

Houston Classical Charter School
District/Campus Improvement Plan
2021-22



HOUSTON CLASSICAL
CHARTER SCHOOL

HCCS educates K-8 scholars through a classical approach, rigorous academics, structured environment, and character development to ensure high school, college, and life success.

Our vision is that Houston Classical Charter School's ("Houston Classical") alumni will all graduate from high school, will have college degree attainment levels exceeding, not only Alief but the highest attainment communities of Houston; and will have developed the academic and social campus conference held the meeting habits to propel them to a life of success.

June 13, 2021 (Rev 9-1-21)

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND PHILOSOPHY

- Mission The Texas Education Agency will improve outcomes for all public-school students by providing leadership, guidance, and support to school systems.
- Philosophy Every child prepared for success in college, a career, or the military

THE STATE OF TEXAS PUBLIC EDUCATION STRATEGIC PRIORITIES

- PRIORITY #1: Recruit, support, and retain teachers and principals
- PRIORITY #2: Build a foundation of reading and math
- PRIORITY #3: Connect high school to career and college
- PRIORITY #4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION ENABLERS

- ENABLER #1: Increase transparency, fairness, and rigor in district and campus academic and financial performance
- ENABLER #2: Ensure compliance, effectively implement legislation, and inform policymakers
- ENABLER #3: Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

https://tea.texas.gov/sites/default/files/TEA%20Strategic%20Plan_2019-2023.pdf

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2021 - 2022

Data Sources Reviewed:

- **Fountas and Pinnell Reading Leveling System**
- **Counting Jar - This is an assessment that assesses a scholar's ability to count with precision, accuracy, and 1:1. All scholars must be able to do this up to 120.**
- **MAP**
- **Attendance rate**
- **Demographics**
- **Discipline referral numbers**

Description of the C.N.A. process the LEA followed (including results for compensatory/At-Risk programs):

The School Support Team met on April 21, 2021 and again on May 26th to develop the CNA. The campus conference held the meetings starting at 1:00 PM on April 21 and 10 AM on May 26. We plan to meet again on September 15, 2021, January 15, 2022, and April 15, 2022, to review and revise the CNA as needed.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Problems What were the identified problem areas?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	At HCCS, we have about 18 different countries of origin represented.	N/A	We will continue to recruit and enroll families in our area which come from many immigrants and diverse backgrounds.
Student Achievement	Majority of scholars performing at high levels on all assessments	Intervention started in Jan, at-risk and it was difficult to close gaps by May	Begin intervention earlier in fall; improve intervention systems
School Culture and Climate	Low discipline referrals	As the school grows, we will continue to innovate to maintain and decrease discipline referrals.	Continue a culture of success and a positive environment.
Staff Quality/ Professional Development	Literacy training	25% not reading at grade level	Implement effective strategies for struggling scholars
Curriculum, Instruction, assessment	Math, Reading, and writing levels	ESL waiver due to no certified ESL teachers; lack of time and rigor devoted to science and social studies	ESL program; increase time and rigor in science and social studies

Family and Community Involvement	Flexible and excellent job following Covid protocol	Covid guidelines limited being able to hold parent events in person	Execute Classical nights
School Context and Organization	High attendance rate even with Covid	Families declined enrollment due to lack of access	Provide transportation
Technology	Teachers will implement one effective strategy for struggling/at-risk scholars every 4–6-week period.	No digital system for tracking who enters building	Software to check in visitors and volunteers

Title I, Part A

Schoolwide Program Requirements:

ELEMENT #1: Comprehensive Needs Assessment (C.N.A.)

ELEMENT #2: Campus Improvement Plan

A description of the strategies that the school will be implementing to address school needs, including a description of how the strategies will:

2.1 provide opportunities for all children to meet the challenging State academic standards

2.2 use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

2.3 address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

ELEMENT #3: Parent and Family Engagement Requirements

Goal 1: HCCS will increase the number of scholars reading at or above grade level from 75% to 85% by the end of the 2021-22 school year as measured by the Fountas and Pinnell leveling system.

Objective: To ensure that all scholars at HCCS at-risk meet their academic benchmark by the end of the school year.

Strategies and Action Steps	Person(s) Responsible	Resource (Staff, Materials, Funding)	Timeline	Formative Evaluation	Summative Evaluation
1. Create and monitor intervention plan (RTI) for struggling scholars	Head of School and Assistant Principal		Summer 2021	Draft of plan complete by August 24	Feedback on plan as presented in back to school PD
2. Provide professional development to all staff to ensure academic success for all scholars in our school.	Head of School and Assistant Principal	General Fund	Summer 2021	Contract in place August 2021	Feedback on PD gathered from teachers after session
3. Assign an interventionist to support scholars who have been designated as Tier 3 in our intervention (RTI) program	Head of School and Assistant Principal	Title 1 Comp Ed Tier 1-2	Summer 2021 – September 2021	Quarterly Checkpoints Fountas and Pinnell Leveling System (F&P) and MAP.	MAP Assessment 75% at grade level
4. Teachers will implement one effective strategy for struggling/at risk scholars every 4–6-week period.	Head of School and Assistant Principal	General Fund.	August 2021	Head of School or AP observation of implemented strategy at least 1 per quarter.	Teacher has used at least 4 strategies to target struggling scholars.

Goal 2: HCCS will expand services to meet family needs by providing at least three new opportunities during the 2021-22 school year.

Objective: Achieve enrollment targets by meeting family needs

Strategies and Action Steps	Person(s) Responsible	Resource (Staff, Materials, Funding)	Timeline	Formative Evaluation	Summative Evaluation
1. Begin the bidding process for the best-suited bus company for our school.	Head of School and 4Matix	Coop with 4 other schools.	April 2021	Per bid specifications; minimum 3 bids	
2. Select a company	Head of School and 4Matix		May 2021		Company under contract by July 2021.
3. Communicate to families about the option to receive bussing	Head of School and 4Matix	General Fund	May 2021 – August 2021		100% of eligible families contacted
4. Create bus routes based on the families who have opted to receive our bussing services	Head of School and 4Matix	ESSER III	June 2021 – July 2021	4 matrix provides quarterly data of services, on time, etc.	Satisfaction rating by families at the end of the year (survey)
5. Host Classical Nights to provide strategies for parental academic involvement such as literacy and technology training	Head of School and Assistant Principal	General Fund	Aug 2021- May 2022?	Gather parent feedback at each Classical Night event	Parent surveys and participation at events meet targets
6. Develop a system for tracking visitors and volunteers	Head of School	CSP grant Raptor	Aug 2021- May 2022	Obtain bids by July	System in place by start of school

Goal 3: HCCS will provide 90 minutes of rigorous science and social studies instruction every two days as measured by lesson plans.					
Objective: Provide a well-rounded, high quality and rigorous instructional program to meet the needs of all scholars					
Strategies and Action Steps	Person(s) Responsible	Resource (Staff, Materials, Funding)	Timeline	Formative Evaluation	Summative Evaluation
1. Select a curriculum for both social studies and science.	Head of School and Assistant Principal	Start-Up Grant	June 2021		Curriculum selected by June 2021 Y or N?
2. Provide professional development of the selected curriculum and track teacher growth	Head of School and Assistant Principal	Start-Up Grant	August 2021	End of Unit assessments and weekly Exit Tickets.	70% of scholars pass the end-of-year science assessment.
3. Observe progress and effectiveness through weekly observations.	Head of School and Assistant Principal	Science teacher FTE	August 2021 – May 2022	Lesson plans and walkthroughs	90 minutes provided every 2 days with fidelity? Y or N
4. Track scholar learning through in-house created assessment to track the content area's effectiveness.	Head of School and Assistant Principal		Ongoing	Quarterly evaluations to reach 85% target	85% on grade level mastery

District Improvement Plan Requirements

The detailed strategies of the 2021-22 District Improvement Plan reflect the identified areas of focus for the school year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the Department Action Plans:

Requirements	LEA Action
<p>1. How will the LEA monitor students' progress in meeting the challenging State academic standards by:</p> <ul style="list-style-type: none"> ● Developing and implementing a well-rounded program of instruction to meet the educational needs of all students ● Identifying students who may be at risk for academic failure ● Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards ● Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning 	<p>Our academic program is well aligned to the Texas Education Standards and has proven successful by other successful schools in Texas and this country. Our academic program is also flexible in ensuring that scholar's needs are met where they are. Last, our program is evaluated constantly and formally twice per year to ensure that all scholars are achieving.</p> <ol style="list-style-type: none"> 1. Scholars are identified at the beginning of each year by our assessment. Moreover, we run 6 weeks cycles of assessments to ensure our scholars' needs are met, close gaps and ensure that struggling/at-risk scholars are supported. 2. Interventionists and small groups that the classroom teacher may pull after a lesson provide additional support in our school. 3. Throughout our assessment cycles, we also provide professional development to teachers to ensure they implement strategies to target specific scholars. These strategies are observed daily to ensure they are implemented and for overall effectiveness. at-risk

~ Providing additional educational assistance to individual students the local education agency or the school determines the need, and the level of assistance meeting the State academic standards

~ Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning



<p>4. How will the LEA identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?</p>	<p>Our scholars are taught by the best teachers the school can find. Our teachers undergo a rigorous multi-layered interview process consisting of 4 phases: initial call, demo lesson, feedback session, and final interview.</p>
<p>5. How will the LEA use current research on parental involvement that fosters achievement to high standards for all children and incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement?</p>	<p>At HCCS, we have daily communication with our families through our communication folders, texting, flyers, and regular emails.</p> <p>Monthly, HCCS has events for families to attend that addresses many concerns and trends we see in the community.</p>

<p>6. What are the poverty criteria that will be used to select school attendance areas?</p>	<p>We are an open-enrollment charter school, which consists of 80 percent being economically disadvantaged.</p>
<p>7. What is the nature of programs to be conducted under 1114 (Schoolwide) or 1115 (Targeted Assistance) and for students living in neglected and delinquent facilities or who attend neglected or delinquent day school programs?</p>	<p>N/A for HCCS</p>
<p>8. What services will the LEA provide to homeless children and youth to support their enrollment, attendance, and success?</p>	<p>HCCS completes screening for identification and recruitment as required by law, but as of the 2020-21 school year, no homeless students have been identified.</p>

<p>9. What strategies will the LEA use to implement effective parent and family engagement?</p>	<ul style="list-style-type: none"> ● Daily communication between teacher and parent ● Weekly flyers ● Monthly events ● Quarterly Newsletters ● Weekly morning meetings with the Head of School
<p>10. How will the LEA support, coordinate, and integrate services with early childhood education programs at the LEA or individual school level, including plans for transition of participants in such programs to local elementary school programs?</p>	<p>HCCS does not have any PK or Head Start programs; however, we do solicit transition plans from students enrolling in our Kindergarten program from their previous preschool experience. Communication with previous preschool programs would need to be individualized based on incoming student needs.</p>
<p>11. How will teachers, school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating under a targeted assistance school program under section 1115, identify the eligible children most in need of services under this part?</p>	<p>HCCS will operate a schoolwide program in 2021-22, so this is N/A</p>

<p>12. How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students?</p>	<p>HCCS has a multi-layered and tiered behavior modification program to ensure that out of classroom suspensions or removal from class is the final option a teacher and/or school should take.</p>
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Plan for Federal Funds

The district receives federal monies from the following grant programs: Title I, Part A; Title II, Part A; Title IV; IDEA B; ESSER

FEDERAL FUNDS – The following positions are funded by federal grant funds at the <u>District</u> level.			
Position / Grade Level	Fund Source	FTE	Salary
Intervention Assistant Teacher	Title I/ESSER	1.0	\$32,000

All district monies related to these federal funding sources, whether spent directly by the district or allocated to an appropriate campus for expenditure, will be utilized to directly support the intended purpose(s) and program beneficiaries as listed below:

Title I, Part A:

District Allocation: \$ 1,495

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards

Intended Beneficiaries – students who experience difficulties mastering the state academic achievement standards

Campus-level uses: Provide intervention with struggling students in reading and math

District-level uses: Homeless set aside required

Title II:

Amount Allocated: \$1,608

Goal/Intended Purpose – to increase student academic achievement through improving teacher and principal quality

Intended Beneficiaries – teachers, principals, assistant principals, and others as appropriate to program intent

District-Level Uses: HCCS elected to use funding transferability with Title II funds by transferring the funds to the Title I program

Title III:

Amount Allocated: \$ SSA with ESC 4

Goal/Intended Purpose – to provide supplemental resources to help Limited English Proficient (LEP) children attain English proficiency.

Intended Beneficiaries – LEP students, including immigrant children and youth

District-Level Uses: HCCS is in a shared service arrangement with ESC 4

Title IV:

Amount Allocated: \$ 10,000

Goal/Intended Purpose – to provide well-rounded educational opportunities, safe and healthy students, and the effective use of technology

District Level Uses: Transfer to Title I

IDEA B:

Amount Allocated: \$ 7,314 and SPED Preschool \$ 167

Goal/Intended Purpose – to provide special education and related services

Intended Beneficiaries – children with disabilities ages 3-21

District Level Uses: Contracted services to provide related services to students as identified in the IEP

ESSER III/ARF 2021-2023:

Amount Allocated: \$149,297 ESSER III; \$66,476 ESSER II

Goal/Intended Purpose – to respond to the Covid-19 pandemic to ensure continuity of services, a safe and healthy environment, and address learning loss

Intended Beneficiaries – All students

District-level uses: transportation to provide extended learning time to address learning loss for all scholars. Extended time after school. Consumable instructional or health related materials. Activities to support absences and/or virtual learning when necessary.

Charter District does not consolidate fund sources; however, Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

Plan for At-Risk/Compensatory Education

The goals of state compensatory education are: (1) to reduce any disparity in performance on assessment instruments administered under TEC, Chapter 39, Subchapter B, Assessment of Academic Skills ; and (2) to reduce the disparity in the rates of high school completion between students at risk of dropping out of school and all other school district students. SCE program's desired result is to provide challenging and meaningful instructional programs and services to close the achievement gap between students at risk of dropping out of school and their peers.

SCE:

Amount Allocated: \$ 37,570 (2021 FSP) 55% \$20,664

Supplemental FTEs for SCE at District Level (campus FTEs in CIP): none

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school

Use of funds: Houston Classical falls under the small school rule (under 500 students). General education classroom teachers must provide intervention strategies as part of their regular job duties; therefore, a small portion of their salary may be funded from SCE.

Campus Improvement Plan (CIP)

District Improvement Plan Committee

The District Improvement Plan was developed and revised with timely and meaningful consultation required stakeholders. The members listed below were involved in the planning and improvement process, and the plan was ultimately approved on May 26, 2021. [Updated October 5, 2021](#)

Name (typed)	Job Title/Role
Deyvis Salazar	Head of School
Kimberley Richards	Operations Director
Madelyn Marrs	Assistant Principal
Hayley Lewandowski	Classroom Teacher
Cindy Gutierrez	Classroom Teacher
Losanji Wilkins	Community Member
Claire Savidge	Parent
Shirley Reyes	Parent