Campus Name: FELIX TIJERINA ELEMENTARY

Campus Number: 279

Principal Name: Richard Peña

School Support Officer Name: Cesar Martinez

Chief School Officer Name: Dr. Jorge Arredondo

Area School Office: East

SCHOOL IMPROVEMENT PLAN 2017-2018

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

Tijerina Elementary School is a learning organization that prepares all of our students for <u>academic success</u> by building positive, supportive, caring learning communities which fosters good self-esteem and encourages excellence through a <u>structured learning environment</u>, <u>high expectations</u>, and a <u>never give up attitude</u>.

SCHOOL PROFILE

Felix Tijerina Elementary School opened in the southeast Houston community of Central Park in the fall of 1979. The Tijerina elementary community serves approximately 429 students in grades PK-5. Our largest school demographic subgroup is Hispanic with 98%. Within the total school population, 55.2% of the students are English Language Learners, 11.9% receive special education services and 8% are gifted and talented. Additionally, over 92.1% of the students are considered economically disadvantaged. The needs of students are successfully served through our Transitional Bilingual Program, Structured Learning Class, Resource, Inclusion and Speech Therapy services.

SHARED DECISION MAKING (sample language provided – modify as needed)

Organizational Structure

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) 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. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement Required* sanctions or federal sanctions as a *Focus* or *Priority* campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. 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 CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT 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.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

Membership Composition of the SDMC

Number of Classroom Teachers	# 4	Number of Parents (at least 2)	# 2
Number of School-based Staff (Half the number of classroom teachers)	# 2	Number of Community Members (at least 2)	# 2
Number of Non-Instructional Staff	# 1	Number of Business Members	# 1

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Linda Rocha	Classroom Teacher
Gloria Sifuentes	Classroom Teacher
Julio Dominguez	Classroom Teacher
Alan Wilson	Classroom Teacher
Jana Lopez	School-based Staff
Irma Torres	Non-Instructional Staff
Marta Perez	Non-Instructional Staff

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Frank Vasquez	Business Member
Perla Rodriguez	Community Member
Juanita Juarez	Community Member
Maria Gamboa	Parent
Richard Peña	Principal
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Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

Other Campus Intervention Team members (non-SDMC):

For campuses designated for *Improvement Required*, *Focus* or *Priority* for 2016-2017:

Name	Position
Cesar Martinez	School Support Officer (SSO)
Click here to enter text.	Professional Service Provider (PSP)
Click here to enter text.	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other: Click here to enter text.

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Narrative of Data Analysis and Root Causes
(causal factors – include % of economically disadvantaged data)

For the 2016-2017 school year, Tijerina Elementary School met standard based on Spring 2017 STAAR results. The school met state standards in Index 1 (Student Achievement) with an index score of 74 (target score of 60), index 2 (Student Progress) with an index score of 49, Index 3 (Closing the Gap) with an index score of 44 and index 4 (Postsecondary Readiness) with an index score of 33. Tijerina had an increase of 9 points for index 1 compare to last year's score of 65. We also increased with index 2 by 3 points from 46. Index 3 increased by 8 points and we increased in Index 4 by 11 points from previous year. Math scores increase by 15 points going from 69 percent passing in 2016 to 84 percent passing in 2017. Reading results increased by 5 points from 63 to 68 percent. Science increased by 2 percentage points from 58 to 60 percent in 2017. Writing increased by 18 percentage points from 58 to 76 percent. Third grade reading decreased by 5 percentage points from 63 to 58 percent. One root cause of the decreased reading scores was that our third graders reading levels were several levels below grade level.

Class incentives for students with good attendance, but need to further target students with severe attendance concerns. This year 35% of parents returned the FACE survey, an increase of 11 percentage points from the previous year (24%). In 2016-2017, 98% of parents agreed or strongly agreed that they were satisfied with their child's school. This year, 98% of parents agreed or strongly agreed that their child is safe as school, a seven percentage point increase from last year (86%). With the implementation of APTT (Academic Parent Teacher Teams), parents maintained the belief (98%) that our school gives parents opportunities to participate in parent/teacher conferences, school activities and meetings. 98% of parents (both years) agreed that they are satisfied with teachers and staff. 90% of parents believe our campus is bully free, up 14 percentage points from last year (76%).

Narrative of Identified Needs – Include Special Education Needs

- Third Grade STAAR Reading scores decreased by 7 percentage points to 58%.
- STAAR Science scores increased by 2 percentage points to 60%.
- Parent involvement with academics should increase with parents attending academic meetings on campus and helping to support reading at home.

STAAR 2017 Results:

Subject	Stds Tested	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Reading	183	126	68%	56	31%	24	13%
Math	183	155	84%	87	48%	44	24%
Writing	56	42	76%	17	30%	3	5%
Science	60	36	60%	23	38%	9	15%
	482	359	74%	183	38%	80	17%

3rd Grade PEIMS Cumulative ALL

Subject	Language	Stds Tested	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Reading	English	46	24	52%	12	26	6	13
	Spanish	21	14	67%	3	14	1	5
Total:		67	38	58%	15	22%	7	10%

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Math	English	46	37	80%	22	48	14	30
	Spanish	21	15	71%	7	33	4	19
Total:		67	52	78%	29	43%	18	27%

4th Grade PEIMS Cumulative ALL

Subject	Language	Stds Tested	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Reading	English	44	32	73%	17	39	6	14
	Spanish	12	10	83%	2	17	2	17
Total:		56	42	75%	19	34%	8	14%

Math	English	44	37	84%	26	59	12	27
	Spanish	12	10	83%	3	25	1	8
Total:		56	47	84%	29	52%	13	23%

Writing	English	44	33	75%	10	23	2	5
	Spanish	12	9	75%	7	58	1	8
Total:		56	42	75%	17	30%	3	5%

5th Grade PEIMS Cumulative ALL

Subject	Language	Stds Tested	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Reading	English	60	46	77%	22	37%	9	15%
Total:		60	46	77%	22	37%	9	15%

Subject	Language	Stds Tested	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Math	English	60	56	93%	29	48%	13	21%
Total:		60	56	93%	29	48%	13	22%

Subject	Language	Stds Tested	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Science	English	60	36	60%	23	38%	9	15%

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Index	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Yes	3rd Reading (58%)	ELL Students	Reading across grade levels and Student Portfolios, ESL instruction that includes guided reading in all bilingual classrooms Teacher capacity and first instruction.
II. Student Progress	Yes	3rd Reading (58%)	ELL Students	Reading across grade levels and Student Portfolios, ESL instruction that includes guided reading in all bilingual classrooms Teacher capacity and first instruction.
III. Closing Gaps	Yes	3rd Reading (58%)	ELL Students	Reading across grade levels and Student Portfolios, ESL instruction that includes guided reading in all bilingual classrooms Teacher capacity and first instruction. .
IV. Postsecondary Readiness	Yes	3rd Reading (58%)	ELL Students	Reading across grade levels and Student Portfolios, ESL instruction that includes guided reading in all bilingual classrooms Teacher capacity and first instruction.
Federal System Safeguards				
Reading Performance	No	3rd Reading (58%)	ELL Students	Balance Literacy: Guided Reading and Comprehension skills. Teacher capacity and first instruction.
Reading Participation	Yes	100%	ELL Students	Click here to enter text.
Reading Alt #2	Yes	Met	STAARA students	Balance Literacy: Guided Reading and Comprehension skills. Teacher capacity and first instruction.
Math Performance	Yes	3rd – 5th Math (84%)	ELL Students	Click here to enter text.
Math Participation	Yes	100%	ELL Students	Click here to enter text.
Math Alt #2	Yes	Met	STAARA students	Developing number concepts and bridging language throughout the content areas. Teacher capacity and first instruction.
4 Year Graduation	n/a	n/a	n/a	n/a
5 Year Graduation	n/a	n/a	n/a	n/a

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Teachers attended two weeks of professional development in August in which they analyzed 2016-2017 student performance data, created annual goals, reviewed campus goals for the new school year, learned how to administer running records, reviewed curriculum documents, learned how to utilize the HUB, received district training on students with autism, created a campus student behavioral expectations matrix and identified how to determine lesson mastery. During the early dismissal days this year (one a month), professional development will focus on our Big 3: student behavior, solid planning and lesson assessment and re-teaching.

Tijerina Elementary 2017-18: In-Service Schedule

August 14	August 15	August 16	August 17	August 18
Library: 7:30 – 8:00 **Breakfast Provided (Alonti)**	Library: 7:30 – 8:00 **Breakfast Provided (Bagels and Fruit)**	Library: 7:30 – 8:00 **Breakfast Provided (Shipley's Donuts)**	Library: 7:30 – 8:00 **Breakfast Provided (V-Dubs)**	Library: 7:30 – 8:00 Breakfast Provided (PTA)
8:00 – 8:10 Leadership Team Community Building: Family (Tribes)	8:00 – 8:10 Leadership Team Community Building: Family (Tribes)	8:00 – 8:10 Leadership Team Community Building: Family (Tribes)	8:00 – 8:10 Leadership Team Community Building: Family (Tribes)	8:00 – 8:10 Leadership Team Community Building: Family (Tribes)
8:10 – 10:30 • Welcome Back! • School Data Presentation • Data Dig-Data Binders -Pk-2nd Running Records/Snapshots -3rd-5th STAAR/Running Records	8:10- 10:30 **Building Relationships: Book Study: Two Backpacks** by Dr. Brown **Tribes:** Community Circles in the class **Social Emotional Kits: PBIS-Revise:** Discipline Procedures & Classroom Management Systems	8:10 - 8:30 **United Way Presentation: Reading (Tiffany Echevarria) and Math (Lindsey Hill)** 8:30 – 9:00 **Culture of Literacy** (Perez) • Growth Mindset • DRA Trackers • Just Right Books • Classroom Libraries • Buddy Bags 9:00-11:30: Literacy Best Practices (TDS) • Read-Aloud • Word Study • Guided Reading • Interactive Journals • Daily 5/CAFÉ • Small Groups Binder	8:10-9:00 **Committee Selections** 9:00 – 10:00 Objective **Writing (TEK Alignment and Exit Ticket)** (Pena) 10:00 – 10:30 **Assessing Students:** Exit Tickets (Pena)	8:10 – 11:30 **K-5 Math Literacy/Plan** (Perez) 8:00 -10:00 **PK: Reading and Writing Collaborative** • 1st 25 Days • 1st two weeks plans • Create grade-level writing • Rockstar calendar
10:30 – 11:30 • Data Presentation	10:30- 11:30 **TADS Update** (Perez)		10:30 – 11:30 **Morning:** Classroom Prep (Utilize checklist)	10:00 -11:30 (Sanford) **Utilizing Ipads in the classroom (for PK)**
Lunch 11:30 – 12:30 (Provided)	Lunch 11:30 – 12:30	8:30-11:30 2-5 Math Teachers: Classroom Prep/Online PD Lunch 11:30 – 12:30	Lunch 11:30 – 12:30	Lunch 11:30 – 12:30
12:30 – 3:00 Leadership Team Community Building: Family (Tribes) • Handbook: Scavenger Hunt & Staff Resource Binder • Emergency Procedures • Nurse (Online Courses) • Technology: Software, Policy, What's Available?	12:30 – 3:00 **Technology: Ontrack Part 1** (Sanford and Perez)	12:30-1:30 **Literacy Lab/Math Online Resources:** (Scott) Imagine Learning • Computer Based Program 1:30-2:30 **Universal Screener** (Perez) • Renaissance Star Assessment 2:30 – 3:30 Classroom Prep/Online PD	12:30 – 3:00 **Technology: Ontrack Part 2** (Sanford and Perez) 3:00– 3:30 Classroom Prep (Utilize checklist)	12:30 – 3:30 **PK-5th Math** Classroom Prep/Online PD 8:00-3:30 **2nd-5th ELA/SLA, Writing, Science:** Collaborative Planning/Online PD Classroom Prep/Online Prep

** Please note the following online trainings must be completed on the HUB in this order by August 31st: Child Abuse Board Policy, Blood

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August 21	August 22	August 23	August 24	August 25
Library: 7:30 – 8:00 **Breakfast Provided (Taco Cabana)**	Library: 7:30 – 8:00 **Breakfast Provided (Continental)**	Library: 7:30 – 8:00 **Breakfast Provided (McDonalds)**	Library: 7:30 – 8:00 **Breakfast Provided (Pan Dulce)**	8:00-3:30 **Classroom Prep** *(Returning teachers "buddy up" with new teachers who attended Project Class and offer assistance)*
8:00 – 8:10 **PK, K & 4th** Community Building: Family (Tribes)	8:00 – 8:10 **1st and 2nd** Community Building: Family (Tribes)	**PLC:** **PK/K 8:00-9:00:** Literacy Routines & Unit 1 Plans (Perez) **PK/K 9:00-10:00:** Math Routines & Unit 1 Plans (Perez)	8:00 – 8:10 **3rd and 5th** Community Building: Family (Tribes)	
8:10 – 8:40 **Family Academic Engagement** (Perez and Garcia)	8:10 – 9:00 Complete Online PD	**1st/2nd 10:00 – 11:00:** Literacy Routines & Unit 1 Plans (Perez) **1st/2nd 11:00 – 12:00:** Math	8:10 – 8:30 **CIS Orientation (Cobar)**	Lunch 11:30 – 12:30 (Provided by Admin Team- BBQ: Burgers and Hot Dogs
8:40 – 9:00 **Parent Engagement (Mr. Rivera)**	9:00 – 9:30 GLC Meeting: **Team Leaders**	Routines & Unit 1 Plans (Perez)	8:30 – 9:30 3rd – 5th Present PBIS Discipline to Leadership	
9:00 – 11:30 **Work in their room**	9:30 – 11:30 PLC **Literacy & Math Planning Time**	**3rd-5th Science 8:00-10:00 (Pena)**	**SLC/PK/K/1st/2nd Classroom Prep**	1:00-1:30 Volleyball Game: Serve It UP!
Lunch 11:30 – 12:30	• 3rd – 5th Literacy with Pena Review Week 1 Plans	**SLC 10:00-12:00 (Pena)**	Lunch 11:30 – 12:30	**Checking Rooms at 2:30.**
12:30 – 1:30 **OneSource: Online Courses**	• 3rd-5th Math with Perez Review Week 1 Plans	Lunch 12:00 – 1:00	12:40 – 1:40 SLC/PK/K Present PBIS Discipline to Leadership	
1:30 – 3:30 Sped Presentation, RTI/IAT & Counseling Services	11:30 – 12:30 Lunch	**4th Writing 1:00-2:00 (Pena/Perez)**	1:45 – 2:45 1st/2nd Present PBIS Discipline to Leadership	
01:30 – 02:10 Session 1 02:10 – 02:50 Session 2 02:50 – 03:30 Session 3	**Session Rotations:** 12:30 – 01:15 Session 1 01:15 – 02:00 Session 2 02:00 – 02:45 Session 3 02:45 – 03:30 Session 4	2:00 – 3:30 Teacher Prep: **Classroom Prep** Work in rooms. Prepare for Meet the Teacher on 8/24/2017	3rd/4th/5th **Classroom Prep**	
Sessions Ideas: • IAT Process (Perez) • Counseling: No Place for Hate (Lopez) • Inclusion Process, 504, ADD/ADHD information and Expectations (LeCroy)	**Sessions Ideas:** • Writing (Dominguez/Pena) • Science (TDS) • Tracking Data (Perez) • Smartboard (Sanford)		*Week 1 Lesson Plans submitted by End of Day* Meet the Teacher 5:00 – 7:00 (Ice Cream Social)	

** Please note the following online trainings must be completed on the HUB in this order by August 31st: Child Abuse Board Policy, Blood Borne Pathogens Board Policy, Food Allergy Awareness Board Policy, EEO Compliance, & Workplace Bullying.

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2017-2018 school year.

Yes   ☒   No   ☐

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL) and EIC (LOCAL) The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit/Dual Enrollment/Honors students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit/Dual Enrollment/Honors courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before. Yes   ☐   No   ☒
Rationale for Waiver
Metrics of Success

#2-All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2017-2018 Academic Calendar This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 20th, November 10th, January 26th and February 23rd of the 2017-2018 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver. Yes   ☐   No   ☒
Rationale for Waiver
Metrics of Success

#3-Alternative Schools - PTA/PTO on Campuses with Specialty Instructional Settings Waiver of Local Board Policy GE (LOCAL) and GE1 (REGULATION)

This is a request to waive the requirement for a PTA/PTO program at these unique, highly transitional alternative campuses in HISD. Students attending these campuses are assigned on an individual basis, and many times only assigned for a short duration. Since each child's program is individualized and confidential, individual parent meetings are utilized to discuss student services that meet the needs of every single student. When possible, parents are required to participate in meetings and/or parent conferences to give consent to services rendered. Many times phone conferences are conducted in lieu of parent attendance to accommodate a particular student status. The impact of this waiver will be measured by the number of individual parent meetings held and its relation to individual student success with the ongoing and self-paced instructional services offered at the campus under the supervision of trained teacher/mentors.

Yes   ☐   No   ☒

Rationale for Waiver	
Metrics of Success	

#4-All Schools – Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local Board Policy EIA (LOCAL)

The purpose of this waiver is to use a nine-week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine week cycle will align and provide for consistent communication with parents. This does not waive required UIL three week progress reporting. With a 9 week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.

Yes   ☐   No   ☒

Rationale for Waiver	
Metrics of Success	

#5-High Schools - Modified Schedule/State Assessment Days (State General Waiver)

This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. Al students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a statement of compliance is required.

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Yes ☐ No ☒	
Rationale for Waiver	
Metrics of Success	

#6-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E)
The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application. Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. The districts and charter schools are required to enroll foreign exchange student who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

Yes ☐   No ☒

Rationale for Waiver	
Metrics of Success	

#7-High Schools – Credits and Curriculum Waiver (School Guidelines, Section VIII)
The purpose of this waiver is to allow students to earn the one-half health credit through the designated disciplines of either physical education (PE) or Biology I by embedding health TEKS and aligning them with the designated discipline. The designated discipline teacher must be certified in Health. TEKS integration must be documented and the course syllabus must be submitted to and approved by Curriculum through the Student Health Advisory Committee (SHAC).

Yes ☐   No ☒

Rationale for Waiver	
Metrics of Success	

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SIP Part 2: Goals & Objectives

The SIP requires SMART Goals (which should include a **summative evaluation**, which outlines the factors used to measure the objective at year-end and to determine if it was attained) and measurable objectives based on the Needs Assessment. Campuses **must** address any unmet accountability index and any unmet System Safeguard. Based on the **Data Analysis** and **Needs Assessment**, the following Goals must be addressed. Faced with a priority need, the goal is the changed outcome the campus is planning to accomplish. **All goal areas specific to your campus grade levels must be addressed.**

Goal Area I: **Increase Student Achievement (HISD Goal 1)**
1. Reading/Language Arts
2. Mathematics
3. Accountability and Federal System Safeguards
4. Index 4 Goals
   a. Dropout Prevention / Graduation Rate Improvement (MS,HS)
   b. Ninth Grade Promotion (HS)
   c. Advanced Course / Dual Credit Enrollment (HS)
   d. AP/IB Exams Participation and Scores (HS)
   e. PSAT/SAT/ACT Participation and Scores (HS)
   f. College Readiness (ES,MS,HS)
5. Attendance

Goal Area II: **Improve Safety, Public Support, and Confidence (HISD Goals 3, 5)**
   a. Bullying Prevention
   b. Child Abuse & Sexual Abuse Prevention
   c. Coordinated Health Program (Elementary, Middle, and K-8 Campuses Required)
   d. Dating Violence Awareness
   e. Discipline Management – Safe Environments
      a. DAEP Referrals
      b. Special Education In-school Suspension
      c. Special Education Out-of-School Suspension
   f. Drug, Tobacco, Alcohol Prevention
   g. Suicide Prevention
   h. Parent and Community Involvement

Goal Area III: **Special Population Goals & Strategies – include funding sources in the Resource Column for Special Populations**
   a. Gifted & Talented Program
   b. Special Education Program
      a. STAAR/EOC Participation
      b. Representation
         i. Overall
         ii. African-American
         iii. Hispanic
         iv. ELL
      c. Placement in Instructional Setting 40/41
   c. Economically Disadvantaged
      a. STAAR/EOC Participation
   d. English Language Learners
      a. STAAR/EOC Participation
      b. TELPAS Reading and Composite Scores
   e. Dyslexia Program

GOAL AREA 1: Student Achievement: Reading/Language Arts

Priority Need:	STAAR Reading improved by five percentage points in 2017.
Critical Success Factor(s):	Improve academic performance
Goal and Summative Evaluation:	Tijerina Elementary School will show a 10% increase in STAAR reading results from 68% to 73% by the end of the 2017-2018 school year for all students.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Continuation of Literacy by 3	Students will improve in individualized reading by use of guided reading.	Reading Teachers Math Teachers	Scholastic materials First 25 Days Replenish Classroom Libraries for every reading teacher-$60,000 Math Read Aloud Literature/Classroom Library Books for every math teacher-$30,000	Ongoing	Improvements in reading levels
Literacy Lab	Students will receive leveled instruction with Imagine Learning during Ancillary Rotation	Literacy Lab Teacher Leadership team	Imagine Learning Program and Literacy Lab Teacher	September 12, 2017-June 01, 2018. Each week for 50 minutes.	Data Reports from Imagine Learning Improvements in reading levels every 4 to 6 weeks DRA Tracking System
Recording of and usage of running records.	Teachers will identify students' individual reading levels and will align instruction.	Reading Teachers	Recording of and usage of running records.	Teachers will identify students' individual reading levels and will align instruction.	Reading Teachers
Continuation of 1st/2nd Reading and 3rd-5th Reading/Writing professional learning community meetings	Foster collaboration, sharing of best practices, data deconstruction and instructional planning.	Reading Teachers Mr. Peña (3rd-5th) Ms. Perez (1st-2nd)	Unit planning guides Snapshot assessments data Time allotted to meet weekly	Weekly throughout the year	Collaboration of PLC members throughout meetings

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GOAL AREA 1: Student Achievement: Math

Priority Need:	STAAR Math improved by only 16 percentage point in 2017
Critical Success Factor(s):	Improve academic performance
Goal and Summative Evaluation:	Tijerina Elementary School will show a 3% increase in STAAR Mathematics results from 84% to 87% by the end of the 2017-2018 school year for all students.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Guided Math Program	Create a Math Block consisting of Math Read Aloud, Problem Solving, Vocabulary, Mini-Lesson, Workstations, Small Group Instruction and Exit Tickets.	Mrs. Perez All Math Teachers	Purchased Math Literature Books for Read Aloud and Classroom Library-$30,000 Number Talks and Math Workstations for each teacher- $500	All year	Improved snapshot, district level and campus assessment scores Aligned lesson plans
Support of math consultant for 1st -5th grade teachers	Teachers attend monthly training with Dana Vontoure and plan lessons for the next month.	Math teachers Leadership team	Monthly PD Substitutes	Every month until March	Improved snapshot scores Aligned lesson plans
Math workstations implemented school wide	Students independently practice differentiated math strategies in stations.	Math Teachers	PLC meetings in which stations are planned	Ongoing throughout year	Observation of stations implemented in classrooms
Continuation of 1st/2nd Math/Science and 3rd-5th Math/Science professional learning community meetings	Foster collaboration, sharing of best practices, data deconstruction and instructional planning.	Math Teachers Mr. Pena (3rd-5th) Ms. Perez (1st-2nd)	Unit planning guides Snapshot assessments data Time allotted to meet weekly	Weekly throughout the year	Collaboration of PLC members throughout meetings
Continuation of Math Learning Together through United Way for 3rd and 5th students	In the twice a week program, students work on math skills (5th tutors 3rd)	Ms. Perez United Way staff	United Way resources	Begins 9/09 Runs through May	Improved math skills in selected students

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GOAL AREA 1: Student Achievement: Performance Index - Student Achievement /Student Progress/Closing Gaps/Postsecondary Readiness

Priority Need:	STAAR Science increased by two percentage points in 2017 from 58 to 60%
Critical Success Factor(s):	Improve academic performance
Goal and Summative Evaluation:	Tijerina Elementary School will show a 10% increase in STAAR science results from 60% to 70% by the end of the 2017-2018 school year for all students.
(mandatory, if not met)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Campus Science Plan Prk-5	Science: Focus each week on improving one level.	Classroom Teachers Mr. Pena	Science Calendar and Plan for 2017-18 school year	August 28 – June 02	Submit skills each week. Use rubric to score data District and Campus Benchmarks
Science Lab Teacher	Prk-5th students will rotate to the science lab during ancillary	Science Lab Teacher Mr. Pena Science Team	Lab Teacher Salary: $21,365.26 PD-Rock STAARS: $900	August 28 – June 02	Submit skills each week. Use rubric to score data District and Campus Benchmarks
5th Science Plan	PLC with 5th Science teacher	Mrs. Bolton Mr. Pena	Science Samples, Data tracking, Rubrics PD-Rock STAARS:$900	August 28 – June 02 Each week	Science samples. District and Campus Benchmarks
Science Journals for Prk-5	Teachers submit a science journal each nine weeks	Classroom Teachers		Science Journals for Prk-5	Teachers submit a science journal each nine weeks
Science Club	Science Club to reinforce science and the campus science plan	Classroom Teachers Mr. Pena PTO- provide incentives	Staff, PTO Monthly Incentives	August 28 – June 02	Classroom Teachers Mr. Pena

GOAL AREA 1: Student Achievement: **Federal System Safeguards – (mandatory, if not met)**

Priority Need:	Did not meet Federal System Safeguards in Reading, Math, Hispanic, Economic Disadvantage and ELL's.
Critical Success Factor(s):	Improve Academic Performance
Goal and Summative Evaluation:	Tijerina Elementary School will meet Federal System Safeguards at 87%.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Implementation of UDL (Universal Design Learning)	Administration will attend UDL PLC's and then send a leadership to UDL Institute at Region 4.	Mr. Pena Leadership Team	4 UDL PLC's meetings with HISD Cohort Schools through Region 4	PLC's September 27, 2017, Continuous all year.	Improvements in delivery of instruction
Continuation of Literacy by 3	Students will improve in individualized reading by use of guided reading.	Reading Teachers	Scholastic materials First 25 Days	Ongoing	Improvements in reading levels
Recording of and usage of running records.	Teachers will identify students' individual reading levels and will align instruction.	Reading Teachers Leadership team	Scholastic assessment	Every 4 weeks students below level and 6 weeks for on or above. First assessment: September 1	Improvements in reading levels every 4 to 6 weeks DRA Tracking System
Support of math consultant for 1st -5th grade teachers	Teachers attend monthly training with Dana Vontoure and plan lessons for the next month.	Math teachers Leadership team	Monthly PD Substitutes	Every month until March	Improved snapshot scores Aligned lesson plans

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GOAL AREA 1: Student Achievement: **Attendance**

Priority Need:	2016-2017 attendance was 96.9%, a 0.02% drop from 2015-2016.
Critical Success Factor(s):	Improve School Climate
Goal and Summative Evaluation:	Tijerina Elementary School will increase attendance to 98% by the end of the 2017-2018 school year.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Grade level rewards (weekly, nine weeks, and semester)	Promote and reward excellent attendance	Ms. Gonzalez, Classroom Teachers	Attendance data Rewards	Weekly starting week of September 15 Nine weeks and Semester	Evaluation of weekly attendance
Posted 100% attendance signs on classroom doors	Create awareness about attendance goals and accomplishments	Ms. Gonzalez	Signs Attendance data	Weekly starting August 25	Evaluation of daily attendance
Attendance awards ceremony	Promote and rewards excellent attendance	Ms. Gonzalez Mr. Pena	Attendance data Certificates	Every 9 weeks	Evaluation of attendance data
Daily calls home to parents for absent students	Encourage absent students to come to school before 9:30 ADA time.	Ms. Gonzalez	Collection of absent student list	Daily	Increased daily attendance

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Goal Area 2: Improve Safety, Public Support, and Confidence:

Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex

Priority Need:	Decrease discipline referrals by improved by 50 percentage points in 2017.
Critical Success Factor(s):	Improve academic performance and building relationships
Goal and Summative Evaluation:	Tijerina Elementary School will show a 10% decrease in office referrals from 25% to 15% by the end of the 2017-2018 school year for all students.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Discipline Management	Improve student behavior in classrooms to increase learning time and student achievement.	All staff	August in service training of Tribes and PBIS Program	August 2017 – ongoing	Improved student behavior leading to higher student achievement
Decrease DAEP Referrals	n/a *There were 0 last year*	n/a	n/a	n/a	n/a
Decrease Special Education In-School Suspension	n/a *There were 0 last year*	n/a	n/a	n/a	n/a
Decrease Special Education Out-of-School Suspension	Reduce number of special education out of school suspensions from 1 to 0.	All staff	IEP for all students receiving services Interventions	August 2017-ongoing	0 out of school suspensions for students receiving services

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GOAL AREA 2: Improve Safety, Public Support, and Confidence: Safety

Priority Need:	In the "FACE" survey, 85% of parents believe that our campus is bully free and satisfied with the school.
Critical Success Factor(s):	Improve School Climate
Goal and Summative Evaluation:	The 2017-2018 "FAME" survey statement, "The campus is bully free" and campus satisfaction will increase from 85% to 90%.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Bullying Prevention	Reduce bullying and increase safety and security	Administrators Teachers Nurse Counselor	Red Ribbon Week (October) Mrs. Lopez (Counselor) Ms. Akins (Nurse)	August 2017 – June 2018	Increased parent and student perception of safety and security
Child Abuse Prevention	-Create awareness for teachers, parents and students of child abuse. -If there are reports of child abuse, the objective is to immediately report it to CPS and police	Administrators Teachers	Teacher training in August for identifying and report child abuse	August 2017 – ongoing	Proper reporting of incidents Increased awareness
Sexual Abuse Prevention	-Create awareness for teachers, parents and students of sexual abuse. -If there are reports of abuse, the objective is to immediately report it to CPS and police	Administrators Teachers	Teacher training in August for identifying and report abuse	August 2017 – ongoing	Proper reporting of incidents Increased awareness
Parent Volunteers	Increase parent support and volunteer program	Administrators Teachers Nurse Counselor	Parent training to support teachers Parent room Teacher list of parent work to be completed	September 2017 – ongoing	Increased parent support and relationship with the campus staff

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GOAL AREA 2: Improve Safety, Public Support, and Confidence: Parent and Community Involvement

Priority Need:	Parents participate in events that are typically nonacademic in nature.
Critical Success Factor(s):	Increase Family and Community Engagement
Goal and Summative Evaluation:	Tijerina Elementary School will maintain 75% parent attendance throughout the three parent meetings during the 2017-2018 school year.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
To increase family and community engagement and to inform parents on the academic needs of their student.	"Meet the Teacher" will give parents and students an opportunity to meet the teachers and get information on classroom expectations and procedures	All Pk-5th teachers	APTT district team leads training	August 24	Parent sign in sheets will be collected for each activity or event.
To increase family and community engagement and to inform parents on the academic needs of their student	Open House will be an opportunity for parents to interact with teachers and learn about opportunities available for their involvement and that of their child.	Classroom teachers Administrative Team and All Staff	Flyer, website Marquee Information at Open House	September 28	Parent sign in sheets will be collected for each activity or event.
To provide an opportunity for parents to volunteer on both campus and off campus activities to enhance parental involvement.	The administration will provide an open lab for parents to come and sign up for VIPS (volunteer) program.	All Pkt-5th teachers Administrators Aids	VIPS PowerPoint PLC meetings to prepare PowerPoint And handouts	September to May 2018	Parent sign in sheets will be collected for each activity or event.

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To increase family and community engagement and to inform and train parents on the academic needs of their student.	The campus will host magnet meetings, STEM Night, Math Night, Literacy Night, and "Doughnuts for Dad and Muffins for Mom".	All Pkt-5th teachers Administrators	Focus group data Reading data from DRA, Universal Screener, Imagine Learning and STAAR	September to May 2018	Parent sign in sheets will be collected for each activity or event.
To increase family and community engagement and to inform and train parents on the academic needs of their student.	Each grade level will conduct at least two parent meetings per year to inform parents on pertinent information for their grade level.	All Pk^t-5th teachers Administrators	Reading data from DRA, Universal Screener, Imagine Learning and STAAR, School Visit Google Form	Fall 2017 Spring 2018	Parent sign in sheets will be collected for each activity or event.
Hold adult ESL classes three times a week	Parents will increase levels of English ability.	Mr. Pena	HCC instructor and curriculum	September 8 – ongoing	Parent participation and improved skills
Host parent activities including cooking class and Zumba through 21st Century.	Promote after school program and create sense of community among parents	Ms. Harding	Instructors for classes	September 8 – ongoing	Parent participation

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GOAL AREA 2: Improve Safety, Public Support, and Confidence: Coordinated Health Program (ES, MS and K-8 Campuses)

Priority Need:	Promote health awareness for the students and parents by 100%
Critical Success Factor(s):	Increase health awareness and student achievement
Goal and Summative Evaluation:	Tijerina Elementary School will maintain 100% health screening completion during the 2017-2018 school year.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Coordinated Health Program	Improve physical appearance	Mrs. Akins	Vision screening, Hearing screening Dental screening	August 29 – December 4	All screenings complete
Type 2 Diabetes Screening	Complete acanthosis screening for all mandated grades, 207 students	Mrs. Akins	Acanthosis Screening	August 29 – December 4	All screenings complete

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GOAL AREA 3: Special Populations: Special Ed., Gifted and Talented, ELL, Economically Disadvantaged, Dyslexia, At-Risk, etc.

Priority Need:	Only 52.6% of students grew in their TELPAS level during the 2016-2017 school year.
Critical Success Factor(s):	Improve Academic Performance
Goal and Summative Evaluation:	65% of students will grow in their TELPAS composite level.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Gifted & Talented Program	Increase number of off campus opportunities for GT students.	Mr. Sanford	Partnership with Houston Arboretum	Spring field trips	Completion of additional off campus activities
Special Education Instructional Setting	Increase "push in" method of instruction for students receiving resource services.	Ms. LeCroy	Planning time with PLC teams Student data	August – May	Students passing STAAR or STAAR Accommodated
Eco. Disadv. STAAR/EOC Participation	100% of economically disadvantaged students participate in all STAAR assessments.	Administrative team Teachers	Advertise assessment dates Attendance incentives	Spring 2018	Calculation of STAAR attendance
ELL STAAR/EOC Participation	Maintain strong ELL participation in all STAAR exams	Administrative team Teachers	Advertise assessment dates Attendance incentives	Spring 2018	Calculation of STAAR attendance
TELPAS Reading	100% of students grow at least one level in TELPAS reading.	Reading teachers	Assessment data Interim assessments Increased reading time Guided reading	August – March	Practice assessments show growth
TELPAS Composite	100% of students grow at least one level in TELPAS composite.	Reading teachers	Assessment data Interim assessments Increased reading time Guided reading	August – March	Practice assessments show growth

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SIP Part 3: Special Funding Goals

Goal Area: Title I, Part A – 10 Required Components of Schoolwide Planning

1. **Comprehensive Needs Assessment** All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards.

   - **Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment.**
   - **Indicate the programs and resources that are being purchased out of Title I funds.**

   All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the 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. **Schoolwide Reform Strategies** List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

   1) **Literacy Lab using Imagine Learning Software Program**
   2) **Vertical PLC's**
   3) **Hourly Tutors for small group intervention**
   4) **Adjusting the Master Schedule for Intervention Blocks**

   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 Effective Teachers:** State the campus' strategies to ensure that 100 percent of your teachers and paraprofessionals are effective teachers.
   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.

4. **High-Quality and Ongoing Professional Development** Explain the process to provide high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development must include the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them.

   - **Process of high-quality professional development: Monthly Staff Meetings, 3 Book Studies this year, Vertical PLC's from 2:30-3:30 by specific subjects, Collaborative Planning including teacher input, and Horizontal Planning twice a month.**
   - **Process of ongoing 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 and Retain Effective Teachers to High-Need Schools** Describe strategies used to retain and attract effective teachers.
    - **Strategies to retain Effective teachers: Provide Teacher Voice and Input, Collaborative Planning, Teacher Incentives, Community Circles and Coke Awards to recognize teachers.**
    - **Strategies to attract Effective teachers: Extensive interview process and model lesson during at the campus.**

6. **Strategies to Increase Parental Involvement** Identify at least four (4) strategies specific to your campus to increase parental involvement activities.
    1) **Family Math, Science and Literacy Nights are held to increase parents in the school's programs.**
    2) **Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners.**
    3) **Offer parent classes to meet their needs, for example ESL classes or STAAR information programs.**
    4) **College Tours for students and parents.**
    5) **Coffee with the Principal once a month**

7. **Ensure Smooth Transition for Students (PRIMARY/ES)** Explain plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. **(SECONDARY)** Identify transition activities for students as they enter each level (intermediate, middle, high school) and as students exit special programs (e.g. Bilingual, ESL & Special Education).
    - **(PRIMARY/ES) Preschool transition:**
    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 Decisions Regarding the Use of Academic Assessments** In addition to state performance data, describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
    - **Describe measures:**
    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** Address activities to identify and ensure effective, timely assistance for all students not meeting state standards.
    - **Process to identify students:**
    - **Activities to ensure effective and timely assistance:**

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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 Programs** State the strategies to coordinate programs/services/funds under ESSA to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met.

    - **Strategies to increase program effectiveness:**
    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.

Positions Funded Out of Title I Funds
(Please indicate the quantity of each position selected for the school year.)

— Parent Engagement Rep
— Tutor, Academic (Hourly)
— Tutor, Associate (Hourly)
— Tutor, Sr. Academic
— Counselor (must have rationale that shows duties are supplemental to the regular school program)
— Social Worker (must have rationale that shows duties are supplemental to the regular school program)
— Psychologist (must have rationale that shows duties are supplemental to the regular school program)
— Coach, Graduation
— Teacher, Intervention (Hourly) All grade levels - [General]
— Teacher, Intervention (Hourly) All grade levels – [Math]
— Teacher, Intervention (Hourly) All grade levels – [Reading]
— Teacher, Intervention (Hourly) All grade levels – [Science]

— Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)
— Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)
— Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)
— Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)
X *Teacher, Class-Size Reduction [General] All elementary grade levels
— *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels
— *Teacher, Class-Size Reduction [ESL] All elementary grade levels
— *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

Capital Outlay Requested (Y/N)? Yes

If yes, please list the items below. **Please note, all capital outlay requests must receive approval from TEA prior to purchase.**

Technology- 6649010000-$4,180.00

Hourly Lectures- Literacy Lab $17,762.02 and Science Lab Teacher $21,365.26

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Indicate "Yes" or "No" below if your campus' Title I funds will be utilized to fund the following items:

Item	Yes or No
1. In-State Travel	
2. Out-of-State Travel	
3. Professional Development	Yes
4. Field Lessons	
5. Contracted Services	
6. Tutoring	Yes
7. Materials and Supplies	Yes

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Goal Area: Mandated Health Services

1. **Immunization Monitoring**

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: JoAnn Akins RN and Geraldine Gonzalez

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2017 (include an estimate of number of students that must be screened): 450.

2. **Vision Screening at Grades: PK, K, 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: JoAnn Akins RN

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): 325

3. **Hearing Screening at Grades: PK, K, 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: JoAnn Akins RN

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): 325

4. **Type 2 Diabetes Screening at Grades: 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: JoAnn Akins RN

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): 200

5. **Spinal Screening at Grades: 6, 9**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: N/A

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2018 (include an estimate of number of students that must be screened): Click here to enter text.**.**

6. **Medication Administration**

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis: JoAnn Akins RN, Geraldine Gonzalez, Diana Mata, and Irma Torres

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2017-2018: Click here to enter text.

7. **AED (Automated External Defibrillators) Monthly Maintenance Check**

Person certified in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually. JoAnn Akins RN

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2017 – 2018 school year. (Include the number of AEDs on campus): 2

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School Improvement Plan SharePoint Site Uploads

The following documents are uploaded to the School Improvement Plan SharePoint Site separately:

1. **The School Improvement Plan**– only upload one time, after your SSO has approved it

    Please use the following naming convention:
    School name, SIP 2017-2018

2. **The Executive Summary -** This summary is submitted to the HISD Board of Education as part of the public hearing, at which time the Board votes on approval of the SIP.

    Please use the following naming convention:
    School name, Executive Summary 2017-2018

    The Executive Summary gives a brief description of the school's culture and ongoing developments by condensing the more detailed reports in the SIP. The following information must also be included:

    - The title, school name, principal's name, and administrative District;
    - A brief description of the school, students, and community;
    - A description of the areas in need of improvement (based on analysis of data in the needs assessment) that will be addressed in the SIP;
    - A list of all measurable objectives, which should match those presented in Part 2 of the SIP; and
    - A brief description of the major initiatives or strategies that will be implemented.

3. **The <u>completed</u> Signature Page – including SSO and Chief's signatures**

    Please use the following naming convention:
    School name, Signature Page 2017-2018

SIP APPROVAL 2017-2018

School Name: Felix Tijerina Elementary

Principal Name: Richard Peña

This School Improvement Plan (SIP) for Felix Tijerina Elementary was developed according to the procedures described in this document. The final draft of the plan was submitted to the Shared Decision Making Committee (SDMC) on 9/21/2017 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. The plan was presented to the professional staff for a vote of approval by secret ballot on 9/27/2017 The plan received at least two-thirds approval. I attest that if this school is under a designation as Required Improvement, Focus, or Priority, an on-site needs assessment has been conducted in compliance with TEC §39.106(b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

Principal _____ Date 9-29-17

Signatures below indicate review and approval of this document.

PTO/PTA or other Parent Representative _____ Date 9-29-17

SDMC Teacher Representative _____ Date 9-29-17

School Support Officer _____ Date 10/6/17

Chief School Officer _____ Date 10/9/17

Professional Service Provider (for IR, Focus, or Priority Schools) _____ Date