

HOUSTON INDEPENDENT SCHOOL DISTRICT



Campus Name: High School for Law & Justice

Campus Number: 034

Principal Name: Stacy Garcia

School Support Officer/Lead Principal Name: Frank Cahuasqui

Area Superintendent Name: Geovanny Ponce

Area School Office: East

SCHOOL IMPROVEMENT PLAN 2019-2020



Houston Independent School District

2019 Board of Education

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Houston Independent School District

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Web site: www.houstonisd.org

Employees of the District shall not discriminate on the basis of or engage in harassment motivated by age, race, color, ancestry, national origin, sex, handicap or disability, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression.

HISD Roadmap to Success for Every Student Strategic Priorities for 2018-2019 and Beyond

Expanding Educational Opportunities

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

Ensuring Student Health, Safety and Well-being

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Transforming Academic Outreach

As we transform the academic performance of our students, it is critical to do what is necessary to support their academic efforts. From special education to literacy, we must provide the essential support needed for success.

Increasing Organizational Efficiency

The departments that support HISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Cultivating Team HISD Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

The mission of the High School for Law and Justice is to provide students and staff with a safe facility wherein strong academic education is provided in conjunction with an in-depth study of Law Enforcement, Legal Studies, and Fire Science in order to provide a successful transition into their chosen career paths or advanced academics.

SCHOOL PROFILE

The High School for Law & Justice is located at 3505 Coyle, Houston, TX 77003. The school demographics are 78% Hispanic, 16% African American, 5% White, and 1% Asian. Students considered to be economically disadvantaged make up 75% of the student body. Enrollment as of the first week of school is at 478 students. The High School for Law & Justice is a stand alone magnet program for careers in law enforcement, legal studies and fire sciences.

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	# 2	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	#2	Number of Business Members	#1
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	enter text.		
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(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Stacy Garcia	Principal Click or tap to enter a date.
Felicia Bovell	Classroom Teacher 2022
LeTyne Kelly	Classroom Teacher 2022
James Estrella	School-based Staff 2022
Natasha Riley	Non-Instructional Staff 2022
Mark Williams	Business Member Click or tap to enter a date.
Jeff Davis	Community Member Click or tap to enter a date.
Mark White	Community Member Click or tap to enter a date.
Sally Armendariz	Parent Click or tap to enter a date.
Jennifer Bunch	Parent Click or tap to enter a date.
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Other Campus Intervention Team members (non-SDMC):

For campuses rated D, F, and/or Comprehensive Support Campuses:

Name	Position
	School Support Officer/Lead Principal
Click here to enter text.	Effective Schools Framework (ESF) Facilitator/ Professional Service Provider (PSP) for some campuses still using this model. Click here to enter text.
Click here to enter text.	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to enter text.
Click here to enter text.	Other district personnel – position: Click here to enter text.
Click here to enter text.	Other: Click here to enter text.

NEEDS ASSESSMENT

Narrative of Data Analysis

(causal factors – include % of economically disadvantaged data)

Click here to enter text.

This past school year 2018-2019 students scored 100% Approaches and 46% Mastery on Algebra I. For English I they scored 97% Approaches and 1% Mastery - English II resulted in 95% approaches and 6% Mastery. Overall, all of our STAAR scores increased, but we still continue to show deficits in the Master scores for English I & II compared to our other EOC results. English II ECO scores are now the lowest. After reviewing the data EOC summary report, students scored the lowest in reporting category 4 - Compositions. Looking at the Constructed Responses Summary Report, the majority of students for English I scored a 6 on their composition and for English II the most common score was a 5. Teachers will scaffold the parts of the essay (introduce, body paragraphs, and conclusions) the first six weeks and then schedule structured essays twice per six weeks. Teachers will introduce different types of informational text into their lessons. We have added three sections of creative writing to our master schedule in order to properly support students that have typically struggled with writing. Teachers will continue weekly assignments using NoRedInk, and NewsELA adding teacher-led instruction for that week's academic vocabulary. Teachers will continue to pull from a variety of sources to expose students to different genres. HSLJ will also implement the use of Lead4Ward resources. HSLJ will continue to support writing across all content. This will eventually have an impact on our AP scores, which have only have a 9% passing rate despite a large amount of participation. In order to support our English teachers, each content will meet for PLC biweekly with their content administrator. Campus wide practices and expectations will be shared amongst admin and teachers in order to maintain alignment vertically. For example, in Science and Math they will: Write lab reports using correct grammar, closed reading of selected portions of the textbook, vocabulary development. Math will: Use problem solving that involves justifying and explaining solutions, generalizing from specific to rules, formulas and principles. All juniors will be placed on KHAN Academy once a week for 50 minutes. Students have also been enrolled in transitional Math and English classes with the option of taking the TSI for college career readiness. We have offered the TSI on campus or students can attend their local HCC campus. HSLJ had eleven identified ELL students. Out of the eleven seven have been exited scoring high advanced on TELPAS. Those exited will continue to be monitored. Summer remediation was offered and fall schedule will reflect EOC review classes and the SWR class for students who were not successful during summer EOC testing or may be struggling with reading or writing.

Narrative of Priority Needs and Root Causes – Include Special Education Needs

After analyzing the 2018-2019 results from EOCs, SAT, PSAT, ACT and AP our data shows gains in several areas, no change in others and a drop in English II Approaches scores dropping from 93% to 85%. The advanced placement scores continue to remain low even though with 36 students scoring a 3 or better.

- Core teachers will use OnTrack to drive instruction and identify strength and weaknesses
 - Core teachers will work with their content administrators to create assessments with rigor and relevance.
 - Content administrators will be present in each bi-weekly PLC meeting.
 - Teaches and content administrators will develop monthly common assessments designed by the campus and reviewed data from OnTrack and Dash Board
 - Data Driven Decision Making in each classroom based upon assessment data.
 - Dropout Recovery Program using APEX paid for with Title I stimulus money and Compensatory Education money.
 - Students will be placed in APEX courses during the school day in order to recovery lost credit
- Specifically designed APEX review classes will be developed for EOC retesters.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any domains rated D or F have been addressed:

Performance Domain	Rating	Subject(s) / Measure(s)?	Student Group(s) Contributing to low rating?	Needs addressed in the following SIP Goal(s):
Texas Accountability System – Domains Rated D or F				

Performance Domain	Rating	Subject(s) / Measure(s)?	Student Group(s) Contributing to low rating?	Needs addressed in the following SIP Goal(s):
I. Student Achievement	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
II. School Progress	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing the Gaps	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

August 12 -	Team Building, Teacher/Student Handbook
August 13 -	Academic PD Day - District Wide
August 14 -	Job-Alike Training - District Wide
August 15 -	Reporting Abuse, Culturally Responsive Teaching, TADS Update
August 16 -	IAT Training, Risk Management, Team Building
August 20 -	Instructional Planning - All content areas
August 21 -	Understanding CCMR, Campus Data Review, Data-Driven Instruction
August 22 -	College & Career Readiness, Restorative Discipline
August 23 -	Opening of School Procedures, Campus Emergency Procedures
September 27-	CollegeBoard
October 18 -	Rigor in the Classroom
November 8 -	Writers in the Schools
January 17 -	District Wide Professional Development
February 14 -	Lead4ward

FORMATIVE ASSESSMENT PLAN – INCLUDE TYPE AND FREQUENCY

English I&II Sep. 23 & 24 CA#1 Oct. 22 & 23 CA#2 Nov. 12 & 13 CA#3 Dec. 4 & 5 DLA Jan. 22 & 23 CA#4 Feb. 17 & 18 STAAR Release -- Algebra I Sep. 23 & 24 CA#1 Oct. 22 & 23 CA#2 Nov. 12 & 13 CA#3 Dec. 4 & 5 DLA Jan. 22 & 23 CA#4 Feb. 17 & 18 CA#5 Mar. 25 & 25 STAAR Release -- Biology Sep. 25 & 26 CA#1 Oct. 22 & 23 CA#2 Nov. 12 & 13 CA#3 Dec. 12 & 13 DLA Jan. 22 & 23 CA#4 Feb. 17 & 18 CA#5 Mar. 25 & 25 STAAR Release -- US History Sep. 23 & 24 CA#1 Oct. 22 & 23 CA#2 Nov. 12 & 13 CA#3 Dec. 4 & 5 DLA Jan. 22 & 23 CA#4 Feb. 17 & 18 CA#5 Mar. 25 & 25 STAAR Release

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2019-2020 school year.

YES ☐ NO ☒

If you checked "Yes", the Waiver section below must be completed.

#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 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 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. If this is a renewal waiver, a Waiver Detail Form is required and must be completed.	
YES <input type="checkbox"/> NO <input type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.
#2-All Schools - HISD Early Dismissal Days Waiver - Attend Full Day Instead of Releasing Early This waiver allows a school to be exempt from the district early dismissal calendar days of September 27th, October 18th, November 8th, January 17th and February 14th of the 2019-2020 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 <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.

Metrics of Success	Click here to enter text.
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#3-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 <input type="checkbox"/> NO <input checked="" type="checkbox"/>

Rationale for Waiver	Click here to enter text.
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Metrics of Success	Click here to enter text.
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#4-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. All 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 Waiver Detail Form is required and must be completed.

YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

Rationale for Waiver	Click here to enter text.
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Metrics of Success	Click here to enter text.
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#5-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E)

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 purpose of this waiver is to include 5 or more foreign exchange students per high school. This must be submitted as a general waiver application. 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 students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

YES ☐ **NO** ☒

Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

CUSTOM WAIVERS – Complete for any custom waivers that were approved.

Note: This would include the Alternate Start/End Times waiver that was granted for specific campuses

Title: Click here to enter text.
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

Title: Click here to enter text.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

Student Achievement: *Reading/Language Arts/Literacy	
*Goal:	Increase percentage of students achieving Masters standard in English I & II
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	*Transforming Academic Outcomes: The goal for the High School for Law & Justice is that by the end of the 2019-2020 school year, the percentage of English I or II students achieving Masters level performance will increase by 10%.
*Summative Evaluation: (Year-End)	STAAR EOC English I & English II 2020 Results

*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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
90% of students will be at Tier 1 reading level	All students will take the scheduled assessments for Ren360 and teacher will maintain progress monitoring.	English 1 & 2 Teachers English Content Admin	Ren360 Program	August 2019-May 2020	Ren360 Data for BOY, MOY, and EOY
At least 25% of students will score a 3 or 4 on the composition for EOC.	All 9th & 10th grade students in need of writing intervention were placed in creative writing classes.	Counselor Principal Creative Writing Teachers	NewsELA NoRedInk Vocab.com Title I Funds	August 2019-May 2020	English EOC Scores

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Student Achievement: *Math	
*Goal:	Increase the percentage of students that score a 530 or higher on the math portion of the SAT.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Expanding Educational Opportunities: Students will be better prepared to meet the challenges of math coursework in college and continue on a 4 year track for graduation.
*Summative Evaluation: (Year-End)	End of Year SAT Test Results

*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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
All students will utilize Khan Academy for math strategies.	Teachers will embed the use of Khan Academy into their lesson plans.	All Math Teachers Math Administrator	Khan Academy Website	August 2019-May 2020	Khan Academy usage reports and SAT Results

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*State Requirement ** Federal Requirement

Sources: TEC 11.253, HISD Board Policy BQ(LEGAL), and Every Student Succeeds Act (ESSA)

All students in AP math courses will utilize the resources on the CollegeBoard website.	AP Teachers will receive training on the CollegeBoard website and how to utilize the resources, planning, assessments & tutorials.	AP Teacher Math Administrator Principal	CollegeBoard Website	August 2019-May 2020	End of year SAT Math Results
All 9th grade student will complete the APEX tutorial for TSI.	All incoming students will complete the college prep tutorials for math in order to have a better understanding of their strengths and weaknesses.	Math Administrator Principal Algebra Teachers	APEX Program	August 2019-May 2020	Tutorial results and end of year SAT Math Results
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Student Achievement: *Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)	
*Goal:	Click here to enter text.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Click here to enter text.
*Summative Evaluation: (Year-End)	Click here to enter text.

*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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
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Student Achievement: Post-Secondary Readiness	
*Goal:	High School for Law & Justice will increase the percentage of student passing from 9% to 20% for the 2019-2020 school year.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Expanding Educational Opportunities: Our AP Participation rate is high, but the number students that pass the assessments needs to increase. This will provide students with the opportunity to gain college credits while still in high school.
*Summative Evaluation: (Year-End)	CCMR Data will reflect an increase in the percentage of students passing the AP exams.

*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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
All teachers will receive the proper training to teach AP Courses.	All AP Teachers will attend training at Rice University.	Assistant Principal Counselor -CTC	Comp Ed funding, Rice University	August 2019-May 2020	June AP Results 2020
All AP teachers will become familiar with and use the resources on the CollegeBoard site.	All AP teachers will receive campus based training on how to access and implement CollegeBoard site resources.	Assistant Principal Counselor-CTC Principal	CollegeBoard Website	August 2019-May 2020	CollegeBoard Usage reports
Increase the percentage of students passing the AP exams to 25% from 9%.	Teachers will receive professional development to ensure that the rigor and alignment of	Principal Content Administrators Counselor	CollegeBoard Website	August 2019-May 2020	June AP Results 2020

	their instruction allows for student growth and success on the AP exam.				
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Student Achievement: *Attendance	
*Goal:	High School for Law & Justice will increase student attendance from 95.7% to 97% for school year 2019-2020.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Transforming Academic Outcomes: Increasing the attendance rate should positively impact student performance. More students in school each day means more access to instruction and learning.
*Summative Evaluation: (Year-End)	Attendance rate will be reviewed on A4E Principal Dashboard at the end of the 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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Daily Attendance	Daily attendance will be monitored and phone calls will be made to parents that have missed two or more days.	Principal & Assistant Principal	Daily Attendance Report	August 2019-May 2020	Attendance rate will be monitored weekly to determine if students absences are decreasing.
Attendance Growth Plans	Students missing 5 days or more in a semester will be placed on a growth plan.	Magnet Coordinator Assistant Principal	Chancery	August 2019-May 2020	Students will have an increase in student attendance rate.
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Improve Safety, Public Support, and Confidence: *Violence Prevention & Safety
(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)

*Goal:	High School for Law & Justice will reduce the number of suspensions by 5% from the previous year.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Ensuring Student Health, Safety and Well-Being: We will continue to work with our students and teachers to reduce conflict and improve decision making in stressful situations in order to reduce the amount of suspension on the campus.
*Summative Evaluation: (Year-End)	End-of-Year PEIMS data

*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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Reduce the amount of student referrals to the administration.	Provide teachers with parent contact strategies and steps for resolution of low level discipline incidents.	Counselor Principal Assitant Principal	HISD Counseling Department PEIMS- Chancery	August 2019-May 2020	PEIMS Data
Reduce the amount of out of school suspensions.	Intervene with students prior to higher level misbehavior/offenses.	Counselor Assistant Principal Principal	HISD Counseling Department PEIMS-Chancery	August 2019-May 2020	PEIMS Data
All teachers will be knowledgeable of restorative practices.	Teachers will receive training on restorative practices strategies during preservice and	Counselor Principal Assistant Principal	Restorative Resources	August 2019-May 2020	PEIMS Data

	throughout the school year.				
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Improve Safety, Public Support, and Confidence: *Parent and Community Involvement	
*Goal:	High School for Law and Justice will increase parental participation to 30% for all events related to our students and campus.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Expanding educational opportunities, Ensuring student health, transforming academic outcomes: We will regularly communicate with our parents and stakeholders when it comes to supporting our school and students. We will provide opportunities for parents to learn more about our campus, and how to support their child.
*Summative Evaluation: (Year-End)	Title I Sign In Sheets, VIPS Data

*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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Increase parent participation in Fish Camp during summer preservice.	Create a parent session during fish camp in which parents learn about the transition to high school and important	Magnet Coordinator Assistant Principal Counselor	Magnet Fund General Fund	August 2019 - May 2020	Parent sign in sheet

	policies to ensure their child's success.				
Increase PTO Membership and participation from 2% to 20%.	Monthly PTO Meetings <u>Monthly PTO Meetings- Parents will be notified via calls and social media.</u>	Principal Assistant Principal Magnet Coordinator	School Messenger Social Media	August 2019 - May 2020	PTO Sign In Sheet
Increase the amount of VIPs approved parents.	Recruit parents during school functions to register as VIPs.	PTO Principal Assistant Principal Magnet Coordinator Counselor	School Messenger Social Media	August 2019 - May 2020	VIPs Registry+
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Improve Safety, Public Support, and Confidence: *Coordinated Health Program (ES, MS and K-8 Campuses)	
*Goal:	Click here to enter text.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Click here to enter text.
*Summative Evaluation: (Year-End)	Click here to enter text.

*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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.

*Goal:	<u>By May 2020, we will increase performance within all special populations by 10%.</u>
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Transforming Academic Outcomes, Expanding Educational Opportunities: Teachers will receive training that allows them to meet the instructional needs of all students. We will increase rigor and relevance for our GT Students, ensure that our SPED students are receiving challenging yet appropriate instruction, and our ELL's will have access to resources that allow them to bridge the language gap.
*Summative Evaluation: (Year-End)	STAAR Results May 2020

*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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Teachers service G/T identified students will receive the required 30 hours of initial training and the required annual 6 hour update.	Mrs. Franklin will ensure that all teachers are G/T trained and are implementing rigor and relevance strategies in their classrooms.	G/T Coordinator Principal	Region 4 Trainings HISD Prof. Dev. GT Funds	August 2019 - May 2020	End of year STAAR Results
ELL students will have access to sheltered instruction in their English classes.	Mrs. Precious will monitor and train teachers of ELL students to ensure that the proper strategies are being implemented to support second language acquisition.	Shakira Precious Assistant Principal	Bilingual Funds Title I Funds Sheltered Instruction Training	August 2019 - May 2020	End of year STAAR Results

All teachers will receive proper training regarding how to best support SPED students.	Mr. Paul will communicate with all teachers of SPED students, provide strategies as needed, and push in support to individual students based on their IEP.	SPED Chair	EasyIEP Kurzweil	August 2019 - May 2020	End of year STAAR Results
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

SIP Part 3: Special Funding Goals

Goal Area: **Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

Note: As a Schoolwide Title 1 Part A campus, ESSA Requires the completion of the sections below (campus compliance).

- 1. Comprehensive Needs Assessment** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- **Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment.**

All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the Executive Summary for the next school year. The components of the campus needs assessment include the: adding creative writing classes to the master schedule, review of alignment and rigor in all classes - especially AP courses, and consistent monitoring of attendance patterns. HSLJ aims to increase the number of students scoring at the Masters level of performance on the English EOC's and scoring a 3 or higher on Advanced Placement exams.

- **Indicate the programs and resources that are being purchased out of Title I funds.**

NewsELA, Vocab.com, Writers in the Schools

- 2. School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students 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. District and AP CollegeBoard planning guides along with staff development to ensure proper implementation.
 2. Use of OnTrack and other online programs to track student progress and achievement.
 3. Collaboration with Writers in the Schools to increase overall performance for writing campus wide.
 4. Training for teachers for all subpops to support implementation of best practices for all students.

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family

members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:
Parents **shall** be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

- 1) Senior Parent Night are held to increase parents in the school’s programs.
- 2) Coffee with the Principal
- 3) Open House
- 4) Class and club sponsors are required to solicit parent and community volunteers for all fundraising and field trip events.

<div>Capital Outlay Requested (Y/N)?</div> <div>NO</div>

Positions Funded Out of Title I Funds	
If yes, please list the item(s) below. Please indicate the quantity of each position selected for the school year. Approval from TEA prior to purchase. (Please indicate the quantity of each position selected for the school year.)	
<input type="checkbox"/> Parent Engagement Rep <input type="checkbox"/> Tutor, Academic (Hourly) <input type="checkbox"/> Tutor, Associate (Hourly) <input type="checkbox"/> Tutor, Sr. Academic <input type="checkbox"/> Counselor (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Social Worker (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Psychologist (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Coach, Graduation <input type="checkbox"/> Teacher, AVID <input type="checkbox"/> Teacher Specialist <input type="checkbox"/> Instructional Specialist <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels - [General] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Math] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Reading] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Science]	<input type="checkbox"/> Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> *Teacher, Class-Size Reduction [General] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [ESL] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

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	NO
2. Out-of-State Travel	NO
3. Professional Development	YES
4. Field Lessons	YES

5. Contracted Services	YES
6. Tutoring	YES
7. Materials and Supplies	YES

Goal Area: *State Compensatory Education (standard language provided, update data)

*Total amount of State Compensatory Education funds: \$53,576

*Personnel funded with State Compensatory Education funds: 0

*List names here: N/A

*Total number of FTE's funded with State Compensatory Education funds: N/A

*Brief description of how these funds are utilized on your campus: To partially fund resources and materials for students.

*State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE.

*For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

Goal Area: *Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Natasha Riley

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 25, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

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 December 13, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

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 December 13, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

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 December 13, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

5. Spinal Screening at Grades: 5 and 7 for girls (ages 10 and 12) and Grade 8 for boys (age 13)

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 October 1, 2019 (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: Nathasha Riley

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 2019-2020: Note: an unlicensed individual assigned to the school clinic cannot be referred to as “the nurse” which is a protected title. The should be referred to as Unlicensed Assistive Personnel (UAP) [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. Nathasha Riley

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 2019-2020 school year. (Include the number of AEDs on campus) [Click here to enter text.](#)