the problems students face. We offer backpack buddies and a school-based food bank to provide nutritional support for students. And we have a team of intervention specialists to monitor attendance. The class administrators, intervention team, wrap-around team all work in concert to support students in and out of the classroom so that they can

focus on learning. We have weekly SEL lessons during advocacy that help students address personal challenges. And we have a school-wide PBIS system that is designed to create a positive campus environment.

Within the instructional realm, we devote professional development to making sure that all instructional staff is utilizing best practices. We hired a new AP for SpecialEd so that we can continue to address the needs of those students. We provide IAT, ARDs and 504 processes in a family-friendly way as we view the students' caregivers as important pieces of student support. We want to make sure all students have every opportunity to learn and that means going above and beyond for some and making sure that no student is falling through the cracks.

3.1: Annually evaluate the schoolwide plan

The schoolwide plan is reviewed quarterly for progress, with a much more comprehensive review and evaluation at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

Our parent and family engagement policy is sent home to every student through advocacy during October.

4.2: Offer flexible number of parent involvement meetings

Throughout the year, we offer eight title 1 meetings at flexible times so that all parents can attend one of their choice.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Benita Freelon	Hourly English Intervention	ELA	.25
Carol Douglas	Counselor	SEL & Counseling Support	1
Cherone Flakes	Counselor	SEL & Counseling Support	1
Eric Anasco	Core Content Teacher	Class Size Reduction	1
Jazlin Laurier	Core Content Teacher	Class Size Reduction	1
Jeri Brown	FACE Speciality	Parent and Community Involvement	1
Zahra Brown	Counselor	SEL & Counseling Support	1

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Jerri Nixon	Principal
Non-classroom Professional	James Estrella	Assistant Principal
School-based Staff	Chandra Jones	Registrar
Parent	Lilana Lopez	Parent
Community Representative	Becky Edmondson	Community Member
School-based Staff	Karina Vargas	Non-instructional Staff
Classroom Teacher	Melissa White	Classroom Teacher
Classroom Teacher	Daphne Cross	Classroom Teacher
Parent	Veronica Hunter-Johnson	Parent
Business Representative	Janea Henry	Business Representative
Community Representative	Howard Saks	Community Member
Classroom Teacher	Michael Verdone	Special Ed Representative
Classroom Teacher	Lauren Gustartis	Classroom Teacher
Classroom Teacher	Kimberly Brooks	Classroom Teacher

Addendums

SIP APPROVAL 2022-2023


School Name and Campus #: Westbury HS 017

Principal Name: Jerri Nixon

School Office:

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on _____ as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.



Principal

11/12/23
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

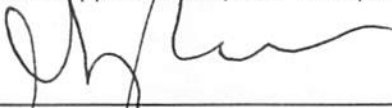
11/12/23
Date


SDMC Teacher Representative

11/12/23
Date


School Support Officer/Lead Principal

11/12/23
Date


School Office Assistant Superintendent

11/12/23
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date

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 Westbury High School

Campus Number 17

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.

The Westbury Campus Improvement team solicited feedback from parents, students, faculty and community members. Utilizing demographic info, district and state guidelines and accountability measures, the committee worked to prioritize and address the greatest challenges facing the campus. Our greatest needs target attendance, our English Language Learners and campus culture/behavior/discipline.

- Indicate the programs and resources that are being purchased out of Title I funds.
SEL Counseling, Parent and Community Engagement, Classroom Teachers (class size reduction), Student Supplies, Professional Development, Testing Materials.

- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

The Campus Needs Assessment was developed in September, 2022.

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. Strategically schedule English 1 & Algebra Students into support classes for reading and math.
 2. Increase number and quality of checks for understanding (CFUs) across all content areas.
 3. Individualized Intervention through trained personnel and software.
 4. Advanced High-designated ELL students will be grouped into advocacy to reinforce skills.
- A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.
Website, Main Office, parent meetings.
- B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.
Website, parent meetings.
- C. Indicate the languages in which the CIP was made available.
English & Spanish.

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. Family-friendly events, such as back-to-school and magnet performances. _____
2. Schedule parent meetings at different times of day. _____
3. Participate in the Possip Pilot program to increase texts to parents. _____
4. Westbury Food market offering food bank services to families. _____

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

Jeri Brown, FACE coordinator, SDMC committee, Admin team, School principal, Title 1 coordinator, Teacher Specialists.

- B. Indicate how the Parent and Family Engagement Policy was distributed.
On the website, at parent meetings.

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

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: 9/13/2022 7 pm	Alternate Meeting: 9/15/2022 9 am
2	Meeting #2: 1/1/2022 7 pm	Alternate Meeting: 1/3/2022 9 am
3	Meeting #3: 1/10/2023 7 pm	Alternate Meeting: 1/12/2023 9 am
4	Meeting #4: 2/7/2023 7 pm	Alternate Meeting: 2/9/2023 9 am

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.

N/A

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Contracted Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Title I Positions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
