

Houston Independent School District
477 North Forest High School
2022-2023 Campus Improvement Plan



Mission Statement

The mission of North Forest High School is to provide academic excellence and postsecondary readiness in order to rise above all challenges in an ever-changing global society.

Vision

Our vision at North Forest High School is to build accountable, competitive, resilient, and persistent students who will mold and shape the future of our community.â€‹

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment	21-22	20-21	19-20
Campus	962	960	961
Ethnicity	21-22	20-21	19-20
Asian	2	2	0
Black	528	542	572
Hispanic	417	402	381
Native American	1	2	2
White	8	10	5
Two or More Races	6	2	1

English Learners	21-22	20-21	19-20
Number of English Learners	178	174	129

Economically Disadvantage	21-22	20-21	19-20
Percentage Economically Disadvantage	97%	96%	72%

Students With Disabilities	21-22	20-21	19-20
Percentage of Students With Disabilities	14%	15%	11%

School Year	20-21	19-20	18-19
Attendance rate	89.73%	92.63%	88.15%

School Year	21-22	20-21	19-20	18-19
Attendance rate	81.35%	89.16%	92.63%	88.15%

Teachers by Years of Experience	Number of teachers
Beginning Teachers	9
1-5 Years Experience	22
6-10 Years Experience	8
11-20 Years Experience	13
Over 20 Years Experience	10

Campus Professional Staff	Number of Staff
Teachers	63
Administrators	5
Counselors	4
Nurse	1
Teacher Specialist	5
Other Support	22
Total	100

Teachers by Years of Experience	Number of teachers
Beginning Teachers	3
1-5 Years Experience	25
6-10 Years Experience	8
11-20 Years Experience	18
Over 20 Years Experience	12

Demographics Strengths

- The number of students showing improvement in interventions, on weekly and common assessments, and the STAAR assessment.
- The staff is using data to drive instruction and teaching using aligned resources and using research-based strategies (small groups) and differentiation.
- Teachers are fostering positive relationships with students in a structured learning environment.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Attendance rates have decreased to 89.4%, which is below the district and state average. **Root Cause:** Lack of consistent and effective attendance and tardy policies to encourage improved attendance tardy rates.

Student Learning

Student Learning Summary

STAARre-Testers				
English 1	English 2	Algebra 1	Biology	US History
Approaches /Meets/ Masters	Approaches /Meets/ Masters	Approaches /Meets/ Masters	Approaches /Meets/ Masters	Approaches /Meets/ Masters
(63) 12/1/0	(41) 8/2/0	(12) 2/0/0	(14) 5/0/0	(0) 0/0/0
19% / 2% / 0%	20% / 5% / 0%	17% / 0% / 0%	36% / 0% / 0%	None
(D) 19% / 4% / 0%	(D) 19% / 5% / 0%	(D) 15% / 0% / 0%	(D) 18% / 0% / 0%	(D) 21% / 4% / 0%

Campus TELPAS 2018-2019 Score						17%	
2020-2021 ELD MOY Rating – Composite Score						Goal: 50%	
Beginning		Intermediate		Advanced		Advanced High	
ELD MOY	GOAL	ELD MOY	GOAL	ELD MOY	GOAL	ELD MOY	GOAL
27 (14)	50%	57 (29)	50%	49 (25)	50%	8 (4)	50%

2020 Official TEA CCMR Data

	All	AA	H	SpEd	Eco Dis	EL	Cont. Enroll	Non-Cont. Enroll
TEA Targets	47%	31%	41%	39%	50%	31%	47%	31%
Campus	56%	50%	67%	56%	61%	36%	56%	50%
#	216	143	72	205	166	50	216	143

STAAREOC-3YrA		21-22				20-21				18-19				17-18			
		Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr
EOC	ALG1	367	33%	11%	5%	178	42%	11%	3%	300	71%	37%	16%	312	48%	14%	4%
	BIOL	369	65%	33%	6%	210	61%	32%	7%	309	77%	40%	8%	334	67%	34%	10%
	ENG1	399	41%	26%	3%	209	40%	22%	3%	441	36%	18%	3%	466	35%	20%	2%
	ENG2	330	47%	31%	3%	190	43%	27%	1%	376	40%	23%	1%	366	38%	24%	2%
	USHI	263	70%	44%	15%	181	74%	33%	10%	236	80%	44%	12%	216	69%	33%	14%

Student Learning Strengths

Performance in the domains resulted in North Forest High School receiving a "D" rating from the Texas Education Agency in the 2018-19. Currently the campus is rated a C from the Texas Education Agency for the 2021-2022 school year. Throughout the year, student achievement data was disaggregated through an extensive data analysis process which occurred after each benchmark. Teachers met in Professional Learning Communities (PLC) to analyze data, plan instruction, compare instructional practices, and practice various ways of instructional delivery. Teachers and administrators tracked data according to TEKS and objectives by utilizing OnTrack and A4E. This program allows for data analysis through ethnicity groups, programs, individual teachers, and through item analysis. The data collected was sorted and arranged to identify students in need of additional assistance. The teachers created small intervention groups. In addition, performance data is compared by class, campus, district, and state (Campus assessments, common assessments, STAAR, TELPAS, etc.). Monitoring student's performance is a continuous effort that requires specific, targeted action steps. Students not showing adequate progress are referred to RtI for additional support such as pull-outs and after-school tutoring. The longitudinal STAAR data indicates a need for a greater focus in special education and in English Language Arts. Therefore, this year, special education teachers were required to attend PLC meetings and collaborate with general education teachers. Adding ELA interventions to target students unsuccessful on common assessments also seemed to yield positive results.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students are struggling to consistently master/achieve at high levels in English and Writing **Root Cause:** Students reading lexile levels are low.

Problem of Practice 2: Special populations continue to increase however the amount of support has not. **Root Cause:** Lack of support with personnel, strategies, and current best practices being put into practice. We stick to what we have already done or know.

School Processes & Programs

School Processes & Programs Summary

North Forest High School is a data-driven school where teachers utilize various resources to make informed decisions regarding planning, adjusting, and delivering instruction. Teachers meet weekly with the instructional coaches and/or Campus Leadership Team to plan and prepare effective lessons. During those meetings, multiple sources of data are analyzed and utilized to ensure that lessons are being created based on students' academic performance. The curriculum and assessments are guided by the district's scope and sequence which is aligned to state standards. In addition, teachers utilize the unit guides, checkpoint and Snapshot blueprints, STAAR blueprints, English Language Proficiency Standards (ELPS), Lead4ward guide guides. To ensure that the needs of "ALL" students are met; ELA teachers are required to obtain their ESL certification within one year of teaching on the campus. In addition, 100% of the teachers instructing students in the ELL program are ESL certified. Along with analyzing data and making sound instructional decisions, teachers at North Forest receive consistent feedback through walkthroughs and observations. This feedback is stored in AIM where teachers have complete access 24 hours a day. Feedback is provided to teachers within 5 days of a walkthrough or observation in an effort to provide optimal time for coaching. Feedback is also provided during the goal-setting conferences, progress conferences, and EOY reviews. In order to attract and retain highly qualified staff, an extensive array of professional developments are provided by the district and campus. Teachers are able to design individualized professional development plans tailored to the teachers' needs for their students. Members of the leadership staff attend job fairs throughout the year to recruit HQ teachers. Intervention groups are established based on the academic performance of state and district assessments. Teachers and interventionists use this time to work one on one and in small groups with identified students. To help develop and coach teachers, all teachers who are new to the campus receive a mentor or buddy. The purpose of the mentoring program is to ensure the success of the teachers and students. When teachers feel supported, retention levels increase. Teachers with less than one year of experience receive a mentor, a week of on boarding at the new teacher academy, orientation on their home campus, weekly collaborative PLC meeting meetings with their team, weekly team meetings, and other professional development opportunities. In the 2022-2023 school year all teachers have a coach to support them instructionally and help them improve for the betterment of all students. All teachers, especially novice teachers, have reported feeling supported and coached well at North Forest High School.

Teachers by Years of Experience	Number of teachers
Beginning Teachers	9
1-5 Years Experience	22
6-10 Years Experience	8
11-20 Years Experience	13
Over 20 Years Experience	10

Campus Professional Staff	Number of Staff
Teachers	63
Administrators	5
Counselors	4
Nurse	1

Campus Professional Staff	Number of Staff
Teacher Specialist	5
Other Support	22
Total	100

Teachers by Years of Experience	Number of teachers
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1-5 Years Experience	25
6-10 Years Experience	8
11-20 Years Experience	18
Over 20 Years Experience	12

School Processes & Programs Strengths

- Data-driven decisions are made weekly during PLC meetings to address the needs of all students.
- Hire tutors as part-time interventionists that provide extra support for Tier II and Tier III students.
- Weekly PLC meetings are held to analyze data, plan instruction and practice instructional delivery.
- Weekly team planning sessions occur with the Teacher Specialist/ Assistant Principal to assist teachers in designing effective lessons.
- Consistent feedback (walkthroughs and observations) is provided
- All staff members are trained to implement SEL strategies.
- The SDMC meets four-five times a year to discuss program funding, parental involvement, culture/climate, and other campus needs.
- The leadership team meets weekly to discuss teacher performance, student data, and campus concerns/needs.
- Data-driven decisions are made weekly during PLC meetings to address the needs of all students.
- Hire tutors as part-time interventionists that provide extra support for Tier II and Tier III students.
- Weekly PLC meetings are held to analyze data, plan instruction and practice instructional delivery.
- Weekly team planning sessions occur with the Teacher Specialist/ Assistant Principal to assist teachers in designing effective lessons.
- Consistent feedback (walkthroughs and observations) is provided
- All staff members are trained to implement SEL strategies.
- The SDMC meets four-five times a year to discuss program funding, parental involvement, culture/climate, and other campus needs.
- The leadership team meets weekly to discuss teacher performance, student data, and campus concerns/needs.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Hiring and retaining experienced highly qualified teachers for the student of North Forest High School. **Root Cause:** Having to hire half of the teaching staff with 1st year teachers this current school year.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

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






Goal 1: English I and II will increase by 15% in achievement and increase growth points earned in ELA by 20%.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: At least 50% of all 1st-time test-takers will score at the approaches level or above; at least 33% of all 1st-time test-takers will score at the Meets level or above; at least 10% of 1st-time testers will score at the Masters level on the 2022 ELAR EOC by ensuring Tier 1 instruction is at the depth and complexity of the standard.

Evaluation Data Sources: Campus Based Assessment, Renaissance, TEA Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and co-teachers will continuously be trained to complete the preparation necessary to maximize the instructional time from bell to bell with students.</p> <p>Strategy's Expected Result/Impact: Increased learning time and student retention of content</p> <p>Staff Responsible for Monitoring: Assistant Principals, ELA Teachers</p> <p>Action Steps: Monitor utilization/implementation of professional development in classroom instruction Communicate and model high expectations for students and teachers Emphasis on strong, effective Tier I instruction with the implementation of novel studies/thematic units</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Measurable Objective 2: Students reading at a 5th-grade level or below will decrease from 78% to 10% as measured by Renaissance Universal Screener.

Evaluation Data Sources: Renaissance 360, CBA, TEA Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement a variety of instructional resources to increase student learning and engagement, including, but not limited to Imagine Language and Literacy, Lead4ward, Focused Reading, and novel studies/thematic units Strategy's Expected Result/Impact: Increase student comprehension and vocabulary Staff Responsible for Monitoring: Admin over ELA ELA Teachers Action Steps: Provide teachers with targeted professional development on how to best use Lead4ward. Then monitor utilization/implementation of professional development in classroom instruction.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of the ELA teachers in the tested area will be provided with support and strategies for instructional best practices that increase academic performance in English I and English II.

Evaluation Data Sources: TTESS, STAAR growth , CBA, TEA Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Individual and content-wide instructional coaching provided by administrators and Teacher Development Specialists. Strategy's Expected Result/Impact: Increase academic performance in English I and English II. Staff Responsible for Monitoring: Campus Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.


Goal 1: Algebra 1 will improve overall student performance on the 2022-2023 STAAR exam: to 75% Approaches Level, 46% Meets Level and 20% Masters Level. Also, 50% of Algebra 1 Re-testers will score at the Approaches Level or higher.


Strategic Priorities:


Expanding Educational Opportunities


Measurable Objective 1: 100% of the Math teachers will be trained on using Data driven instruction to effectively plan lessons.


Evaluation Data Sources: Campus-Based Assessment, TEA interim assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus admin along with the Math Instructional Specialist will work with teachers after every assessment on how to disaggregate data. The Teachers will also use this data to create Assessment Action Plans.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use Data to effectively plan and teach lesson.s</p> <p>Staff Responsible for Monitoring: Admin over Math Math Teachers Math TDS</p> <p>Action Steps: 1. Plan for any given assessment 2. Train teachers on the different types of important data. 3. Use this data to create assessment action plans 4. Use the action plan to determine intervention.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress






 Accomplished

 Continue/Modify

 Discontinue

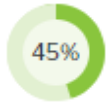




Measurable Objective 2: Training and implement 100% of Algebra 1 teacher to use the TI-Nspire Calculator during classroom instruction

Evaluation Data Sources: Campus-Based Assessment, TEA interim assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Model, implement and monitor the effective use of TI-Nspire calculator with key content/academic vocabulary by the teacher</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on Campus-Based Assessment; TEA Interim Assessment</p> <p>Staff Responsible for Monitoring: Admin over Math Math Teachers</p> <p>Action Steps: Graphing calculators support visual and kinesthetic learners interact and engage in lessons and become active learner; Monitor the effective use of the TI-Nspire with students</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Create a review plan that provides multiple chances for students to practice not only the content they will need to know but also the testing format.

Evaluation Data Sources: Lesson Plans, Observations, Walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with teachers to create a plan that includes modalities beyond taking practice tests--games, writing, and speech exercises that can help students retain information and gain a deeper understanding of concepts.</p> <p>Strategy's Expected Result/Impact: Increase the scores on the standardized assessments such as ACT, SAT and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Action Steps: Incorporate more frequent formative assessments.</p> <p>Allow students to write their own practice test questions based on learned information and then quiz a partner.</p> <p>Play review games that require students to answer practice questions.</p> <p>Give students access to a bank of practice test items that they can use for independent study.</p> <p>Encourage students to make flash cards to use for studying.</p>	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: 85% of all students will meet a College, Career, and Military Readiness criteria set forth by the Post-Secondary partnership(s) and Texas Education Agency.






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: 90% of all students will have the opportunity to earn an industry-based certification by the end of the 2022-2023 school year.

Evaluation Data Sources: CTE teacher log of certification give; Classroom Observations






HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Track each student's progress toward meeting a CCMR indicator</p> <p>Strategy's Expected Result/Impact: Upon graduation, every student is prepared for college or a career.</p> <p>Staff Responsible for Monitoring: Admin over CTE AP Teachers Dual Credit Teacher CTE teachers</p> <p>Action Steps: Train teachers on how to monitor and what part they play in students obtaining a CCMR indicator.</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: A minimum of 75% of seniors who do not already meet the TSIA requirement though alternative assessments (SAT, ACT, STAAR) will successfully complete the TSIA by May 2023






Evaluation Data Sources: TSIA

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the advisory time to implement instructional resources that track students' success using diagnostic tests that will help to fill gaps in student learning.</p> <p>Strategy's Expected Result/Impact: Students will enroll in a two-year or four-year college or university</p> <p>Staff Responsible for Monitoring: Senior Admin Senior Counselor</p> <p>Action Steps: Register all senior for the TSIA in the fall and the Spring</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Grow / Strengthen the Dual Credit program by increasing the number of courses offered on the 2022 -2023 school year term

Evaluation Data Sources: Master Schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer more than 2 dual credit courses</p> <p>Strategy's Expected Result/Impact: Increased enrollment of students in post-secondary programs</p> <p>Staff Responsible for Monitoring: College access coordinator</p> <p>Action Steps: The number of dual credit courses offered in the fall semester</p>	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: CLOSING THE GAPS

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Provide professional development and monitor implementation during Tier I instruction to improve student outcomes as evidenced by an increase in performance of students taking the STAAR test and receiving Special Education services for all subjects from 36% to 50%.

Evaluation Data Sources: Evaluation of this goal will be assessed based on the STAAR accountability results from students testing.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement small group instruction to reinforce or reteach specific skills and concepts.</p> <p>Strategy's Expected Result/Impact: Teachers will work closely with students to provide additional instruction and strategies for students struggling to master certain skills. Teachers will also provide more individualized support based on student's needs.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Administrator, and Special Education Department Chair</p> <p>Action Steps: 1. Teachers will review students' accommodations and Individual Education Plan (IEP) Goals. 2. Teachers will collaborate to develop lesson plans that include Specially Designed Instruction (SDI), accommodations based on the needs of students, and student assessment data. 3. Teachers will use assessment data and student work to determine how students will be grouped.</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>40%</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Inclusion teachers will implement SDI in their lesson plans to meet the demand of depth and complexity of the standard.</p> <p>Strategy's Expected Result/Impact: Inclusion teachers will become proficient in planning and using data to make</p>	Formative			Summative
	Nov	Jan	Mar	June

informed decisions about instruction and reteach opportunities. Teachers will have a clear understanding of what is needed to ensure access to the content for special populations. Inclusion teachers will create lesson plans in collaboration with the general education teacher that will include teacher moves, SDI, and be data driven.

Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Administrator, and Special Education Department Chair

- Action Steps:**
1. Inclusion teachers will attend weekly SPED PLC meetings.
 2. Inclusion teachers will meet with Secondary Inclusion Program Specialist to get additional support on planning, co-teach models, and implementing SDI.
 3. Inclusion teachers will attend weekly PLCs with their content area.



No Progress

Accomplished

Continue/Modify

Discontinue

Measurable Objective 2: 100% Students on the Unique Curriculum will be administered the STAAR ALT 2 released test during the same time that General Ed.

Evaluation Data Sources: Practice STAAR Alt

Strategy 1 Details	Reviews			
<p>Strategy 1: The special education department Chair and SLL teachers will meet to discuss plans for administering the STAAR ALT 2 Released Assessments and data tracking.</p> <p>Strategy's Expected Result/Impact: Students on the Unique Curriculum will achieve at the satisfactory and accomplished level on the STAAR ALT 2 released test</p> <p>Staff Responsible for Monitoring: Special Education Administrator and Department Chair</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Self-contained teachers will administer monthly pre/post and quarterly benchmark Unique Learning assessments to determine the progress of students in the self-contained SLL programs. 2. Self-contained teachers will utilize Essence Statements when planning instruction for students to prepare them for the STAAR ALT 2 Assessments. 3. Self-contained teachers will attend weekly SPED PLC meetings to review SPED processes and updates. <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress






Accomplished

Continue/Modify

Discontinue

Measurable Objective 3: 100% of students receiving dyslexia services will receive individualized services pertaining to their comprehensive dyslexic level.

Evaluation Data Sources: Service Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus aligns intervention personnel and resources for students' targeted deficit skill(s). Strategy's Expected Result/Impact: Increase performance on standardized assessment Staff Responsible for Monitoring: Campus Dyslexia Specialist/Coordinator Action Steps: Regular ED/Special ED Dyslexia Interventionist will be responsible for entering weekly progress monitoring data. Dyslexia Specialist will make sure data is entered weekly.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






Goal 1: DISCIPLINE

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: Institute discipline procedures to reduce discipline infractions that impact classroom instruction by 30%.

Evaluation Data Sources: Monthly discipline report

Strategy 1 Details	Reviews			
<p>Strategy 1: On-going monitoring of the classroom, hallway, restroom, and common areas by all personnel daily</p> <p>Strategy's Expected Result/Impact: Fewer discipline infractions</p> <p>Staff Responsible for Monitoring: Grade level Admins, Teacher Coaches, Teachers, Counselors, clerks, Testing Coordinator</p> <p>Action Steps: Educate scholars, staff, and parents on restorative practices</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: The number of physical altercations taking place on campus will decrease by 50%

Evaluation Data Sources: Monthly Discipline report

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize restorative practices with campus FACE and wraparound specialists to support students who commit Level I and II infractions (instead of automatic placement in ISS or OSS).</p> <p>Strategy's Expected Result/Impact: Reduce the number of repeated occurs of the behavior</p> <p>Staff Responsible for Monitoring: Face specialist Wraparound specialist Grade level admins</p> <p>Action Steps: Utilize Intervention Assistance Team to develop intervention plans to improve scholar behavior</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals






Goal 2: VIOLENCE PREVENTION

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: Reduce the number of drug offenses by 50%

Evaluation Data Sources: Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: Drug awareness program Strategy's Expected Result/Impact: Fewer students using drugs Staff Responsible for Monitoring: Wraparound specialist Face specialist Action Steps: Invite guest speakers to educate students on the negative effects of drug use. TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 100% of teachers will increase their awareness of suicide prevention through compliance courses.

Evaluation Data Sources: Counselor Data

Strategy 1 Details	Reviews			
Strategy 1: Develop a pipeline for students to report suicide attempts/warnings Strategy's Expected Result/Impact: Fewer student attempts of suicide Staff Responsible for Monitoring: Counselor staff Wraparound Specialist Face Specialist Action Steps: Provide students with the national suicide tip line inconspicuous areas	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






Goal 3: SPECIAL EDUCATION - To build the capacity of our inclusion teachers to provide adequate and appropriate support to our Tier II and Tier III students in the 2022-2023 school year.

Strategic Priorities:

Transforming Academic Outreach


Measurable Objective 1: Co-teach Support - The inclusion and cooperating teachers will collaborate and plan together to develop effective lesson plans 100% of the time to ensure appropriate grouping, implement appropriate co-teach models, and implement SDI during the 2022-2023 school year.

Evaluation Data Sources: Walkthroughs, At-bats, lesson plans


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and meet with the Secondary Inclusion Program Specialist to receive additional training and support on how to plan and implement SDI in the lesson plan. Teachers will attend professional development courses to receive training on the co-teach model and implement what they learned in the classroom.</p> <p>Strategy's Expected Result/Impact: Building the capacity of our inclusion teachers</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Administrator, and Special Education Department Chair</p> <p>Action Steps: Teachers will :</p> <ul style="list-style-type: none"> Attend co-teach professional development courses Attend weekly professional Learning community for content area Meet with Secondary Inclusion Program Specialist, SPED Dept. Chair and AP for Calibrated walks feedback Inclusion and cooperating teachers will collaborate and plan together (Co-teach models) 	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
 No Progress  Accomplished  Continue/Modify  Discontinue				


Measurable Objective 2: Build a culture to increase collaboration among Co-teachers and supporting teachers.

Evaluation Data Sources: Walkthroughs, At-bats, lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Build a culture in which teachers provide high-quality instruction that meets the needs of every student.</p> <p>Strategy's Expected Result/Impact: Building the capacity of our inclusion teachers</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Administrator, and Special Education Department Chair</p> <p>Action Steps: * Provide weekly, common planning time for general and special education teachers. * Include special education teachers in training on standards, curriculum, and assessments. * Provide training for general education teachers on interpreting individualized education programs, and implementing instructional accommodations. * Provide professional development to special education and general education teachers. on the Co-teach model and implementation of the teaching styles.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: N/A - Additional Campus Goals






Goal 4: SPECIAL POPULATIONS: Emerging Bilinguals , Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the percentage of Emerging Bilinguals students meeting progress on TELPAS to 50% by the conclusion of the 2022-2023 school year.






Evaluation Data Sources: ELD1 and ELD 2, TELPAS, LAS Benchmark Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: The teachers will use TELPAS data proficiency level, and years in the US schools to provide appropriate linguistic accommodations and monitor progress throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase reading and English language comprehension</p> <p>Staff Responsible for Monitoring: LPAC Administrator LPAC Clerk Teachers</p> <p>Action Steps: Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>20%</p>			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 90% of students receiving dyslexia services will receive individualized services pertaining to their comprehensive dyslexic level.






Evaluation Data Sources: Dyslexic monitoring forms

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus aligns intervention personnel and resources for students' targeted deficit skill(s).</p> <p>Strategy's Expected Result/Impact: Increase in student success in reading and writing</p> <p>Staff Responsible for Monitoring: Dyslexia teacher</p>	Formative			Summative
	Nov	Jan	Mar	June

Special populations Admin Action Steps: Teachers will use rubrics to provide specific feedback to student writing, and students will demonstrate improvement in writing based on teacher feedback.	 15%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of gifted and talented student will be supported by the AVID program the 2022-2023.

Evaluation Data Sources: Rosters of AVID courses

Strategy 1 Details	Reviews			
Strategy 1: The campus aligns intervention personnel and resources for students' targeted learning needs. Strategy's Expected Result/Impact: Increase performance on standardized assessment Staff Responsible for Monitoring: AVID Coordinator	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






Goal 5: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: Increase the number of parents who attend school-sponsored events by 20% as compared to the 2021-2022 school year

Evaluation Data Sources: Sign-in sheet

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be invited to school-sponsored events through call-outs, flyers, email blasts, updated website information, updated marquee information, and social media platforms.</p> <p>Strategy's Expected Result/Impact: Increased in parent involvement</p> <p>Staff Responsible for Monitoring: FACE specialist Wraparound Special list Title I</p> <p>Action Steps: NFHS will host a minimum of 2 events quarterly with flexible days/hours to encourage parent and community participation.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: Increase the amount of parental involvement through the NFHS VIPS program by 10% by the end of 2022-2023

Evaluation Data Sources: VIPS database

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents and community members will be invited to register for volunteer opportunities through the HISD VIPS program; several volunteer opportunities will be scheduled with campus needs</p> <p>Strategy's Expected Result/Impact: More parent support</p> <p>Staff Responsible for Monitoring: FACE and Wraparound Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

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

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all Automated external defibrillators and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of Automated external defibrillators on campus:

Board Goal 5: N/A - Additional Campus Goals

Goal 7: 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.

Strategic Priorities:







Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals

Goal 8: OTHER UNMET (If applicable)

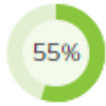
Measurable Objective 1: Biology EOC will improve overall student performance: to 75% Approaches Level, 40% Meets Level, 11% Masters





Evaluation Data Sources: Biology EOC scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Tiered instruction to meet and challenge the needs of all students Strategy's Expected Result/Impact: Increase Biology EOC Scores Staff Responsible for Monitoring: AP and Instructional Coach Action Steps: Incorporate small group instruction, hands-on activities, and timely interventions to ensure student mastery.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the use of hands-on activities and field investigations to create student experiences. Strategy's Expected Result/Impact: Increase Biology EOC Scores Staff Responsible for Monitoring: AP and Instructional Coach Action Steps: Students have the opportunity to analyze data, including inferences, practice CER, and utilize literacy strategies in application to field investigations.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: Students will demonstrate a 10 % increase in the percent of scores at the Masters' levels on assessment data intermittently throughout the year to have a greater impact on the AP scores.


Evaluation Data Sources: TEA Interim Assessment

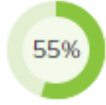




Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that ongoing support is provided to all participants in the AP program for both students and teachers. By enrolling your educators in the College Board's AP Institutes program.</p> <p>Strategy's Expected Result/Impact: Improvement on AP Scores</p> <p>Staff Responsible for Monitoring: Administrators Specialist AP Teachers District Personnel</p> <p>Action Steps: 1. Create tutoring sessions for designated students 2. Create a study schedule and make a study plan 3. Create study groups within the classes 4. Create and Administer practice Exams. 5. Do a data analysis on the results and make accommodations where necessary.</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 3: US History will improve overall student performance by: at least 15% from 68% to 80% for approaches; at least 10% from 41% to 50% for meets; at least 10% from 13% to 20% for Masters by the end of the 2022-2023 school year.

Evaluation Data Sources: US History STAAR scores, Common assessments and quizzes

Strategy 1 Details	Reviews			
<p>Strategy 1: History teachers will focus on Q3SA and ACES as a way to develop critical thinking skills to improve US History STAAR performance during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Admin over Social Studies and US History teacher</p> <p>Action Steps: Provide weekly pull-outs for tutorial in small group instruction. In addition, provide a mini-benchmark in the fall, and a full benchmark in the spring.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: History teachers will meet twice weekly in PLCs to annotate the Master Course to provide more personalized lesson for the students and then practice the delivery of that lesson so that the students will receive the best instructions; thereby, increasing each unit test score by 20%</p> <p>Strategy's Expected Result/Impact: This strategy will see a growth of at least 20 % from Unit 1 to Unit 2</p> <p>Staff Responsible for Monitoring: Assistant Principal over Social Studies</p> <p>Action Steps: Assist teachers with annotation of lesson; Work with the DDIS to check the Unit scores for improvement: Adjust plan if needed.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for 477 North Forest High School

Total SCE Funds: \$202,293.38

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

- Academic Support Teacher - At-Risk Assistance Program - Emerging Bilingual Supplemental Program (Language Support) - Emerging Bilingual Supplemental Summer Program - High School/Post-Secondary Tutoring Program - High School Credit Retrieval - Math Supplemental Program - Supplemental Reading Program - School-Age Parenting - STAAR Tutorial Program

Personnel for 477 North Forest High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abidoeye, Olusegun Abiodun	Teacher, Math	1
Noel, Zakary Taylor	Teacher, Math	1
vacant	Teacher, Math	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title I Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- School Principal
- Title I Coordinator
- Assistant Principals
- SPED Chairperson
- Instructional Coaches

2.2: Regular monitoring and revision

Consistent monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Interim STAAR
- (BOY/MOY/EOY),
- Progress Tracking – SPED, Progress Reports Easy IEP, ARD,
- Pre-approved Assessments
- Curriculum Embedded Assessments
- GRAD Lab

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

The SIP is available to parents in the following locations:

- Main Office
- Administrative Assistant

- Wraparound Specialist
- Title I Coordinator

The SIP was made available to parents by:

- School Website
- Upon Request

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Imagine Learning English.
- Carnegie Math Pathways
- Instructional Pull-outs
- Tutors in classrooms provided by contracted services

2.5: Increased learning time and well-rounded education

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

- School-wide lesson planning and instructional practice of bell to bell instruction.
- Learning opportunities outside the regular school day: Credit Recovery, Tutorials, Camp Spark.
- Social-Emotional Learning Specialist available on campus for interventions.
- CTE Pathways and opportunities for Technical Careers at Barbara Jordan.
- Futures Program provides a Level II certificate for students.
- Reading By Design

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

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

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs
- Small-Group Instruction based on student data
- Academic planning during summer with teachers for targeted groups
- PLCs with CIC
- Advisory time to implement instructional resources (diagnosis tests)

- Wraparound Purple Tracking System (daily SAF reports and weekly reports that address attendance which can increase learning time)
- Ongoing Meetings to discuss STAAR/STAAR ALT.
- Restorative Practice
- Dyslexia Intervention Classes

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

- Parent Advisory Committee
- Wraparound Specialist
- SDMC
- Leadership Team
- Title I

The PFE was distributed

- On the campus website
- Open House
- FACE Meetings.
- By request

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Parent Workshops
- Parent/Teacher Organization
- Family Friendly School Walk-Through
- Community Resource Guide

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent -
- Wraparound Specialist

- FACE
- Administrative Team
- Title I

The PFE was distributed

- On the campus website
- Open House
- FACE Meetings.
- By request

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Parent Workshops
- Parent/Teacher Organization
- Family Friendly School Walk-Through
- Community Resource Guide

4.2: Offer flexible number of parent involvement meetings

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

Meeting #1 September 22, 2022 10:00-11:00 am

Meeting #2 September 28, 2022 4:30-5:30 pm

Meeting # 3 October 18, 2022 10:00-11:00 am

Meeting #4 October 20, 2022 4:30-5:30 pm

Meeting #5 January 10, 2023 10:00 am-11:00 am

Meeting # 6 January 12, 2023 4:30-5:30 pm

Meeting # 7 March 21, 2023 10:00-11:00 am

Meeting # 8 March 23, 2023 4:30-5:30 pm

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beverly May	Class sizes Reduction		1
Eric Andelson	Intervention Teacher		1
Laquisha Hines	Math Teacher Specialist		1
Robert Rivera	Class sizes Reduction		1