

HOUSTON INDEPENDENT SCHOOL DISTRICT



Campus Name: S. Rodriguez Elementary

Campus Number: 0372

Principal Name: Luz del Carmen (Lulu) DeAnda

School Support Officer/Lead Principal Name: J. Parnell

Area Superintendent Name: J. McSwain

Area School Office: West Areas Office

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 S. Rodriguez Elementary school is to provide a safe and positive learning environment that will develop students into motivated, life-long learners and globally-aware citizens through the use of an inquiry-based, integrated curriculum with a focus on science, technology, and the fine art

SCHOOL PROFILE

In 2018-2019 school year, S. Rodriguez Elementary end the year with enrollment of approximately 980 students in grades PreK-5. According to the 2019 Campus Comparison Group report, the student demographic is 958 - 89% Hispanic, 8% African American, 2% White and .8 % Asian. Approximately 98.3% of the students are identified as economically disadvantaged and 80.5% of the students are identified as English Language Learners. Our mobility rate is 15.1% and 5% of the students are identified as “gifted and talented” and 5% as needing special education.

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	8	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	3	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1
Click here to enter text.	#	Click here to enter text.	#
Click here to enter text.	#	Click here to enter text.	#

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)	
Luz del Carmen DeAda	Principal	6/4/2021
I Rodriguez	Classroom Teacher	6/4/2021
A. Alegria	Classroom Teacher	6/4/2021
M. Villa	School-based Staff	6/4/2021
M. Piralla	Non-Instructional Staff	6/4/2021
Jennifer Fridley	Business Member	6/4/2021
Chasney McCoy	Community Member	6/4/2021
Pablo Uceda	Community Member	6/5/2020
Rosa dela Cruz	Parent	6/4/2021
Cecilia Farciert	Parent	6/4/2021
S. Davis-Hampton	Classroom Teacher	6/5/2020
L. Lambarri	Classroom Teacher	6/4/2021
G. Ordonez	Classroom Teacher	6/5/2020
R. Zamora	Classroom Teacher	6/4/2021
H. Ledesma	Classroom Teacher	6/5/2020
A.Garcia	Classroom Teacher	6/4/2021
Click here to enter text.	Click here to enter text.	Click or tap to enter a date.
Click here to enter text.	Click here to enter text.	Click or tap to enter a date.

Other Campus Intervention Team members (non-SDMC):

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

Name	Position
Click here to enter text.	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)

As the Accountability Report for this school year reflects, we earn an overall rating of B.

Domain I 72%, Student Achievement.

Domain II 81% School Progress.

74% Academic Growth and

81% Relative Performance that included 98.3% of Economically Disadvantage population.

Domain III 79%, Closing the Gaps.

Overall, our campus obtained B rating a scaled score of 80%.

During the 2018-2019 school year, our campus did not earn any of the possible distinctions designations to the eligible areas. The English LA/Reading Master level indicators (quartile 3 and 4), the Mathematics Masters level indicators (quartile 1 for 4th grade, quartile 2 for fifth grade, and quartile 3 for 3rd grade). The Science Masters level indicators (quartile 2). The Comparative Academic Growth (74 pts.) and Comparative Closing the Gaps (79 pts.) outcomes did not

place our campus in the top percentile. The Masters level achievement was a big factor in not earning any Distinctions for all areas.

Rodriguez Elementary School is in a predominantly low-income area (98.3% Economically Disadvantage) with a 80.5% LEP population and 5% Special Education. The school is an IB with a "B" rating that continues to work on its academic programs such as establishing routines that ensure student success. Grade level PLC's to share instructional practices and develop teacher's capacity, analyze data, and design action plans.

READING

The overall STAAR reading passing standard for Gr. 3-5 was 67%, 34% met Meets level, and 14% met the Masters level. The Reading Approaches level results reflects a decreased in the scores from last year however, we experienced an increase on the scores for Meets level from 30% to 34% while Masters levels remains same as 14%.

Closer analysis reveals that students in 3rd grade achieved 65% in the approaches level, 28% in the Meets level, and 10% in Masters level.

In Category 1, Understanding across genres, English testers scored 66% correct.

In Category 2, Understanding –analysis of literary texts English testers scored 59% correct.

Analysis of our Gr. 4 STAAR

Writing results reflects that 63% met Approaches level, 22% scored Meets level, and only 4% met the Masters level. Our goal is to develop and implement a writing plan that includes all grade levels and also to increase the Masters level performance in fourth grade.

The 5th graders achieved 75% on the final administration, 37% Meets and 12% scored Masters level.

In Category 1, Understanding/analysis across genres they achieved 68% continues to be a concern

In Category 2, Understanding /analysis of literary texts they reached 62%.

Overall, we have identified that the greatest learning gaps come from literary and informational texts across grade levels.

Fifth-grade science results reflect that 66% of students met passing standard which is a 17% decrease from the previous year.

Based on our 2018-2019 DRA/EDL results that we should focus on interventions in our ESL classes in kindergarten and 1st grade. The actual growth in our Kinder and 1st grade ESL classes as compared to Bilingual classes is lower. These results could be attributed to lack of progress monitor and appropriate strategies targeting students' needs. Additionally, because we have a high population of English language learners, reading comprehension has been difficult. This year we will be focusing on guided reading and small group interventions to provide targeted instruction; we will also be ensuring that we are including ESL strategies throughout all content areas. In Pre-K ESL class, the focus for this school year is to increase the percentage of students meeting above grade level. On the other hand, we have the Pre-K bilingual class with the lowest percentage of students meeting their goal. We attribute this results to the inconsistency of best practices such as guided reading in one of the classrooms due to the lack of training.

MATH

The overall STAAR math passing standard was 84% in approaches level, 48% on Meets level, and 29% met the Mastery level.

A deeper analysis of the results revealed that:

Category 1, numeral representation scored a 63%

Category2/Category3 Computation & Geometry/Measurement being the lowest among all grade levels. Overall, we identified that the greatest learning gaps come from second to third grade on the computational fluency and problem solving & geometry and measurements.

As a school, we have a system that keeps our math scores consistent on 80%+. However we will continue working towards strengthening our students' math concepts and skills through differentiation to increase the Mastery level. The focus area is multi-step problem solving throughout all categories where students need to apply not only mathematical concepts and numerical fluency but also academic vocabulary.

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

Special Education

The overall passing STAAR reading and math passing standard in for SPED resource students was not met for grades 3-5th. Students that met standard met at the approaches level. Students that met standard met at the approaches level. Our special education plan is to maximize grade level instruction, minimize pull-out during whole group and grade level instruction, and to provide additional support from school interventionists.

Our overall reading and math data analysis reflects that we must continue to provide additional student intervention time in reading and math. This will happen through the development of a structured school-wide intervention program that targets Tier 3 students and provides them the necessary daily support that they need to close their learning gaps in reading and math. Our IAT committee will monitor their growth regularly. Also, we will continue building teacher capacity through coaching, professional development, and peer observation

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				
I. Student Achievement	C	N/A	N/A	N/A
II. School Progress	B	N/A	N/A	N/A
III. Closing the Gaps	B	N/A	N/A	N/A

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

Date	Target Audience	Topic
Monday, August 12, 2019 - All Staff - Increasing Organizational Efficiency - Welcome/Introductions - Opening Day Presentation - Core Values -SDMC Voting -data -SIP Goals - TELPAS Scores - MATH Introductions Dana Vontoure		
Tuesday, August 13, 2019 - Expanding Educational Opportunities - KAGAN Cooperative Learning Training		
Wednesday, August 14, 2019 - Cultivating Team HISD Talent - JOB ALIKE Training DAY		
Thursday, August 15, 2019 - Transforming Academic Outcomes - Lea4ward "Wave Goodbye; Say Hello" ELA TEKS		
Friday, August 16, 2019 - Ensuring Health, Safety & Well-Being - Socio-Emotional Learning PD Day		
Tuesday, August 20, 2019 - Expanding Educational Opportunities - Academic Professional Development Day		
Wednesday, August 21, 2019 - Cultivating Team HISD Talent - Staff Picture - Grade level pic - Discipline procedures Social Emotional Learning - Renaissance 360 - Language Arts Expectations - ROTATIONS: PBIS, IAT, SpED, Data, Multilingual, Know HOW - Technology		
Thursday, August 22, 2019 - Transforming Academic Outcomes - IB Planning- Why Writing Matters? - Language Arts Expectations		
Friday, August 23, 2019 - Increasing Organizational Efficiency - Progression of Instructions - Emergency Staff Training - Nurse Training - Campus Safety procedures - Employee Handbook - TADS		

September 2019

Literacy:

- _ Writing PD is focusing on Lucy Calkins & Jennifer Jacobson (Book: "No More, I'm Done!" _ Writing across curriculum
- _ Writing with purpose _IB collaboration (inquiry learning)
- _ Aspire
- _ ELLAV
- _ K12 Summit

Math:

- _ Efficacy of last year's learning
- _ Guided math (Gr 2 & 3)
- _ Math in the City
- _ Dana Vontoure

Data-Driven Instruction:

- _ Incorporative 55 min. on discussing data during PLC's weekly meetings (IAT/ RTI)
- _ GT meetings & training

Social & Emotional:

- _ Restorative Discipline (School Culture Committee)
- _ Wellness program for teachers
- _ Community: Parent University development & developing positive body-image families
- _ PBIS

October 2018

Literacy:

- _ Writing PD is focusing on Lucy Calkins Readers & Writers Workshops
- _ Jennifer Jacobson (Book: "No More, I'm Done!"
- _ Writing across curriculum
- _ Writing with purpose
- _ IB collaboration (inquiry learning)

Math:

- _ Efficacy of last year's learning
- _ Guided math (Gr 2 & 3)
- _ Math in the City
- _ Dana Vonture

Data-Driven Instruction:

- _ Incorporative 55 min. on discussing data during PLC's weekly meetings (IAT/ RTI)
- _ GT meetings & training

Social & Emotional:

- _ Restorative Discipline (School Culture Committee)
- _ Wellness program for teachers
- _ Community: Parent University development & developing positive body-image families
- _ PBIS

November 2019

Literacy:

- _ Writing PD is focusing on Lucy Calkins
- _ Jennifer Jacobson (Book: "No More, I'm Done!"
- _ Writing across curriculum
- _ Writing with purpose

_ IB collaboration (inquiry learning)

Math:

_ Efficacy of last year's learning

_ Guided math (Gr 2 & 3)

_ Math in the City

_ Dana Vounture

Data-Driven Instruction:

_ Incorporative 55 min. on discussing data during PLC's weekly meetings (IAT/ RTI)

_ GT meetings & training

Social & Emotional:

_ PBIS

_ Restorative Discipline (School Culture Committee)

_ Wellness program for teachers

December 2019

Literacy:

_ Writing PD is focusing on Lucy Calkins & Jennifer Jacobson (Book: "No More, I'm Done!")

_ Writing across curriculum

_ Writing with purpose

_ IB collaboration (inquiry learning)

Math

_ Efficacy of last year's learning

_ Guided math (Gr 2 & 3)

_ Math in the City

Data-Driven Instruction

_ Incorporative 55 min. on discussing data during PLC's weekly meetings (IAT/ RTI)

_ GT meetings & training

_ Dana Vontoure

Social & Emotional

_ Restorative Discipline (School Culture Committee)

_ Wellness program for teachers

_ Community: Parent University development & developing positive body-image families

January 2020

Literacy:

_ Writing PD is focusing on Lucy Calkins & Jennifer Jacobson (Book: "No More, I'm Done!")

_ Writing across curriculum

_ Writing with purpose

_ IB collaboration (inquiry learning)

Math

_ Efficacy of last year's learning

_ Guided math (Gr 2 & 3)

_ Math in the City

Data-Driven Instruction

_ Incorporative 55 min. on discussing data during PLC's weekly meetings (IAT/ RTI)

_ GT meetings & training

Social & Emotional

_ Restorative Discipline (School Culture Committee)

_ Wellness program for teachers

February

Literacy:

- _ Writing PD is focusing on Lucy Calkins & Jennifer Jacobson (Book: "No More, I'm Done!")
- _ Writing across curriculum
- _ Writing with purpose
- _ IB collaboration (inquiry learning)

Math

- _ Efficacy of last year's learning
- _ Guided math (Gr 2 & 3)
- _ Math in the City

Data-Driven Instruction

- _ Incorporative 55 min. on discussing data during PLC's weekly meetings (IAT/ RTI)
- _ GT meetings & training

Social & Emotional

- _ Restorative Discipline (School Culture Committee)

March

Literacy:

- _ Writing PD is focusing on Lucy Calkins & Jennifer Jacobson (Book: "No More, I'm Done!")
- _ Writing across curriculum
- _ Writing with purpose
- _ IB collaboration (inquiry learning)

Math

- _ Efficacy of last year's learning
- _ Guided math (Gr 2 & 3)
- _ Math in the City

Data-Driven Instruction

- _ Incorporative 55 min. on discussing data during PLC's weekly meetings (IAT/ RTI)
- _ GT meetings & training

Social & Emotional

- _ Restorative Discipline (School Culture Committee)
- _ Wellness program for teachers
- _ Community: Parent University development & developing positive body-image families

April

Literacy:

- _ Writing PD is focusing on Lucy Calkins & Jennifer Jacobson (Book: "No More, I'm Done!")
- _ Writing across curriculum
- _ Writing with purpose
- _ IB collaboration (inquiry learning)

Math

- _ Efficacy of last year's learning
- _ Guided math (Gr 2 & 3)
- _ Math in the City

Data-Driven Instruction

- _ Incorporative 55 min. on discussing data during PLC's weekly meetings (IAT/ RTI)
- _ GT meetings & training

Social & Emotional

- _ Restorative Discipline (School Culture Committee)
- _ Wellness program for teachers

_Community: Parent University development & developing positive body-image families
May
_Planning for the next school year
_Summer Professional Development

FORMATIVE ASSESSMENT PLAN – INCLUDE TYPE AND FREQUENCY

Assessment Plan and Calendar 2019 -2020 The assessment plan for S. Rodriguez Elementary is as follow: Daily/Weekly (K-5) Teachers will utilize Checks for Understanding and Exit tickets to assess for understanding. Every 3 Weeks (3rd-5th)-Common Formative Assessments (CFAs) created through West Area collaborative will be administered in the following content areas: 3rd -5th : Reading 3rd-5th: Math 3rd-4th: Writing 5th : Science Teachers will be given a window to complete assessments. Assessment will cover approximately 3 objectives/student expectations and will be approximately 10 questions in length. On weeks when a Campus Snapshot, DLA, or STAAR release is scheduled, a CFA will not be given. Every 9 weeks (1st-5th)-Campus Snapshots will be administered in the following content areas: 1st-5th: Reading 1st-5th: Math 1st-4th: Writing 5th: Science District Level Assessments (DLA) and STAAR Release will be given in lieu of Campus Snapshot when appropriate in 3rd-5th grade. All other assessment (Renaissance 360, TELPAS, HFW, etc.) will be completed in accordance with district and state timelines. The assessment calendar for the 2019-2020 school year includes the following: Common Formative Assessments (black) Campus Snapshots (pink) District Level Assessment (pink) STAAR Release (marron) In addition, other state and district assessments are included, such as Renaissance 360(RL360), CIRCLE, Benchmark Running Records (BRR), High Frequency Word Evaluation (HFWE), TELPAS, STAAR, Dyslexia screener, Credit by Exam (CBE), and GT.

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 ☒

9/27/2019 2:11 PM

*State Requirement ** Federal Requirement

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

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 checked="" 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.
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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.
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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 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 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:	3rd to 5th Grade students meeting Approaches level on STAAR reading in the 2019-2020 school year will be 75%, at Meets level will be 35%, and Masters level 25%. 85% of all students in Pre-K to 2nd Grade will meet the passing standard as measured by grades, DRA/EDL and Universal Screener
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	The priority is to expand our students educational opportunities by having a highly effective teacher which will help grow each of our students.
*Summative Evaluation: (Year-End)	STAAR Reading Assessment (Gr. 3-5): Approaches 75%, Meets 35%, and Masters 25% DRA/EDL & Universal Screener (Gr. K-2): 85% meeting the passing standard

*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
To monitor students' progress to accurately identify student reading needs through on-going assessments.	Classroom teachers will monitor students' progress to ensure that reading goals for all students are being met. Teacher will administer regular running records and Universal Screener to analyze results to reteach skills where students are still developing and to	*PK-5 Classroom Teachers * IAT TEAM * Special Education team * Teacher Specialist * Tier I Instruction Specialist * Administrators	www.houstonisd.org/hub www.houstonisd.org/digitalresources K-12 Summit Aspire Neahouse Renaissance 360 BOY/MOY/EOY On-Track Learning System	Aug. 2019 to May 2020	EOY Circle Data Trackers/Data Talk Running Records EDL/DRA Universal Screener, Campus/District Assessments (see assessment calendar)

	enrich those that are on grade level. Teacher will develop, Implement & document Tier 2 & 3 Interventions to assist struggling readers.				
To improve English language acquisition	Daily implementation of new ESL Program: ELLA-V Implementation of the Neuhaus program -ESL strategies -Sentence Stems -Embedded ELPS -K12 Summit	*PK-5 Classroom Teachers * IAT TEAM * Special Education team * Teacher Specialist * Tier I Instruction Specialist * Administrators	ELLA-V Let's Talk Updates (K-2) SR 1 Neuhaus training for new teachers ELPS training for new teachers	Aug. 2019 to May 2020	ELLA-V assessed through running records, DRA Observations K-12 Summit
To improve reading comprehension.	Apply questioning strategies learned from ELLA-V (K-2) -Teacher will implement strategies to increase effective, independent reading -Teacher will communicate learning targets to students and monitor progress -Teacher will provide comprehension checks for students using higher level thinking questions	*PK-5 Classroom Teachers * IAT TEAM * Special Education team * Teacher Specialist * Tier I Instruction Specialist * Administrators	Daily 5 structures Literacy Circles Work stations Guided Reading Aspire Imagine Literacy	Aug. 2019 to May 2020	Universal Screener, DRA/EDL, Campus/District Assessments Anchor charts Journals Teacher Observation Assessment School Calendar

	(Blooms taxonomy) -Implement "writing to read" strategy -anchor charts -Interactive notebooks				
To improve teacher knowledge and skills in reading.	Real time observations of master teachers -Action plan based on observed strategies -Teacher professional development based on needs -One on one coaching by reading specialists	*PK-5 Classroom Teachers * IAT TEAM * Special Education team * Teacher Specialist * Tier I Instruction Specialist * Administrators	District and Independent trainers Provide teacher coverage when needed (TA's)	Aug. 2019 to May 2020	IPDP Observations & Feedback Instructional Rounds

Student Achievement: *Math	
*Goal:	By the end of the 2019-2020 the percentage of Approaches, Meets and Masters Level across 3rd-5th grade will increase by 5% as measured by the STAAR Math assessment. 90% of the PreK to 2nd grade students will meet the passing standard as measure by ES, grades & district assessments.
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 by increasing the use of Quality Data to Drive Instruction at Rodriguez ES
*Summative Evaluation: (Year-End)	STAAR Math Assessment (Gr. 3-5): Approaches 90%, Meets 53%, and Masters 32% DPA Assessment: 90% meeting the standard)

*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
<p>To monitor students' progress on all levels of achievement through on-going assessments.</p> <p>To increase math concept development on ALL student through differentiated instruction.</p>	<p>Conduct PLC meeting focus on Data Analysis after Universal Screener and Campus/District Assessments</p> <p>Develop, implement, and document tiered intervention plans (RTI)</p> <p>Teacher develop, implement, and document effective Tier 1 & 2 interventions</p> <p>Specialist Develop, implement, and document a plan to serve tier 3 students through pull-out instruction</p> <p>Progress monitor tier 3 students by the Intervention Assistance Team (IAT)</p>	<p>PK-5 Teachers</p> <p>Resource Teachers</p> <p>Math Specialist</p> <p>Teacher Assistant</p> <p>Administration</p>	<p>Assessment On-Track Reports - District</p> <p>Campus Data tracker - Comp. Ed. - \$5,000</p> <p>Intervention Plans - Comp. Ed. - \$15, 0000 (Tier 3)</p> <p>Math In the City PD - Comp. Ed. - \$15, 000</p> <p>Teacher Assistant - Biligual - \$24,000 (Title 3)</p> <p>Dana Vonture - Biligual - \$25, 000</p>	<p>Ongoing 2019-2020</p> <p>Tier 2: 90 min. weekly</p> <p>Tier 3: 120 min. weekly</p> <p>IAT meetings & PLC to monitor progress</p>	<p>Universal Screener BOY, MOY, EOY and Campus and District Assessments</p> <p>RTI_ Tier I, Tier II and Tier III</p> <p>Documentation and lesson plans</p> <p>IAT Documentation</p>

Increase student mastery on math real world application through problem-solving. Differentiated Instruction	To Problem Solving- Bar Modeling Training for all teachers by using Vontoure Learning teachers will implement the problem of the day routine utilizing the bar modeling strategy (Teacher models and explicitly guides problem-solving steps and strategies). ESL strategies PLC focus on student work	PK-5 Teachers Resource Teachers Math Specialist Teacher Assistant Administration	Vontoure Learning Training - Bilingual - \$25, 000 Campus & District Resources Problem Solving Journals - Bilingual - \$3,000 Guided Math Training - Comp. Ed. \$5,000 Math in the City - GF 101 - \$10,000	August 2019 to May 2020	Universal Screener BOY, MOY, EOY and Campus/District Assessments Problem Solving Journals Observation PLC sign in
To improve teacher expertise, knowledge and skills in math.	Real-time observations of master teachers Develop an action plan based on observed strategies Teacher professional development based on needs (Guided Math and Math in the City) Dana Vounture One on one coaching by the math specialist	PK-5 Teachers Resource Teacher Math Specialist Administration	Provide coverage when needed (TA) Training funding; Everyday Counts - District Resources Vontoure - Bilingual- \$25,000 Lead4Ward - District Resources RUSMP - Comp. Ed. - \$6,000 Guided Math - District Resources Math in the City - GF 101 - \$10,000	August 2019 to May 2020	IPDP, PPA Observation/Feedback Instructional Rounds District assessment data STAAR assessment
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Student Achievement: *Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)	
*Goal:	N/A
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	N/A
*Summative Evaluation: (Year-End)	N/A

*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:	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: *Attendance	
*Goal:	The attendance rate at Rodriguez Elementary will increase from 97% to 98% at the end of 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	High attendance correlates with higher student achievement this will be part of Transforming Academic Outcomes.
*Summative Evaluation: (Year-End)	98% attendance in SIMS

*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
Communicate to parents the importance of coming to school every day.	Call daily to parents of those students that are absent. Send letters to parents of students with three or more unexcused absences Initiate attendance referrals for students with more than five unexcused absences	Counselor Registrar Classroom teachers	Attendance Records Chancery Attendance slips	August 2019 to May 2020	Parent letters-SIMS Parent conference Log-Teachers Emails from SIMS Attendance slips-Counselor
Motivate students to meet the minimum 98% attendance goal	Display ADA by grade level in a bulletin in main hall.	Counselor Registrar Classroom teachers	Student Incentives- Title I - \$6,000 Free dress passes - FREE Chancery	August 2019 to May 2020	Weekly attendance reports EOY attendance report

To reward grades levels who motivate students to come to school every day.	Provide the team with the highest grade level attendance (98%) with a boxed lunch every nine weeks.	Counselor Registrar Classroom teachers	Counselor Activity - Comp. Ed. - \$3,000	August 2019 to May 2020	Weekly attendance reports EOY attendance report Singing Sheets
Recognize student with perfect attendance.	Reward students with food coupons. Take PK-2 Student Space Ranger pic every nine weeks	Counselor Registrar Classroom teachers	Counselor Activity - Comp. Ed. - \$3,000	August 2019 to May 2020	Weekly attendance reports EOY attendance report Singing Sheets

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:	Rodriguez Elementary will be compliance on safety and procedures 100% as measures by the safety committee report, by the end of 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	Focusing in a safe environment, and promoting community involvement will ensure our student health, safety and well-being.
*Summative Evaluation: (Year-End)	Safety Committee Reports, Counselor Reports & Chancery Reports.

*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
Child Abuse Prevention	Ensure that all staff completes on-line training.Presentation to parents and students	Counselor Nurse Staff Administration	CPS Counseling Department Psychological Services Crime Stoppers Children’s Assessment Center	August 2019 to May 2020	Chancery Nurse Reports
Ensure no child is bullied at Rodriguez Elementary	Bullying Prevention Education	Teachers Counselor Administration	Online anti-bullying education Bullying Restorative Circles	August 2019 to May 2020	Discipline Records Teacher Reports
To ensure that discipline incidences are kept to a minimum	Promote IB attitudes in every classroom	Counselor Administrators Faculty Staff	Code of Student Conduct	August 2019 to May 2020	Chancery Discipline Records

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Improve Safety, Public Support, and Confidence: *Parent and Community Involvement	
*Goal:	Rodriguez Elementary will increase parent participation in school events by 10% during 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	To increase our school efficiency we will educate and involve parents in student's educational goals.
*Summative Evaluation: (Year-End)	Parental Involvement Committee reports Signing Sheets from Title I

*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
PAC Meetings	To hold regular parent meetings to discuss upcoming events and school wide matters that impact student learning.	Principal Leda Fuentes Parent Liaison Title I Coordinator	PTO Funds school events	August 2019 - May 2020	Sign in sheet Agenda Parent Calendar
Monthly Coffe with the Principal	To provide parents with an informal opportunity to speak to the principal and	Principal Leda Fuentes Parent Liaison	PTO Funds school events	August 2019 - May 2020	Sign in sheet Agenda Parent Calendar

	discuss relevant issues and topics.				
VIP Parents Program	Various opportunities for parents to apply to the VIP program	WrapAround Principal Leda Fuentes Parent Liaison	VIPs screening system - District no cost	August 2019 - May 2020	Sign in sheet Agenda Parent Calendar
Family Nights Events to increase parent membership & participation	Math/Science Family Night Literacy Family Night Magnet Awareness Night IB Exhibition GT Student Expo Fitness Family Night	Teachers Faculty & Support Staff Administrators Title I Coordinator	Title I Funds - \$3,000 Counselor Activity - Comp. Ed. - \$3,000	August 2019 - May 2020	Sign in sheet Agenda Parent Calendar

Improve Safety, Public Support, and Confidence: *Coordinated Health Program (ES, MS and K-8 Campuses)	
*Goal:	By the end of the 2019-2020 school year, Rodriguez Elementary compliance on safety and procedures will be 100% as measured by the safety committee report.
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- Coordinated Health programs/ Drugs, Tobacco, Alcohol Prevention in order to ensure our school is a safe environment and promote community involvement.
*Summative Evaluation: (Year-End)	EOY Parent Survey

*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
To educate the community on health issues	Rodriguez develops a Coordinated Health Program every year including Health Fair (Fitness Night), Diabetes Prevention Campaign, Breast Cancer Awareness, and Vision Screening	Counselor Nurse WrapAround	Community and health organizations Handouts	August 2019 - May 2020	Events reports Signing Sheets
To ensure that no drugs, tobacco, and alcohol is used by students	All teacher will take the Drug, Tobacco, and Alcohol Prevention Course. The school will participate in Red Ribbon Week.	Counselor Nurse	On line course Red Ribbon Week - Comp. Ed. \$1,000	August 2019 - May 2020	Discipline Reports

To help students make better choices in food selection by growing their own vegetables.	"Recipe for Success" (Culinary program) Brighter Bites	Culinary Teacher Recipe for Success teachers/ Chefs Title I Coordinator	Non-profit organization	August 2019 - May 2020	Lesson Plans execution
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Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.	
*Goal:	100% of all special population students will be provided with differentiated in depth, complexity, and pacing according to their needs.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Rodriguez Elementary will provide differentiation to all students with opportunities to succeed no matter their educational label. This will expand educational opportunities for our students.
*Summative Evaluation: (Year-End)	STAAR Assessment for Gifted and Talented students in grades 3-5: Meeting Masters level. DRA/EDL & DPA Assessments for Gifted and Talented students in grades K-2: Meeting above grade 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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
To showcase students' projects and achievements	G/T Expo Science Night IB Exhibition	G/T Coordinator Classroom teachers School Administrators	G/T identification tools CogAT Iowa/Logramos	August 2019 to May 2020	G/T identification windows
To provide all label students with a differentiated curriculum in every classroom	Modifications in all lessons to different students. After School Programs	G/T Coordinator Classroom teachers School Administrators Special Ed. Chair 504 Chair	Rigor and alignment tools Title I Funds - \$15, 0000	August 2019 to May 2020	Accommodations documents Signing Sheets
To communicate with parents of label students on how to help them to be successful	Letters Other meetings with parents	G/T Coordinator Classroom teachers School Administrators Special Ed. Chair	Teacher Assistant Letters	August 2019 to May 2020	Singing Sheet of Participaiton
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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.**

After reviewing data and evaluating our school results, we met the standard by obtaining an overall B for all three Domains according to the TEA report, however, we did not obtain a single distinction. Our attendance and high achievement level of performance (Masters) would be something to address this school year. Now we must continue striving for academic improvement. Our challenge is to keep our academic growth and achievement. That is why we continue enforcing differentiated instruction in all areas, promoting learning, empowering stakeholders to own all the programs that we have in Rodriguez.

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

ELLA-V, Aspire, K12 Summit, Nehouse Training, Imagine Literacy, Dream Box, A-Z, DRA/EDL, and tutorials, Teacher Specialist (ELL), and a full time Counselor.

- 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. The use of data (On-track, A4E, Universal Screener) to identify and monitor ALL student's growth
 2. School wide tiered interventions (RTI) for reading and math.
 3. Exemplar lessons and differentiated instruction
 4. Implementation of the IAT to track and monitor student progress for struggling 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) Magnet Night - This is an informational and interactive event designed to support parents with the magnet application process for 5th grade students.
- 2) Classes for parents and community members to meet their needs of literacy, computer/technology, financial literacy, ESL classes & workshops in childhood development
- 3) Family Night for all students targeting reading, math & science objective. IB Exhibition is a demonstration of the culminating work of the 5th Grade student's action projects.
- 4) Family Wellness Night - This event is for all our students and parents to learn, share and spend time as a family in a structured environment.

<p>Capital Outlay Requested (Y/N)?</p>

<p>NO</p>

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 checked="" 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 checked="" 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 checked="" 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 checked="" 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	YES
3. Professional Development	YES
4. Field Lessons	NO

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:** \$98,000

***Personnel funded with State Compensatory Education funds:** 55,000

***List names here:** Maria Ramos, Andrea Alegria, Paty Trevino, William Menjivar, Yngid Hornickel & Emiliano Troitino,

***Total number of FTE's funded with State Compensatory Education funds:** 6

***Brief description of how these funds are utilized on your campus:** IB training for teachers and time to allow teacher to work on their IB Planners. Creation of two classes for overage pre-lit students. Also, fees and after school program.

***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: Maria Ortiz, BSN, RN

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): N/A

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Maria Ortiz, BSN, RN

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): N/A

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Maria Ortiz, BSN, RN

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): N/A

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Maria Ortiz, BSN, RN

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): N/A

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: Maria Ortiz, BSN, RN

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): N/A.

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis: Maria Ortiz, BSN, RN

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) N/A

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. Maria Ortiz, BSN, 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 2019-2020 school year. (Include the number of AEDs on campus) N/A.