



Campus Name: Mandarin Immersion Magnet School (PreK-8)

Campus Number: 460

Principal Name: ChaoLin Chang

School Support Officer Name: Delesa O'Dell-Thomas

Area Superintendent Name: James McSwain

Area School Office: West

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

Live the Values. 重视品格	Master Chinese. 精通中文	Excel. 超越自我
--------------------------	-------------------------	----------------

SCHOOL PROFILE

The Mandarin Immersion Magnet School (MIMS), formally Mandarin Chinese Language Immersion Magnet School (MCLIMS), is the first Mandarin immersion school in the Houston Independent School District (HISD). HISD school board approved the name change during the 2015-2016 school year. MIMS opened in August of 2012, with students in Pre-Kindergarten through second grade enrolled in the immersion program at the Bellaire campus. In August 2016, MIMS moved into the 32-million dollar campus in the Galleria area, which was approved in the 2012 Bond.

Since 2012-2013 school year, the dual language immersion program increased one grade level each year as magnet students advanced yearly while the students in the traditional programs gradually exited after fifth grade. MIMS became a 100% Mandarin immersion magnet program in the 2015-2016 school year. The estimated enrollment for the current school year is 760 students, who are all served in the dual language immersion program from pre-kindergarten to eighth grades.

Following a Dual Language Immersion model, each student from prekindergarten to second grade has two highly qualified teachers, one English teacher and one Mandarin teacher. Each student spends 50% of his/her instructional time in a Mandarin immersed class, and 50% of the instructional time in an English immersed class. Reaching beyond Mandarin Language Arts, the student also master Mathematics and Science knowledge and skills in Mandarin. Thus, all students in the dual language immersion program develop both conversational and academic language skills in Mandarin in a culture- and linguistic-rich immersion environment. Students in third to fifth grades receive the same immersion curriculum by rotating among all teachers in the grade level. Sixth to eighth graders receive 60-40 English-Mandarin instruction in an environment mimicking comprehensive middle school. Except English Language Arts, Social Studies and Science, Math and Mandarin Language Arts are taught in Mandarin. Seventh graders have the opportunity to take high school Chinese course. Besides high school Chinese course, eighth graders have the options to earn high school biology and/or algebra credits.

Teachers at MIMS are trained in Sheltered Instruction and certified in English as Second Language as well as Gifted and Talented education because most of the students enrolled at MIMS are non-Mandarin speakers and have wide-range of cognitive abilities. Teachers also received various Social Emotional Learning trainings, including, Culture Proficiency, Culturally Responsive Teaching (CRT), and Changing the Mindset. In addition to the classroom experiences, students are immersed in Chinese culture through carefully planned daily morning assembly, integrated activities in enrichment classes, and various after-school programs and events.

Students enrolled in MIMS are drawn from all areas of the city and suburban districts. The student population includes a wide array of races and income levels. All parents and teachers at MIMS are members of Parent Teacher Organization (PTO), which provides teachers and staff various support and resources. Campus staff and PTO members are continuously developing new systems to utilize volunteers to support student learning more effectively.

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

Organizational Structure

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement Required* sanctions or federal sanctions as a *Focus* or *Priority* campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

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

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

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

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

Shared Decision Making Process

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

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

that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

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

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

Membership Composition of the SDMC

Number of Classroom Teachers	4	Number of Parents (at least 2)	3
Number of School-based Staff (Half the number of classroom teachers)	2	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Xian Xia (Year 2)	Classroom Teacher
Jie Qiu (Year 1)	Classroom Teacher
Ya Ling Lin (Year 1)	Classroom Teacher
Troy Gonzales (Year 1)	Classroom Teacher
Elizabeth Simon (Year 2)	School-based Staff
Gina Coli3n (Year 2)	Assistant Principal
Caroline Garcia (Year 1)	Non-Instructional Staff
Everett Penn	Business Member
Thomas Nguyen	Community Member
Junfeng Tan	Community Member
Samir Sinha (Year 2)	Parent
Maggie Brown (Year 1)	Parent
Tanna Brown (Year 1)	Parent
ChaoLin Chang	Principal

Other Campus Intervention Team members (non-SDMC):

For campuses rated *Improvement Required* for 2018-2019:

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

NEEDS ASSESSMENT

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

The school's population, growing steadily from 250, 333, 399, 473, 536 to 630 in the previous school years, and 760 this school year. In the 2017-2018 school year, MIMS had 23% of the students who were identified as economically disadvantaged, which did not meet the eligibility to become a Title-I school. (Based on the enrollment project, MIMS will be a Title-I campus in this school year.) While 35% of the students were Asian, the rest of the student body was equally distributed among the other three major ethnicity groups. Eleven percent of students were limited English proficient. About 1% of the students participated in Special Education and about 49% were identified as at risk. The average daily attendance was at 97.8%.

Test results from the last school year point to strengths and areas for continuous improvement. The school met TEA's standards for school accountability and exceeded district averages on all of the STAAR tests. Our third to seventh graders had been receiving math and science instruction in Mandarin for at least five years. In the 2016-2017 school year, 95% of the students met the STAAR "approaches grade level" standards in reading and 96% in math. Fifty-nine percent of them have reached the STAAR "masters grade level" standards in reading and 55% in math. In the past school year, 96% of the students met the STAAR "approaches grade level" standards in reading and 98% in math. Fifty-seven percent of them have reached the STAAR "masters grade level" standards in reading and 64% in math. Additionally, 100% of students with special needs participated in STAAR testing. Due to the number of the students identified, no data were released.

In the 2015-2016 year, 39% percent of the 4th and 5th graders did not meet the STAAR Progress Measures in reading and 32% in math, which is the root cause of less Distinction Designations earned comparing to the previous school year (regression from 65 in the 2014-2015 school year to 44 in the 2015-2016 school year). While there are no specific patterns in math, students at MIMS did better in answering inference questions than factual ones regardless the above grade level reading skills in GRA. The root cause could be over-confident and lack of stamina on reading materials that the students are not interested in. After grade level team monitored individual student progress closely throughout the year, gains were observed in Student Progress in the 2016-2017 school year (improving from 61% of the students who met the STAAR Progress Measures in reading to 80% and from 68% to 72% in math). In the past school year, while gains continued in Student Progress in math (from 72% to 82%), Student Progress in reading dropped from 80% to 73%, with the majority drop observed in 6th (34%) and 7th grades (35%). The root cause could be the resignation of ELA teacher in the middle of the year. The new teacher was certified through alternative certification program and started in February.

According to the past district-wide and campus survey results, a couple of areas were identified as in need of improvements. First, in almost all areas of curriculum, parents believed that there is continuously a need for a higher level of academic rigor. Second, parents expressed concerns on the change of campus culture. The root cause is parental perception.

Narrative of Identified Needs – Include Special Education Needs

Based on the data described above, MIMS needs to emphasize on continuously meeting students' Progress Measures. Due to the unique 50-50 and 60-40 scheduling, it is especially crucial to provide rigorous curriculum and instruction to students with or without special needs within limited timeframe. Besides utilizing research-based best practice, parental understanding and support are other areas of focus to increase positive perception and better attendance.

Comparing to other HISD schools, MIMS has attracted many families from out-of-states or with international connections. As a result, many new parents have already been communicating with administrators regarding

prearranged travel plans during school year. Although attendance rate at MIMS has been improving gradually, it is critical to maintain the progress.

In the 2018-2019 school year, MIMS houses a new Skills for Living and Learning (SLL) unit for students with disabilities. It is critical to follow their Individualized Educational Plans (IEPs) and provide them appropriate accommodations and modifications.

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

Performance Domain	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)? (Barely met would be the cut point for a domain score of D.	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Yes	none	none	none
II. School Progress	Yes	none	none	none
III. Closing the Gaps	Yes	none	none	none

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

- September Staff Meeting (20th)
 - Open House Expectations
 - PLC: Monitoring student progress
- September Early Dismissal (21st)
 - Open House (all grade level)
- October Staff Meeting (4th)
 - Effective Reading Instruction Across Genre
 - Digital Portfolio
 - Research Expo & Science Fair Expectations
 - Field Day Planning
- October Early Dismissal (19th)
 - Parent Conference Technique (Tier-II & Tier III)
- November Staff Meeting (8th)
 - Recap: Documentations, Check for Understanding, 6-Trait Writing
 - SEL: Anti-Bullying Training
- November Early Dismissal (9th)
 - Parent Conference Technique (Tier-I & GT)
- December Staff Meeting (6th)
 - Followup: Research Expo & Science Fair
 - Followup: Field Day Planning
 - Staff Climate Survey
- January Staff Meeting (10th)
 - Recap: GT Differentiation & Bloom’s Taxonomy
- January Early Dismissal (18th)
 - Student Progress Monitoring (Tier-II & Tier-III)
- February Staff Meeting (7th)

- TELPAS Calibration
- February Early Dismissal (15th)
- Student Progress Monitoring (Tier-I & GT)
- March Staff Meeting (7th)
- Middle School Planning
- April Staff Meeting (4th)
- School Waiver Application
 - Promotion Ceremony Planning
 - Class List Training to involve Enrichment Teachers
- May Staff Meeting (9th)
- EOY Procedures
 - Voting for SDMC
- PLC (Fridays): 9/14, 9/28, 10/12, 10/26, 11/16, 11/30, 12/14, 1/11, 1/25, 2/8, 2/22, 3/8, 3/22, 4/12, 4/26, 5/10
- Data Review on Student Progresses
 - Review Intervention Effectiveness

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2017-2018 school year. Yes No

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

All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2018-2019 Academic Calendar

This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 19th, November 9th, January 18th and February 15th of the 2018-2019 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.

Yes No

Rationale for Waiver

Metrics of Success

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 checked="" type="checkbox"/> No <input type="checkbox"/>	
Rationale for Waiver	To align the grade reporting schedule and provide consistent communication with parents at a PreK-8 campus
Metrics of Success	Student STAAR Performance Indicators

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 statement of compliance is required.	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Rationale for Waiver	
Metrics of Success	

High Schools – Foreign Exchange Student Waiver (State General Waiver)	
The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application.	
<ul style="list-style-type: none"> • Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). • The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. • The districts and charter schools are required to enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date. 	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Rationale for Waiver	

Metrics of Success	
---------------------------	--

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:	
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Rationale for Waiver	
Metrics of Success	

Title:	
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Rationale for Waiver	
Metrics of Success	

SIP Part 2: Goals & Objectives

GOALS: Faced with a **Priority Need** and the **Critical Success Factor(s)**, the **Goal** is the changed outcome the campus is planning to accomplish. The SIP requires **SMART Goals**, including measurable objectives based on the **Needs Assessment** and a year-end **Summative Evaluation**. Campuses **must** address any unmet accountability standard or domain. **All goal areas below, that are specific to your campus grade levels, must be addressed.**

Goal Area I: Increase Student Achievement

1. Reading/Language Arts/Literacy
2. Mathematics
3. Texas Accountability System
4. Post-Secondary Readiness
 - a. Dropout Prevention / Graduation Rate Improvement (MS,HS)
 - b. Ninth Grade Promotion (HS)
 - c. Advanced Course / Dual Credit Enrollment (HS)
 - d. AP/IB Exams Participation and Scores (HS)
 - e. PSAT/SAT/ACT Participation and Scores (HS)
 - f. College Readiness (ES,MS,HS)
5. Attendance

Goal Area II: Improve Safety, Public Support, and Confidence – Safety & Violence Prevention

- a. Bullying Prevention
- b. Child Abuse & Sexual Abuse Prevention
- c. Dating Violence Awareness
- d. Drug, Tobacco, Alcohol Prevention
- e. Suicide Prevention
- f. Discipline Management – Safe Environments
 - a. DAEP Referrals
 - b. Special Education In-school Suspension
 - c. Special Education Out-of-School Suspension
- g. Parent and Community Involvement
- h. Coordinated Health Program

Goal Area III: Special Population Goals & Strategies – include funding sources in the Resource Column for Special Populations

- a. Gifted & Talented Program
- b. Special Education Program
 - a. STAAR/EOC Participation
 - b. Representation
 - i. Overall
 - ii. African-American
 - iii. Hispanic
 - iv. ELL
 - c. Placement in Instructional Setting 40/41
- c. Economically Disadvantaged
 - a. STAAR/EOC Participation
- d. English Language Learners
 - a. STAAR/EOC Participation
 - b. TELPAS Reading and Composite Scores
- e. Dyslexia Program

GOAL AREA 1: Student Achievement: Reading/Language Arts/Literacy

Priority Need:	Meeting Student Progress Measure Expectations
Critical Success Factor(s):	Focus on individual data because 73% of 4 th to 7 th graders met the expected growth (regressing from 80% in the previous year)
Goal:	By the end of the 2018-2019 school year, the percentage of students who meet the expected growth will increase by 5% on the Spring 2018 STAAR Reading.
Summative Evaluation: (Year-End)	Increase from 73% to 78%

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Prek-kindergartners to 8 th graders will process at least 1 type of reading materials every unit as evident in the lesson plan.	<ol style="list-style-type: none"> 1. Schedule to allow teachers plan lessons collaboratively 2. Supply various reading materials in print or online 3. Restructure enrichment class to promote blended learning 4. Staff PD 5. All teachers will complete the 6-hour G/T update training 	Classroom Teachers Librarian Reading Specialist (60%) Teacher Specialist Technology Teacher Assistant Principal Principal	GRA Library Classroom Library Raz Kids Reading A-Z PebbleGo eBooks (Activity Fund, Multilingual Department, PTO Support)	August 2018 to May 2019	Lesson Plans
English teachers will monitor students' progresses and update student progress during PLC every 10 to 15 days. Each student in need of support should be reviewed at least once every 3 to 4 weeks.	<ol style="list-style-type: none"> 1. Scheduled grade-level PLC to review student progress and needs (every 10 to 15 days) 2. Staff PD 3. All teachers will complete the 6-hour G/T update training 	Classroom Teachers Teacher Specialist Assistant Principal Principal	Chancery (Free)	August 2018 to May 2019	GRA iStaton Universal Screener
Interventions will be provided based on individual needs as documented in the PLC.	<ol style="list-style-type: none"> 1. Scheduled grade-level PLC to review student progress and needs (every 10 to 15 days) 	Classroom Teachers Reading Specialist (60%) Teacher Specialist Technology Teacher Assistant Principal	Chancery (Free)	August 2018 to May 2019	GRA iStaton Universal Screeners HISD SnapShots Released STAAR

	2. Specific instruction based on test-taking strategies for students in need 3. Staff PD 4. All teachers will complete the 6-hour G/T update training 5. IAT referral after informal interventions	Principal			
UIL Academic teams are formed to challenge students.	1. Regular UIL meetings 2. Specific instructions based on released questions from HISD	PTO Volunteers	PTO UIL/Club Sponsorship (Free)	August 2018 to May 2019	UIL Meets

GOAL AREA 1: Student Achievement: Math

Priority Need:	Meeting Student Progress Measure Expectations
Critical Success Factor(s):	Focus on individual data because 82% of 4 th to 7 th graders met the expected growth (improving from 72% in the previous year)
Goal:	By the end of the 2018-2019 school year, the percentage of students who meet the expected growth will increase by 5% on the Spring 2018 STAAR Math.
Summative Evaluation: (Year-End)	Increase from 82% to 87%

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Prek-kindergartners to 8 th graders will process various math inquiries each week as evident in the lesson plan.	<ol style="list-style-type: none"> 1. Schedule to allow teachers plan lessons collaboratively 2. Supply various math materials in print or online 3. Restructure enrichment class to promote blended learning 4. Staff PD 5. All teachers will complete the 6-hour G/T update training 	Classroom Teachers Teacher Specialist Technology Teacher Assistant Principal Principal	Motivation Math Mixed Math Reviews Blended Learning (TTM & DreamBox) (Activity Fund and PTO Support)	August 2018 to May 2019	Lesson plans
Chinese teachers will monitor students' progresses and update student progress during PLC every 10 to 15 days. Each student in need of support should be reviewed at least once every 3 to 4 weeks.	<ol style="list-style-type: none"> 1. Scheduled grade-level PLC to review student progress and needs (every 10 to 15 days) 2. Staff PD 3. All teachers will complete the 6-hour G/T update training 	Classroom Teachers Teacher Specialist Assistant Principal Principal	Chancery (Free)	August 2018 to May 2019	Weekly Grades Universal Screener
Interventions will be provided based on individual needs as documented in the PLC.	<ol style="list-style-type: none"> 1. Scheduled grade-level PLC to review student progress and needs (every 10 to 15 days) 	Classroom Teachers Teacher Specialist Assistant Principal Principal	Chancery (Free)	August 2018 to May 2019	Universal Screener HISD SnapShots Released STAAR

	<ul style="list-style-type: none"> 2. Specific instruction based on test-taking strategies for students in need 3. Staff PD 4. All teachers will complete the 6-hour G/T update training 5. IAT referral after informal interventions 				
UIL Academic teams are formed to challenge students.	<ul style="list-style-type: none"> 1. Regular UIL meetings 2. Specific instructions based on released questions from HISD 	PTO Volunteers	PTO UIL/Club Sponsorship (Free)	August 2018 to May 2019	UIL Meets

GOAL AREA 1: Student Achievement: Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)

Priority Need:	N/A (met)
Critical Success Factor(s):	
Goal:	
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation

GOAL AREA 1: Student Achievement: Post-Secondary Readiness

Priority Need:	N/A (met)
Critical Success Factor(s):	
Goal:	
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation

GOAL AREA 1: Student Achievement:

Attendance

Priority Need:	Continuously improvement in student attendance to increase school budget
Critical Success Factor(s):	Increase awareness because \$42,069 could be saved if the attendance rate was at 100%
Goal:	By the end of 2017-2018 school year, the Average Daily Attendance (ADA) rate will increase by 0.3%.
Summative Evaluation: (Year-End)	increase from 97.7% to 98.0%

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
1. 98% of the students will be able to explain the importance of attending school daily.	1. Discuss the importance of education during morning assemblies and class activities	Principal Classroom teachers Social Worker Attendance Clerk & SIR Assistant Principal Teacher Specialists	Lesson Plans Character Education	August 2018 to May 2019	Monthly ADA Reports
100% of the parents will provide proper documents to request for excused absences.	1. Maintain Regular communication with parents regarding student absences	Classroom teachers Attendance Clerk & SIR Social Worker Assistant Principal Principal Teacher Specialists School Webpage Manager	School Webpage PTO Facebook	August 2018 to May 2019	Monthly ADA Reports
100% of students with perfect attendance for each grading cycle will be recognized.	1. Monitor student attendance 2. Recognize perfect attendance in the classroom after each grading cycle	Classroom teachers Attendance Clerk & SIR	Teacher email or webpage	At the end of each grading cycle	Monthly ADA Reports

100% of students with chronic tardiness or absences will be monitored.	1. Monitor student attendance 2. Initiate informal meetings with parents of students with chronic tardiness or absences	Attendance Clerk & SIR Social Worker Classroom Teachers Principal Assistant Principal	Monthly Chancery Report	August 2018 to May 2019	Monthly ADA Reports
--	--	---	-------------------------	-------------------------	---------------------

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

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

Priority Need:	N/A because there were 3 in-school and 0 out-of-school suspensions in the 2018-2019 School year
Critical Success Factor(s):	
Goal:	
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation

GOAL AREA 2: 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)

Priority Need:	Appropriate parental perceptions on caring school culture
Critical Success Factor(s):	Increase positive parent perception through communication and non-verbal behavior
Goal:	By the end of 2018-2019 school year, the percentage of parental perception of caring environment will increase by 5% in comparison to the previous EOY FACE survey.
Summative Evaluation: (Yea- End)	The percentage will increase from 87% to 92%

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
100% of parents will be greeted with a smile upon entering the building	1. Set customer service expectations for all staff	Front desk staff Teachers All other staff	Informal feedbacks (free) HISD PD (free)	August 2018 to May 2019	Feedback & Certificate
100% of staff will attempt to learn the names of parents	1. Greet parents during encounters 2. Addressing parents by names	Front desk staff Teachers All other staff	Chancery (free)	August 2018 to May 2019	Parent feedback
100% change on tardy procedure	1. Tardy is recorded in the classrooms	Classroom teachers	Notebooks (free)	August 2018 to May 2019	Procedural change

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

Priority Need:	Parental perceptions on academic rigor
Critical Success Factor(s):	As a 100% magnet school, parental buy-in is critical for the program expansion.
Goal:	By the end of 2018-2019 school year, the percentage of parental perception of Student Progress will increase by 5% in comparison to the previous EOY FACE survey.
Summative Evaluation: (Year-End)	Increase from 84% to 89%

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Host at least 4 academic family nights focusing on GT Differentiation, Middle School Curriculum and Course Sequence, and CBE & High School Credits.	Schedule family academic night	Teacher Specialist Title-I Coordinator Assistant Principal Principal	HISD Curriculum TADS Rubric (Free)	October 2018 December 2018 February 2019 April 2019	Parent Sign-in Sheet
Opt-in for Challenging Chinese Tasks	1. Include challenging Chinese vocabulary 2. Encourage applying new/old vocabulary across content	Classroom Teachers Teacher Specialist	Subscribe Online Resources (PTO)	August 2018 to May 2019	Lesson Plans

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

Priority Need:	N/A
Critical Success Factor(s):	
Goal:	
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation

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

Priority Need:	Appropriately refer students in need for IAT
Critical Success Factor(s):	Currently we have 8 students on campus who are eligible for special education services. We need to appropriately identify students who might need specialized support.
Goal:	By the end of 2018-2019 school year, 100% of the students in Tier-III will be reviewed by IAT.
Summative Evaluation: (Year-End)	100% of the students referred will be processed.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
100% of the grade levels will meet with administrative team for PLC on scheduled days to discuss student progress.	1. Calendar distributions for scheduled PLCs 2. Regular reminders for teachers for data collection for PLC	Classroom Teachers Teacher Specialists Assistant Principal Principal	Chancery (Free) Assign Substitute teachers to cover recess to allow teachers to meet for PLC (GF)	9/14, 9/28, 10/12, 10/26, 11/16, 11/30, 12/14, 1/11, 1/25, 2/8, 2/22, 3/8, 3/22, 4/12, 4/26, 5/10	Chancery Data Meeting Minutes
100% of the teachers will follow up with PLC decisions to provide tiered interventions to students in need.	1. Teachers collect student performance and intervention data	Classroom Teachers Teacher Specialists Assistant Principal Principal	Chancery (Free) Staff professional trainings to review documentation process (Free)	Summer PD 11/8/18 1/18/19	Chancery Data Teacher Documentations
100% of the students in Tier-III will be reviewed by IAT	1. Schedule meetings with HISD IAT & Special Education team to review documentations	Classroom Teachers Teacher Specialist Assistant Principal Principal HISD Support Team	Chancery (Free) Teacher Documentations (Free) Substitute or Hourly Staff to cover classes (GF)	August 2018 to May 2019	Chancery Data Teacher Documentations

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.**

Lack of Mandarin Math intervention for students in need

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

Staff a full-time teacher specialist to provide Mandarin Math pull-out intervention

Provide after-school tutoring

Provide summer school intervention

- 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. Building math vocabulary in Mandarin

2. Develop problem solving strategies

3. Master number operations

4. Integrate sheltered instruction in math

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) Communicate through weekly teacher emails
- 2) Update campus newsletter weekly
- 3) Utilize PTO meetings, webpage or facebook
- 4) Host coffee with principal events

Capital Outlay Requested (Y/N)?

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

N/A

Positions Funded Out of Title I Funds (Please indicate the quantity of each position selected for the school year.)	
<ul style="list-style-type: none"> — Parent Engagement Rep — Tutor, Academic (Hourly) — Tutor, Associate (Hourly) — Tutor, Sr. Academic — Counselor (must have rationale that shows duties are supplemental to the regular school program) — Social Worker (must have rationale that shows duties are supplemental to the regular school program) — Psychologist (must have rationale that shows duties are supplemental to the regular school program) — Coach, Graduation — Teacher, AVID — Teacher Specialist — Instructional Specialist — Teacher, Intervention (Hourly) All grade levels - [General] — Teacher, Intervention (Hourly) All grade levels – [Math] — Teacher, Intervention (Hourly) All grade levels – [Reading] — Teacher, Intervention (Hourly) All grade levels – [Science] 	<ul style="list-style-type: none"> — Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record) — *Teacher, Class-Size Reduction [General] All elementary grade levels — *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels — *Teacher, Class-Size Reduction [ESL] All elementary grade levels — *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

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	No
4. Field Lessons	No
5. Contracted Services	No
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: \$90,000

Personnel funded with State Compensatory Education funds: Teacher Specialist

List names here: Chiwei Lin

Total number of FTE's funded with State Compensatory Education funds: 1

Brief description of how these funds are utilized on your campus: Provide math intervention in Mandarin

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: Ms. Vonshay Stubblefield

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 26, 2018 (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: Ms. Vonshay Stubblefield

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (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: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): Ms. Vonshay Stubblefield

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): Ms. Vonshay Stubblefield

5. Spinal Screening at Grades: 6, 9

Person Responsible for screening, data entry, completing referral forms, and submitting state report: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#) Ms. Vonshay Stubblefield

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis: Ms. Vonshay Stubblefield

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 2018-2019: [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. Ms. Vonshay Stubblefield

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 2018-2019 school year. (Include the number of AEDs on campus: [Click here to enter text.](#)