

# SCHOOL IMPROVEMENT PLAN

*School Year 2013-2014  
Sam Houston Math, Science & Technology Center  
Houston Independent School District  
Prepared by Jane Crump*

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PTO/PTA Parent Representative

Date

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Teacher Representative

Date

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Principal

Date

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School Support Officer / Lead Principal

Date

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Chief School Officer / Lead Administrator

Date

The signatures indicate that this document has been reviewed and approved by them.

Sam Houston Math, Science & Technology Center  
Jane Crump  
2013 -2014 School Improvement Plan  
Houston Independent School District

### CHECKLIST

Each school year the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). Each campus improvement plan must:

- ☐ Utilize a school wide planning team to complete the needs assessment (NCLB).
  - Shared Decision Making Committee.
- ☐ Create a school profile that includes Student Needs, Curriculum and Instruction, Professional Development, Family and Community Involvement, School Context and organization(NCLB):
  - Brief description in Executive Summary – School Overview and Needs Assessment sections
  - School Profile and Needs Assessment in SIP Part 1 – Narrative Section
  - SIP Part 3 – Campus compliance
- ☐ Assess the academic achievement for each student in the school using the academic excellence indicator system (AEIS). Identify data sources and analyze data (NCLB).
  - Brief description in Executive Summary – Needs Assessment section
  - Needs Assessment in SIP Part 1 – Narrative Section
- ☐ Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, subchapter A. Clarify the vision for reform (NCLB).
  - List in Executive Summary – List of measureable objectives section
  - SMART Goals in SIP Part 2 – Action Plan
- ☐ Identify how the campus goals will be met for each student.
  - Implementation Plan in SIP Part 2 – Action Plan
- ☐ Determine the resources needed to implement the plan.
  - Implementation Plan in SIP Part 2 – Action Plan.
- ☐ Identify staff needed to implement the plan.
  - Implementation Plan in SIP Part 2 – Action Plan
- ☐ Set time lines for reaching the goals.
  - Implementation Plan in SIP Part 2 – Action Plan
- ☐ Measure progress toward the performance objectives systematically to ensure that the plan is resulting in academic improvement.
  - Implementation Plan in SIP Part 2 – Action Plan
- ☐ Identify all funding sources in the Resources Needed column of the SMART Goals document: *Fund Sources (GF1, SCE, TI, TII, TIII, AMI, ARI...)*
  - Implementation Plan in SIP Part 2 – Action Plan
- ☐ Schools not meeting AYP must complete a separate CIP specifically addressing the area identified as AYP, according to TEA instructions.

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Principal

Date

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## EXECUTIVE SUMMARY

### **School Overview**

The Sam Houston Math, Science and Technology Center (SHMSTC) is a comprehensive high school serving over 2566 students in grades nine through twelve, located in the inner-city community of Houston's north side within 20 minutes of the central business district and the Medical Center. The ethnic breakdown of Sam Houston Math, Science and Technology Center is: Hispanic 91.2%, African American 6.7%, White 1.7% and Asian at 0.2%. Key subgroups of the student population include: 11.6% special education; 8.3% gifted and talented; 14.3% limited English proficient; 92.5% economically disadvantaged; and 99.2% at-risk. The average daily attendance was 92.7% for 2012-2013.

It is the mission of the SHMSTC for students to become educated and responsible participants and leaders in a democratic society by completing a rigorous college and career preparation program and by taking part in a variety of extra and co-curricular activities. Our vision is to create students to become educated and responsible participants and leaders in a democratic society, by taking part in mainstream activities of the school and completing a rigorous college preparation program. The Sam Houston community upholds the following values: TIGERS (Teamwork, Integrity, Generosity, Engagement, Rigor, and Success).

SHMSTC has several strong partnerships that foster a college bound culture and student commitment for success. Houston Community College has committed to service our students through their Dual Credit program. This program allows our students to receive college credit for courses that correlate with the Houston Independent School District's high school courses. Sam Houston offers: English, US History, Economics, Business Information Management, and Cosmetology. SHMSTC continues to develop its Advanced Placement course offerings with sixteen courses offered for 2013-2014 school year.

Sam Houston MSTC partners with DeVry University as they provide student tutors, computer maintenance assistance, scholarships for SHMSTC seniors, and a variety of other means of support. Project GRAD supports SHMSTC by providing a variety of forms of academic support and academic scholarships. The Go Center is a resource center to guide students through the post-secondary education process, including college scholarship, FAFSA application, and college entrance applications.

The SHMSTC offers six career and technical pathways: Architecture and Construction, Business Management and Administration, Cosmetology, Project Lead the Way: Biomedical Sciences, Information Technology, and Transportation, Distribution, and Logistics. Through these programs, students earn certifications and/or licenses preparing them for work in these fields.

### **Needs Assessment Summary**

Performance on TAKS for the 2013 administration resulted with passing rates as follows: English Language Arts 90%; Math 88%; Science 95%; and Social Studies 98%. Students reaching commended performance were: 11% in English Language Arts; 16% in Math; 7% in Science; and 49% in Social Studies. Analysis of the TAKS data illustrates that sub-groups do not all perform comparably. African-American students are performing below their peers in Mathematics. Of the students classified as Limited English Proficient and Special Education a much smaller percentage met standards as compared to the total population tested.

Performance on STAAR for the 2013 administration resulted with passing rates as follows: Reading 59%; Mathematics 71%; Writing 31%; Science 74%; Social Studies 62%. African-American students are performing below their peers by ten percentage points in mathematics and eight percentage points in social studies. Our English Language Learners (ELL) student population performs significantly below their peers in all STAAR EOC exams. Special education students were underperforming in the following areas: Reading, Mathematics, Science, & Social Studies.

Performance on the 2013 Advanced Placement exams are as follows (percentages include students who received a score of three, four, or five): AP Biology 41%; AP Calculus 0%; AP English Language 3%; AP English Literature 6%; AP Environmental Science 4%; AP Macroeconomics 16%; AP Music Theory 0%; AP Physics 0%; AP Psychology 0%; AP Spanish Language 66%; AP Statistics 0%; AP US Government 0%; AP US History 1%; AP World History 2%; overall 12.2%.

### **List of Measurable Objectives**

Sam Houston MSTC strives for continuous improvement with each new school year. The goals set reflect this commitment to growth. Student performance on STAAR EOC will exceed the district average by 5% in each subject area. Based on the 2013 test performance, this equates to an increase of 18% in Algebra I, 22% in Reading, 16% in Writing and 10% in Biology. As well, student performance on the Algebra I STAAR EOC will increase from 62% meeting Level 2 Satisfactory performance to 80% meeting Satisfactory performance and from 1% to 10% meeting Level 3 Advanced performance through the use of differentiated, data-driven instruction and content-specific professional development.

The graduation rate for Sam Houston MSTC students will increase from 77% to 85%. Likewise, the dropout rate will decrease from 5% to 2%. As well, the continued emphasis will be placed on building student capacity for the future. Students passing an AP exam will increase from 12% to 18% and the average PSAT score of students in grades 9, 10, and 11, will increase to match the mean score of the state.

School culture is crucial to student success. To this end, the students and parents of Sam Houston MSTC have positive perceptions regarding relevance of coursework and level of interest will increase from 60% to 85% for students and 81% to 95% for parents. Similarly, safety is paramount. Thus, Sam Houston MSTC will decrease incidents of suspension, fighting and bullying by 10%.

### **Major Strategies and Initiatives Summary**

Substantial increases in student performance on the STAAR EOC examinations will occur at Sam Houston MSTC through the campus-wide implementation of Everyday ExcELLEnce literacy routines in all content area classrooms. The Power Up 1:1 Laptop Initiative will allow for differentiated learning tools suitable for addressing

all learning styles and content specific-professional development and continual data analysis will support teachers in effective and strategic lesson planning.

In an effort to support SHMSTC students in achieving their post-secondary goals, students will be exposed to and coached in SAT and Advanced Placement test-taking strategies. All students, beginning in 9th grade, will be instructed in SAT vocabulary. Students cannot reach their potential if they do not attend classes regularly. Thus, student attendance will be monitored daily and home visits will be conducted for students with attendance issues and appropriate and timely interventions will be applied.

Implementation of the Power Up 1:1 Laptop Initiative will allow for the integration of technology and differentiation in all content areas thus promoting student engagement and positive perceptions regarding academic coursework. As well, the Everyday ExcELlence literacy routines will have a net positive impact on students' perceptions of their own learning. An overall positive climate will be promoted at Sam Houston MSTC by maintaining consistency in discipline across the school, being proactive in behavioral interventions and publicly celebrating good behavior at every occasion.

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**SIP COMMITTEE: SHARED DECISION MAKING COMMITTEE**

**Organization Structure**

Our campus Shared Decision-Making Model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

**Shared Decision Making Process**

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

### Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

### Membership Composition of the Shared Decision-Making Committee

Number of Classroom Teachers	<b>10</b>	Number of Parents (at least 2)	<b>2</b>
Number of School-based Staff (Half the number of classroom teachers)	<b>5</b>	Number of Community Members (at least 2)	<b>2</b>
Number of Non-Instructional Staff	<b>1</b>	Number of Business Members	<b>1</b>

<b>Name of SDMC Member</b>	<b>Position (Term expires)</b>
Allison Flannery	Classroom Teacher (2014)
Alycia Guillemette	Classroom Teacher (2014)
Anthony Kirk	Classroom Teacher (2014)
Brady Mayo	Classroom Teacher (2014)
Peggy Sinclair	Classroom Teacher (2014)
Alejandro Torrealba	Classroom Teacher (2014)
Andrew Zeringue	Classroom Teacher (2016)
Stephani Seewald	Classroom Teacher (2016)
Nicole Harris	Classroom Teacher (2016)
Nickpreet Singh	Classroom Teacher (2016)
Benjamin Lantz	Classroom Teacher (2016)
Mariana Maldonado	School-based Staff (2014)
Bryan Hill	School-based Staff (2016)
Angela Borzon	School-based Staff (2016)
Ryan Hutchings	School-based Staff (2016)
Ada Rivera	School-based Staff (2016)
Felicia Palacios	Non-Instructional Staff (2016)
Abel Garza	Business Member
Maria Tristan	Community Member
Maria Berrios	Community Member
Blanca Reyes	Parent
Diana Vasquez	Parent
Jane Crump	Principal

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## SIP PART 1: NARRATIVE

### **Mission Statement**

Sam Houston Math, Science and Technology Center is committed to creating a safe and nurturing environment in which all learners can develop their teamwork efforts, instill integrity, know the power of generosity, be fully engaged in their creative potential in preparation to learn and be rigorous in the learning process and ensure lifelong success.

### **School Profile**

Sam Houston Math, Science & Technology Center is the best comprehensive high school in North Houston for students who plan to attend a four-year, Tier 1 university because: (a) we offer dual-credit, Advanced Placement and SAT prep courses, (b) we have a wide-range of award-winning extracurricular activities, and (c) and we support families new to the college experience.

Sam Houston Math, Science & Technology Center is the best comprehensive high school in North Houston for students who plan to attend a 2-year college because: (a) we provide accelerated learning for students so that they leave high school ready for college-level work, (b) we prepare students for success on college entrance exams, and (c) we educate and support families who are new to the college experience.

Sam Houston Math, Science & Technology Center is the best comprehensive high school in North Houston for students who plan to pursue a career immediately after graduation because: (a) we offer ten distinct career pathways, (b) we provide opportunities for licensure and industry certification, and (c) we connect CTE courses with post-secondary learning including dual-credit, technical schools, community college and other training facilities.

Sam Houston Math, Science & Technology Center is the best comprehensive high school in North Houston for parents because: (a) we are home to a regional Parent Center that hosts a multitude of activities, speakers and classes for parents, (b) we connect parents to resources, and (c) we do whatever it takes to help parents help their students.

A special academy has been developed for students who need individualized, intensive academic support to regain credits and pass STAAR. These students will receive support from counselors and an assistant principal assigned only to those students.

### **Needs Assessment**

#### **Student Performance Data Analysis**

Sam Houston MSTC EOC data indicates that our student taking Algebra I are six percentage points from meeting the 75% probability of passing, while our ELA scores indicate that a greater focus be made in reading and writing skills. Our second tier scores indicate that positive gains are being made to meet the district's minimum average. Our College Readiness Scores have also shown gains in two of the three

tested areas for PSAT for ninth grade, gains were made in two out of three tested areas in tenth grade, and gains were made in all areas in the eleventh grade. While more students had the opportunity to take Advance Placement exams our data has a slight decrease in the overall percentage of students passing.

Based upon our student performance data, there are two major instructional initiatives: Everyday ExcELLEnce in every classroom and the 1:1 Power Up Initiative. Everyday ExcELLEnce will be monitored weekly and all appraisers will bring observation data to weekly meeting after school. Power Up adoption will be celebrated and followed up with the Early Adopters. Follow-up will occur in PLCs – follow-up specific to Everyday ExcELLEnce and Power Up will occur every other Wednesday in the PLCs.

Sam Houston MSTC will implement writing across the curriculum. We have trained our Social Studies teachers in the Jane Schaeffer writing methodology for Expository Writing. World Geography and World History teachers will be expected to share student work in PLCs every other week demonstrating expository writing. All teachers will be asked to include a writing activity relevant to the topic that they are teaching each day. They will also require students to complete a 2-3 sentence written summary of the day's lesson. Any writing that a student produces should include complete sentences, and teachers will assist students in writing complete sentences any time that they do not do so on their own.

Sam Houston MSTC plans for supporting greater differentiation through teacher professional development. Teachers will be trained in a variety of data resources so that they have a detailed picture of the students in their classes – Teacher Dashboard, EVAAS, I-station, etc. All students will take the Naviance Learning Style inventory and share their results with their teachers. In January 2014, we will begin using Achieve 3000 to improve reading, writing and literacy skills for students at all learning levels, when we transition to 1:1 computing. Power Up trainings will specifically address digital resources for differentiated, individualized instruction.

### **Demographic Data Analysis**

The Sam Houston Math, Science and Technology Center (SHMSTC) is a comprehensive high school serving over 2566 students in grades nine through twelve, located in the inner-city community of Houston's north side within 20 minutes of the central business district and the Medical Center. The ethnic breakdown of Sam Houston Math, Science and Technology Center is: Hispanic 91.2%, African American 6.7%, White 1.7% and Asian at 0.2%. Key subgroups of the student population include: 11.6% special education; 8.3% gifted and talented; 14.3% limited English proficient; 92.5% economically disadvantaged; and 99.2% at-risk. The average daily attendance was 92.7% for 2012-2013.

### **School Processes Analysis**

#### **Teacher Practices:**

Teachers meet in PLCs every day during their conference period. There are five different "types" of PLC meetings that will occur for core teachers over a two-week cycle, repeating throughout the school year. The five types include: Planning Day, Data Day, Professional Development Day, Intervention Day, and Collaborative Day. Teachers will follow the HISD Scope and Sequence and assessments will occur every 2-3 weeks depending on the subjects and topics covered in each subject. Timelines will vary between 2 and 3 weeks based on the appropriateness per objectives covered.

During Planning Days teachers bring lesson drafts, common assessment question drafts and exit ticket drafts to meeting and group works together using 6 Hats Protocol to perfect. During Data Day, teachers within their content group examine common assessment data, exit ticket data, student work samples such as writing, etc. and designs instructional changes in response to data. During Professional Development Day, teachers study ELL Literacy Routines and explore Power Up resources in preparation of our 1:1 laptop initiative. During collaborative days, teachers have time to work together in advance of a Planning Day meeting to draft lessons, find resources or experiment with Power Up resources.

During the Intervention Day rotation, teachers will examine the progress of highly at-risk students, identified both by teachers (based on classroom performance and formative assessment data) and by the administrative team (based on historical performance and summative assessment data). Specific, individualized support will be developed and adapted for these students at these biweekly meetings. This may include small-group instruction with tutors that are placed in particular classrooms, individualized homework and/or reading plans, attendance contracts, etc. Students and/or parents may be present at these meetings when necessary. Grade level deans and counselors will join the PLCs for these meetings.

#### **Acts of Leadership:**

The instructional team will meet once per week after school to debrief Everyday ExcELLEnce classroom observations, celebrate Power Up adoption and to calibrate with A&D observations.

Grade-level deans are responsible for approximately 300 students and will be held accountable daily for the attendance of these students. This year, Sam Houston MSTC has a Dean of Students who has been assigned to oversee attendance and dropouts. This Dean of Students also coordinates home visits with a Constable for targeted students.

Emphasis on more proactive discipline strategies to decrease in-school and out-of-school suspension; e.g. Grade 9 and 10 suspended curriculum

#### **Perceptions Analysis**

Perception data was gathered utilizing the Your Voice/Su Voz survey administered during the spring 2013 to 2,068 Sam Houston Math, Science, & Technology Center students and 108 parents. The student results indicate the following strengths and perceptions, (1) my school expects me to get good grades, (2) the teachers at my school know a lot about the subjects they teach, (3) there is at least one teacher or other adult in my school that I can talk to if I have a problem, and (4) school discipline is enforced in a fair and consistent manner. Students perceive that the following are areas for improvement, (1) classes need to hold my interest, (2) teachers at my school need to provide meaningful homework that help me to learn, (3) a need for students to respect adults, and (4) eliminating violence from the school. Parent responses show that they hold the following beliefs about Sam Houston Math, Science, & Technology Center, (1) the school provides instruction that meets the individual needs of my child, (2) the school communicates with me in a language I can understand, (3) the school is clean and in good condition, and (4) discipline rules are enforced in a consistent and fair manner. The four areas for improvement as perceived by parents include, (1) the consistency of their child's education from year to year, (2) teachers making learning interesting and relevant, (3) eliminating violence from the school, and (4) improving the overall climate or feeling of the school.

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## SIP PART 2: ACTION PLAN

### 2013-2014 SMART Goals

Goal 1	Sam Houston MSTC's student performance on STAAR EOC will exceed the district average by 5% in each subject area through a campus-wide implementation of Everyday ExcELLENce literacy routines and differentiated learning tools available through the Power Up Initiative. Based on the 2013 performance, this equates to an increase of 18% in Algebra 1, 22% in Reading, and 16% in Writing.
Goal 2	Sam Houston MSTC's student performance on the Algebra 1 STAAR EOC will increase from 62% meeting Level 2 Satisfactory performance to 80% meeting Satisfactory performance and from 1% to 10% meeting Level 3 Advanced performance through the use of differentiated, data-driven instruction and content-specific professional development.
Goal 3	Sam Houston MSTC's student and parent perceptions of the level of interest and relevance in coursework will increase from 60% to 85% for students and 81% to 95% for parents, through student-centered, personalized learning.
Goal 4	Sam Houston MSTC's graduation rate will increase from 77% to 85%; the dropout rate will decrease from 5% to 2%; the percentage of students passing an AP exam will increase from 12% to 18% and the average PSAT score of students in grades 9, 10, and 11, will increase to match the mean score of the state.
Goal 5	Sam Houston MSTC will decrease incidents of suspension, fighting and bullying by 10% by implementing proactive positive behavior interventions and increasing consistency in discipline across the school.

### Implementation Plan

<b>Goal 1</b>	Sam Houston MSTC's student performance on STAAR EOC will exceed the district average by 5% in each subject area through a campus-wide implementation of Everyday ExcELLENce literacy routines and differentiated learning tools available through the Power Up Initiative. Based on the 2013 performance, this equates to an increase of 18% in Algebra 1, 22% in Reading, and 16% in Writing.
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Strategy/Action	Responsible	Resources	Timeline	Evaluation
1. Everyday ExcELLENce training (overview during Teacher In-service, 15 follow-up sessions during PLC meetings and early release	Borzon	Meeting Agendas and notes; walkthroughs (ELL form)	August In-service; biweekly in	Training materials and walkthrough forms

days)			PLCs	
2. Instructional Leadership meetings focused on observations collected using ExcELLEnce walkthrough forms.	Borzon	Administrators' notes; follow-up data	Weekly	Walkthrough forms, coaching protocols and notes
3. Walkthroughs (not necessarily formal A&D observations) focused on ExcELLEnce	Crump	Walkthrough notes, database tool that can be used with iPads	Daily	iPads, database, walkthrough forms; coaching protocols
4. Response to observations: individual and department wide instruction coaching provided by designated instructional specialist.	Borzon	Meeting Agendas and notes; walkthroughs (ELL form)	Weekly in PLCs, individual as needed	Training materials and walkthrough forms
5. Reading across content areas (2.5 page minimum per class period) – monitored in lesson plans, observations, follow-up feedback by appraiser, and within PLC meetings	Borzon	Walkthrough notes, database tool that can be used with iPads; lesson plans	Daily	Lesson plan template with reading strategy included, iPads and iPads database
6. Expository writing in Social Studies, Jane Schaffer training for social studies teachers – teachers will bring student samples every other Friday to PLC; debrief with Deans and follow-up with appraiser for additional coaching.	Borzon	Student work samples 1/week	Weekly	Jane Schaeffer writing training
7. Grade level academic vocabulary and content specific lesson plans, exit tickets, open ended responses will be consistent across content	Borzon	Student work samples 1/week	Weekly	Margaret Kilgo academic vocabulary lists and HISD content-vocabulary lists
8. Lesson plans need to reflect ExcELLEnce routines/ELPS; follow up with walkthrough data and coaching	Borzon	Lesson plans submitted weekly; Student work samples 1/week	Daily	Lesson plan template, Everyday ExcELLEnce training documents
9. PLCs with teacher-developed common assessments and appropriate level of rigor with grade level academic- and content-specific vocabulary.	Borzon	Common assessments and data	Every 2-3 weeks as appropriate	PCG, Erganalytics, HISD Question Writing Guide
10. Double-block English for all Grade 9 and Grade 10 students and expand electives in	Borzon	Lesson Plans, student reading journals	Daily	Dialectical journals, reading materials

Debate and Speech for Grade 9 and Grade 10 to increase time-on-task in reading and writing and to increase number of full texts that students read				
11. Achieve 3000 will be used to differentiate reading materials according to individual student lexile.	Borzon	Achieve 3000 reports	January-May, Daily	Computers, Achieve 3000
12. Continue to implement BISI grant to strengthen co-teaching and inclusion program for special education students.	Blanco	Co-teachers, substitutes for training, training	Daily	Performance of special education students

<b>Goal 2</b>	Sam Houston MSTC's student performance on the Algebra 1 STAAR EOC will increase from 62% meeting Level 2 Satisfactory performance to 80% meeting Satisfactory performance and from 1% to 10% meeting Level 3 Advanced performance through the use of differentiated, data-driven instruction and content-specific professional development.
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Strategy/Action	Responsible	Resources	Timeline	Evaluation
1. Ensure that PLCs include content-specific professional development including calculator use, math lab/inquiry activities	Sanchez	Calculators, Power Up resources, iPADS, manipulatives	Weekly	Observations of PLC meetings, classroom observations
2. Implement systems to gather, analyze and monitor individual student performance based on common assessment data – by admin, teachers, students	Borzon	Common assessments, PCG, Erganalytics, student trackers	Daily	Observation of student and teacher data trackers, student common assessment data
3. Change instruction in response to common assessment data	Sanchez	Common assessments	Weekly	Common assessment data
4. Use District Scope and Sequence that aligns with Assessed Curriculum	Borzon	Scope & Sequence	Daily	Lesson plans, observations
5. Refer all attendance issues to cluster immediately after absence and address by calling parents, conferencing with students, ensuring that make-up work is available	Hutchings	Attendance logs	Daily	Attendance rates
6. Analyze STAAR release items and format learning opportunities and formative	Borzon	STAAR release items, math lab activities	Daily	Lesson Plans, observations

assessments accordingly; provide students with “real world” problems to increase critical/analytical thinking; include open-ended questions on formative assessments				
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<b>Goal 3</b>	Sam Houston MSTC’s student and parent perceptions of the level of interest and relevance in coursework will increase from 60% to 85% for students and 81% to 95% for parents, through student-centered, personalized learning.			
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Strategy/Action	Responsible	Resources	Timeline	Evaluation
1. Implementation of the Power Up 1:1 laptop initiative	Rivera	Laptops District IT personnel	Teachers 8/2013 Students 1/2013	Walkthrough forms Student performance data Student attendance Your Voice Surveys
2. Enhance teaching and learning by enabling the integration of technology into every course maximizing student engagement and skill development and facilitating additional learning experiences.	Rivera	Laptops Early teacher adopters District IT personnel Power Up Professional Development	Teachers 8/2013 and ongoing	Walkthrough observations PD Sign in Sheets
3. Enhance and extend teaching and learning by providing each student with full-time access to local and global resources, thus personalizing learning.	Rivera	Laptops District IT personnel Community providing hotspots for students	Students 1/2013 and ongoing	Progress Reports and Report Cards Your Voice Surveys
4. Implementation of ExcELLEnce literacy routines to increase the level of student engagement.	Borzon	Lesson plans Walkthrough observation forms Routine coaching guides	Ongoing	Lesson plans Walkthrough observation forms Your Voice survey results
5. PLCs will meet regularly to design lesson plans utilizing the 7-E model of instruction. Differentiation, accommodations, literacy routines, and Power Up technology integration will be a required component to each lesson.	Borzon	Lesson plan template Professional Development PLC time	Ongoing	Lesson plans Walkthrough observation forms Your Voice survey results

<b>Goal 4</b>	Sam Houston MSTC's graduation rate will increase from 77% to 85%; the dropout rate will decrease from 5% to 2%; the percentage of students passing an AP exam will increase from 12% to 18% and the average PSAT score of students in grades 9, 10, and 11, will increase to match the mean score of the state.
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<b>Strategy/Action</b>	<b>Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evaluation</b>
1. Student attendance will be monitored daily; Grade 9 teachers will contact parents during cluster meetings; Grade level deans will monitor and respond to absences daily	Blanco	Student attendance data and contact information	Daily	Daily attendance
2. Home visits for absent students and no shows	Blanco	Student attendance data and contact information	Start of school and any time a student is missing	Leaver coding, daily attendance
3. Teachers will Identify students likely to drop out based on key risk factors (attendance, off-track, repeating classes, etc.) and develop specific intervention and monitoring systems for them.	Borzon	Student data, DPEW Chancery Report	Bimonthly	Attendance and grades of these students
4. Repeater Academy/Accelerate Academy	Montanez	Staff dedicated exclusively to this group	Daily	Monitor attendance and class performance every day
5. AP Contracts, Intervention/Support Plans	Borzon	Contracts and support plans	Start of school and every 3 weeks	Success and retention of students in AP courses
6. Exposure to AP test questions under timed conditions	Borzon	Released Tests	Monthly	Student growth on exams
7. Integration of SAT with STAAR Prep in Grades 9 and 10, practice SAT questions under timed conditions, common SAT vocabulary list, use of Andover test prep strategies	Borzon	College Board Skills Insight, My College Quickstart, SAT vocabulary list, Andover resources, SAT	Weekly	Common assessments, SAT practice sessions

		Apps		
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<b>Goal 5</b>	Sam Houston MSTC will decrease incidents of suspension, fighting and bullying by 10% by implementing proactive positive behavior interventions and increasing consistency in discipline across the school.
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Strategy/Action	Responsible	Resources	Timeline	Evaluation
1. Partner with Crime Stoppers to work with all students regarding gangs, drugs, violence through grade level assemblies.	Wilmeth	Outside speakers, guests	Four times per semester	Student surveys, behavior of the groups that receive intervention
2. Administrative meetings with HISD Police and Houston Police Dept. to talk about problem areas off campus	Wilmeth	Time	Weekly	Number of incidents originating off-campus that cause on-campus disturbances
3. Provide Anger Management counseling for identified students or voluntarily enrollees.	Zamarripa	Referral process	Weekly	Student surveys, behavior of the groups that receive intervention
4. Increase visibility of teachers, admin and police, and parents on patrol on duty in hallways/outside/lunch	Wilmeth	Specific duty assignments	Daily	Observation by Admin team
5. Provide safety training to teachers during In-service Week and continue Safety Committee meeting monthly to help build positive school culture.	Wilmeth	Faculty Handbook	August in-service; monthly	Teacher survey
6. Implement Positive Behavior systems at each grade level and strengthen relationships between teachers, admin, police, students, and community	Neely	PBIS network Texas	Daily	Student survey
7. Maintain consistent behavior expectations and discipline policies across the grade levels	Crump	Student Handbook, Student Code of Conduct, School discipline policy,	August, ongoing	Student and teacher survey , Discipline stats by grade level
8. Implement Suspended Curriculum in Grade 9, 10, 11 that introduces students to campus culture, behavior, etc.	Hutchings	Suspended Curriculum resources from Gear Up, CHAMPS	First two weeks with follow up at	Number of discipline incidents, Student surveys

			semester	
9. Recognize good behavior in students and celebrate that publicly	Hutchings	Behavior data	Every six weeks	Student survey
10. Provide Digital Citizenship class to all students regarding Cyberbullying, social media, internet safety, etc.	Rivera	Computers	November	Student sign-in sheets, Chancery
12. Implementing a behavioral program utilizing PBIS strategies to positively impact the climate and culture of the school, through common vision, mission, and values.	Neely	Coaching protocols	August, With follow-up sessions 1X/month	Number of incidents
13. Implement a common dress code	Crump	SDMC, Grade-level deans	Daily	Discipline data
14. Create cluster system for Grade 9 students to increase personalization and monitor attendance	Crump	Schedule	Every other day	Observe cluster meetings, monitor attendance
15. Create PLC schedule that includes 1 meeting every other week devoted exclusively to individual student intervention	Borzon	Discipline and attendance data	Biweekly	Improvement of targeted students
16. Move Grade 9 students from the temporary buildings to the third floor	Crump	Schedule	August	n/a

Sam Houston Math, Science & Technology Center  
Jane Crump  
2013 -2014 School Improvement Plan  
Houston Independent School District

**SIP PART 3: CAMPUS COMPLIANCE**

**10 Components of a Title I Program**

- 1. Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the five SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.
- 2. School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth; the continued use of district Unit Planning Guides and the staff development which accompanies it; the use of Exemplar Lessons and the meeting by content and grade level to monitor; and develop instructional plans are part of our school-wide reform strategies.
- 3. Instruction by highly qualified teachers** –100% of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. High-quality and on-going professional development** – Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered by the District. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.
- 5. Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's HISD Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. Strategies to increase parental involvement** – Family Math, Science and Literacy Nights are held to increase parents in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example ESL classes or STAAR information programs.
- 7. Transition from early childhood programs** – Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.
- 8. Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.
- 9. Effective, timely additional assistance** – The use of formative and summative assessments allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.
- 10. Coordination and integration of Federal, State, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

State Compensatory Education	
Total amount of State Compensatory Education Funds	<b>\$214,403.</b>
Personnel funded with State Compensatory Education Funds (number of FTEs)	
Math Teacher	3.55
Total FTEs funded with State Compensatory Education Funds	<b>3.55</b>
State Compensatory Education Funds will be utilized to serve students who are at risk of dropping out of school with supplemental teachers and tutorials. Hence, State Compensatory Funds are coded in the <i>Resources Needed</i> column of the campus goals as SCE \$214, 403. In addition, these supplemental state compensatory education funds are used to enhance the Title 1 school wide program at our campus.	

Coordinated Health Program	
Person responsible	<b>Britt Wilmeth</b>
For 2013-2014, the number of eligible students assessed in all six components of the physical fitness test will be 85% of the students enrolled in grades 9-12.	
<b>Formative</b>	At mid-point (October/March) of the first and second semesters, the district's Fitness Reporting System (FRS) will be reviewed to determine the number of students assessed.
<b>Summative</b>	At the end of the school year, the FRS will be reviewed along with student enrollment to determine the percentage of eligible students assessed.
<b>Strategy</b>	Schedule testing time to maximize student participation; provide adult assistance for monitoring and recording scores; schedule make-up dates for absent or ill students; ensure all data is entered into the FRS on a timely basis; send Parent Report for Individual Student to parents; and create reports that compares fitness testing results to student grades and attendance.

Gifted/Talented Program Goal	
Person responsible	<b>Angela Borzon</b>
For 2013-2014, Gifted/Talented (G/T) identified students will increase by 3%.	
<b>Formative</b>	The depth, complexity, and pacing of instruction (differentiation strategies) will be evidenced by administrative walk-throughs.
<b>Summative</b>	Students identified as G/T shall be expected to score above grade level on the district norm-referenced assessment. LEP/Special Education/504 students will be expected to show annual growth on these or related assessments. Students enrolled in AP and IB classes which have corresponding College Board and IB exams shall take the corresponding AP or IB exams.
<b>Strategy</b>	All schools will provide modified instructional services through the implementation of the Vanguard Standards (Standards 5, 6, 7, 8) and the G/T Curriculum Framework. Middle school G/T students will be scheduled into four core Pre-AP or IBMYP classes each year. High school G/T students will be scheduled into at least two advanced level classes. Teachers serving G/T identified students will receive the required 30 hours of initial training and the required annual 6 hour update.

Parent and Community Involvement Goal	
Person responsible	<b>Anne Nelson</b>
For 2013-2014, the percent of parents and community members attending PTO meetings will increase by 5%.	
<b>Formative</b>	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
<b>Summative</b>	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
<b>Strategy</b>	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

Violence Prevention and Intervention Goal	
Person responsible	<b>Britt Wilmeth</b>
For 2013-2014, discipline referrals for drugs, alcohol, and tobacco will be reduced by 5% from the previous year.	

<b>Formative</b>	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
<b>Summative</b>	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession
<b>Strategy</b>	Implement and monitor the school wide safety and security plan.

<b>Violence Prevention Goal</b>	
Person responsible	<b>Britt Wilmeth</b>
For 2013-2014, the discipline referrals for fighting and educational disruptions will be reduced by 10 % from the previous school year.	
<b>Formative</b>	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
<b>Summative</b>	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for Sam Houston Math, Science and Technology Center.
<b>Strategy</b>	Implement and monitor the school wide safety and security plan.

<b>Attendance Goal</b>	
Person responsible name	<b>Marta Alvarez-Blanco</b>
For 2013-2014, the ADA student attendance will be at or above 95%.	
<b>Formative</b>	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
<b>Summative</b>	The year-end ADA will be reviewed to determine if the annual attendance objective was met.
<b>Strategy</b>	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

<b>Special Education Goal</b>	
Person responsible	<b>Marta Alvarez-Blanco</b>
For 2013-2014, the percent of special education students meeting performance standards on the state assessment will be at or above 50%	
<b>Formative</b>	Each grading period, each student's progress on TEKS and individualized and standards-based IEPs will be monitored and reviewed.
<b>Summative</b>	Results of the TAKS/STAAR, TAKS-M/STAAR-Modified, and TAKS-Alt/STAAR-Alt tests will be reviewed to determine if ARD/IEP goals and objectives were met.
<b>Strategy</b>	Provide differentiated instruction and specific interventions to address individual learning needs of students with disabilities.

<b>Highly Qualified Teacher Goal</b>	
Person responsible	<b>Jane Crump</b>
For 2013-2014, the percent of highly qualified teachers in the core academic areas will be at 100%	
<b>Formative</b>	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
<b>Summative</b>	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
<b>Strategy</b>	Conference with teachers to implement a plan to become highly qualified.

<b>Secondary Drop – Out Prevention Goal</b>	
Person responsible	<b>Marta Alvarez-Blanco</b>
For 2013-2014, the dropout rate will be 2% or less with no student group exceeding 2%.	
<b>Formative</b>	Each grading period the documentation will be reviewed for students who have checked out of school.
<b>Summative</b>	2012-2013 drop-out data will be reviewed.
<b>Strategy</b>	Monitor school leavers bi-weekly, contact parents and implement intervention plans.

High School AEIS Goal – Ninth Graders	
Person responsible	<b>Ryan Hutchings</b>
The percent of 2013-2014, first time ninth grade students who advance to the tenth grade (fall to fall) will be at least 95%.	
<b>Formative</b>	After each grading period, the number of incoming ninth grade students who are at-risk for failing one or more classes will be reviewed.
<b>Summative</b>	At the end of the school year (August), the percent of incoming (previous fall) ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.
<b>Strategy</b>	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – Advanced Courses	
Person responsible	<b>Angela Borzon</b>
For 2013-2014, the percent of students who have completed at least one advanced course will be at or above 45%.	
<b>Formative</b>	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.
<b>Summative</b>	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.
<b>Strategy</b>	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – Advanced Placement Exams	
Person responsible	<b>Angela Borzon</b>
For 2013-2014, the percent of students who take an AP exam will be at or above 100%.	
<b>Formative</b>	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.
<b>Summative</b>	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met
<b>Strategy</b>	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – SAT/ACT Exams	
Person responsible	<b>Angela Borzon</b>
For 2013-2014, the percent of graduates who take SAT/ACT exams will be at or above 95%.	
<b>Formative</b>	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.
<b>Summative</b>	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.
<b>Strategy</b>	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

Dyslexia Program Goals	
Person responsible	<b>Marta Alvarez-Blanco</b>
For 2013-2014, provisions for identification, assessment and instructional services to students having or suspected of having dyslexia or a related disorder, and the provisions for dyslexia teachers and parents are provided through compliance with laws governing dyslexia programming: TEC §11.252, TEC §38.003; TEC §28.006; TAC 19 §74.28; §504 of the Rehabilitation Act of 1973 and Dyslexia Program Guidelines/standards.	
<b>Formative</b>	By October 2013, develop a campus plan to ensure dyslexia services are provided to identify students. (i.e. seek district training and identify campus teachers trained in the components of dyslexia instruction).
<b>Summative</b>	By June 2014, identify campus progress using various objective data examples: number of students identified as dyslexic through Section 504 or Special Education evaluation, student progress monitoring data; program evaluation; in-service/meeting agendas and sign-in sheets; campus data files; documentation of procedures, Tier II and Tier III instruction, campus parent education program data; student records;

	program evaluation;
<b>Strategy</b>	Implement various strategies as determined by needs of campus. (i.e. appropriate use of Intervention Assistance Team (IAT) to locate and identify possible candidates for Section 504 and Special Education evaluation.)

<b>District and State Waivers</b>	
High School – Final Exam Exemptions Waiver of Local Board Policy EIA (LOCAL) (AP Exam completion exempts students from final exam in that subject.)	
High School – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL) (Pass/Fail option for juniors and seniors taking AP courses without negatively affecting grades.)	
High School – Attendance Reporting on Testing Days Waiver of TEC 42.006(b). (Altered schedule for students who are not required to test on the main TAKS test days.)	
High School – Accelerated Instruction Program Waiver of TEC 25.082(a). (Allows drop-out or over-aged students to attend a modified school day and to be enrolled in accelerated courses with a 0.5 funding for ADA.)	
Faculty Advisory Council Waiver of Local Board Policy BQB (LEGAL) (SPM2560.B). (Affords the SDMC the freedom to address FAC agenda items.)	

<b>2013 - 2014 Staff Development Plan</b>		
<b>Date</b>	<b>Who should attend</b>	<b>Purpose</b>
<b>Full Day Staff Development</b>		
August 12, 2013 August 15, 2013 August 22, 2013	All teachers	PLC Department/Cluster Meetings to review scope and sequence, common assessment calendar, and lesson planning.
August 13, 2013 and August 14, 2013	All teachers	HISD Rigor Institute Training
August 16, 2013	All teachers	New Teacher Appraisal System Training
August 16, 2013	All teachers	Grade Level/Floor Meetings for Faculty Handbook and Procedures (discipline, tardies)
August 19, 2013	All teachers	Power Up Laptop Device Orientation and Deployment which includes Office 365 Sky Drive, Responsible Use of Technology (RUT), and Digital Citizenship.
August 20, 2013	All teachers	Vision & Mission, Safety, Sexual Harassment Updates; Emergency Procedures, Special Populations (Special Education, LEP, GT, Title 1), and Literacy Routines Overview
August 21, 2013	Enrichment teachers	JobAlike 2013
August 22, 2013	Opening Day Procedures	Discuss routines and procedures for the 1 <sup>st</sup> days of school
August 26 - September 6, 2013	Any teacher	Open lab to learn instructional technology programs and apps; including (Turnitin, Discovery Education, Khan Academy, NBC Learn, etc.)

August 26, August 28, August 30 – ongoing (every other day)	Cluster Teachers	Cluster Meetings to discuss 9 <sup>th</sup> grade attendance, discipline and academic engagement.
August 27, September 2 – ongoing (alternating Mondays)	PLC Content teachers	Planning Day – Teachers bring lesson drafts, common assessment questions drafts and exit ticket drafts to meeting and group works together using 6 Hats Protocol to perfect.
August 29, September 6 – ongoing (alternating Fridays)	PLC Content teachers	Data Day – The group examines common assessment data, exit ticket data, student work samples such as writing, etc. and designs instructional changes in response to data.
September 4, September 18 – ongoing (alternating Wednesday)	PLC Content teachers	Professional Development Day -The group studies ELL literacy routines and Power Up resources.
September 10, September 26 - ongoing (alternating Tuesday)	PLC Content teachers	Intervention Day – Specific students who have a history of struggle are the focus. Their performance in class, on common assessments, grades, attendance and other issues are addressed. Students may be called to the meeting. Instructional changes uniquely designed for these students are developed.
September 11, 2013	All Teachers	Updated Teacher Appraisal Training
August 26, 2013 - ongoing (alternating Thursday)	PLC Content teachers	Collaborative Work Day – Teacher have time to work together in advance of Planning Day meeting to draft lessons, find resources or experiment with Power Up resources.
<b>Early Dismissal Staff Development</b>		
September 25, 2013	All Teachers	Continuation of PLC Meetings which include: planning, data, ExcELLEnce literacy routines, Power Up, Interventions, and Collaborative working days.
October 30, 2013	All Teachers	Continuation of PLC Meetings which include: planning, data, ExcELLEnce literacy routines, Power Up, Interventions, and Collaborative working days.
November 20, 2013	All Teachers	Continuation of PLC Meetings which include: planning, data, ExcELLEnce literacy routines, Power Up, Interventions, and Collaborative working days.
January 29, 2014	All Teachers	Continuation of PLC Meetings which include: planning, data, ExcELLEnce literacy routines, Power Up, Interventions, and Collaborative working days.
February 19, 2014	All Teachers	Continuation of PLC Meetings which

		include: planning, data, ExcELlence literacy routines, Power Up, Interventions, and Collaborative working days.
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