

# HOUSTON INDEPENDENT SCHOOL DISTRICT



**Campus Name:** Edward White Elementary School

**Campus Number:** 267

**Principal Name:** Paulette A. Caston

**School Support Officer/Lead Principal Name:** Tarrynce Robinson

**Area Superintendent Name:** Dr. James McSwain

**Area School Office:** West

## SCHOOL IMPROVEMENT PLAN 2019-2020



## **Houston Independent School District**

### **2019 Board of Education**

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Holly Maria Flynn Vilaseca, *First Vice President*

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Dr. Grenita Lathan, *Interim Superintendent of Schools*

### **Houston Independent School District**

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Web site: [www.houstonisd.org](http://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 Edward White Elementary School is to be a world-class pre-kindergarten through fifth grade educational institute, where the best educational opportunities, for all children, occur daily. Student learning is maximized, in conjunction with, strong character development.

### SCHOOL PROFILE

Edward White Elementary School is located in Southwest Houston and is part of the Sharpstown feeder pattern. We serve a population of 732 students in grades pre-kindergarten through fifth. Student representations originate from fourteen countries of origin; speaking eight different languages. The ethnicity profile includes: 81% Hispanic, 11.1% Asian, 5.1% African American, and 2.5% Caucasian; Percent Economically Disadvantaged 95, Percent English Language Learners 71, Mobility Rate 9.4, Percent Served by Special Education 5.4. Edward White serves students in both self-contained classrooms, departmentalization and team teaching arrangements. Inclusion is an integral part of our special education programs; providing the least restrictive environment. Students identified as English Language Learners are served through the Transitional and ESL programs. The school program offers Gifted and Talented, Bilingual, ESL classes and academic support from a a school-wide Title I, Part A program, Title II, Title III, Title IV, State Compensatory Education funds and Special Education services. Our staff is 100% highly qualified in their current assignments. Certifications consist of 34% Bilingual, 60% ESL, and 6% Special Education. Staff population consist of 26% African American, 6% Asian/Pacific Islander, 40% Hispanic, 34% Caucasian, 4% Multiple Races, 15% male, and 85% female; with an average of 18 years of experience. Edward White offers several after-school academic and extracurricular programs to its students. Students needing reinforcement of skills are invited to participate in our after-school tutorials with certified staff. Achievements: T.E.A. 2019 Accountability is a "B" with one distinction in Reading/ELA., 2018-2019 Texas Honor Roll School, and 2018-2019 Greater Houston Top Performing School by Children at Risk.

### 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	7	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	4	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1
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Click here to enter text.	#	Click here to enter text.	#

*(Modify or insert additional lines as needed)*

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\*State Requirement      \*\* Federal Requirement

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

Name of SDMC Member	Position (Add Date Term expires)
Paulette A. Caston	Principal <a href="#">Click or tap to enter a date.</a>
Eilana Jaramillo	Classroom Teacher 6/1/2020
LaJoska Bunjo	Classroom Teacher 6/1/2021
Gregory Williams	School-based Staff 6/2/2020
Teri Taye	Non-Instructional Staff 6/1/2020
LaSausa Walker	Business Member 6/1/2020
Tony Tuckwiller	Community Member 6/1/2020
Dr. Didier Piot	Community Member 6/1/2020
Johnita Cooper	Parent 6/1/2021
Lorena Martinez	Parent 6/1/2021
Julieta Slamen	Classroom Teacher 6/1/2020
Jasma Prophet	Classroom Teacher 6/1/2021
Parul Surana	Classroom Teacher 6/1/2020
Idiat Babajide	Classroom Teacher 6/1/2020
Michelle Lefkowitz	Classroom Teacher 6/1/2021
Pearl Black	School-based Staff 6/1/2021
Renee Lasprilla	School-based Staff 6/1/2020
Jessica Hernandez	School-based Staff 6/1/2021

**Other Campus Intervention Team members (non-SDMC):**

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

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

## NEEDS ASSESSMENT

### Narrative of Data Analysis

#### **(causal factors – include % of economically disadvantaged data)**

Edward White Elementary School Met Standard in 2019 in the categories of Student Achievement, School Progress, and Closing the Gaps. The school performed above average and received one distinction in English Language Arts/Reading. Overall, the campus earned a "B" rating for recognized performance.

Based on the information reported in the 2019 STAAR Performance Data Table provided by the Texas Education Agency, the percent of tests at "Approaches" GL Standard or Above: All Subjects 76%, Reading 74%, Mathematics 79%, Writing 68%, and Science 79%. Percent of students performing at "Masters" level: All Subjects 22%, Reading 22%, Mathematics 27%, Writing 11%, and Science 25%. A data analysis of the 2019 TELPAS was conducted. It was revealed that the performance of students receiving a composite rating of Advance and Advance High has decreased from previous years. In particular, the data reflects many students either maintained or digressed on their proficiency level. It is noted there is a large percentage (52%) who perform at the level of Beginning at the end of the year.

Our school-wide Attendance Rate for SY 2018-2019 was 97.3%.

Based upon the results of Snapshots, Renaissance 360, TELPAS, and STAAR, the identified needs of the campus are writing, vocabulary, and math problem solving for grade levels K-5.

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

Edward White Elementary School has a tradition of being a high performing school. The campus faces many challenges that entails a wide range of academic abilities and needs. Performance on state assessments stretch from average to above average. It has been identified that the campus has made small gains on the number of students performing at the Masters Grade Level on all STAAR assessments. Root causes for these include: teachers new to STAAR grade-levels did not properly analyze data to identify students in need of tutorials/intervention, lack of explicit instruction in vocabulary development, attention to syntax or sentence structure was not a high-priority, evidence of teachers focusing on students deficiency as noted in common assessments, teachers providing whole group instruction versus small group without a focus on their areas of need, and students not rereading passages or problems for comprehension. Our students with disabilities offer an additional challenge of differing academic abilities and needs. These students have fallen even further behind before a referral for special education evaluation has been completed. Root causes include: parents not fully understanding how special education can support their child, therefore, they do not pursue a request for evaluation. General education teachers have to balance the different learning needs of students with disabilities where the pacing calendar of the general education curriculum is too fast paced for many of our students.

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	Click here to enter text.	Click here to enter text.	Click here to enter text.
II. School Progress	B	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing the Gaps	C	Click here to enter text.	Click here to enter text.	Click here to enter text.

### ***STAFF DEVELOPMENT PLANS – INCLUDE BELOW***

August 12-23, 2019

All PK - 5 Teachers, Support/Administrative Staff

Policies and Procedures, Progress Monitoring, IAT Refresher, Gifted/Talented Updates, Online Trainings: Sexual Harrassment, Discrimination & Workplace, Bullying, Child Abuse Prevention, Blood Borne Pathogens, and Food Allergy Awareness, Job Alike, Thinking Maps, Imagine Math; Math facts and STAAR readiness, STOIC &SEL, Academic PD, Kagan Training, TADS Refresher/Student Performance, Overview: Handwriting Without Tears, STAAR Math Data Analysis & Differentiation Planning, Reading Strategies

Early Dismissal

September 27, 2019

Instructional Staff

October 18, 2019

Instructional Staff

November 8, 2019

Instructional Staff

January 17, 2020

Instructional Staff

February 14, 2020

Instructional Staff

Job Embedded Staff Development

Vertical Alignment (Reading & Math)

Special Ed. Accommodations and Modifications

Vertical Alignment (Reading & Math)

Parent Conferences

TELPAS Indicators

### **FORMATIVE ASSESSMENT PLAN – INCLUDE TYPE AND FREQUENCY**

Edward White Elementary will participate in Formative Assessment Plan B.

Assessments will be administered quarterly (October, December, February and May)

### **SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES**

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

YES ☐ NO ☒

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

#### **#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL)and EIC (LOCAL)**

The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of



<p>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.</p>	
<p><b>YES</b> <input type="checkbox"/>      <b>NO</b> <input type="checkbox"/></p>	
<p><b>Rationale for Waiver</b></p>	<p>Click here to enter text.</p>
<p><b>Metrics of Success</b></p>	<p>Click here to enter text.</p>
<p><b>#2-All Schools - HISD Early Dismissal Days Waiver - Attend Full Day Instead of Releasing Early</b>  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.</p>	
<p><b>YES</b> <input type="checkbox"/>      <b>NO</b> <input checked="" type="checkbox"/></p>	
<p><b>Rationale for Waiver</b></p>	<p>Click here to enter text.</p>
<p><b>Metrics of Success</b></p>	<p>Click here to enter text.</p>

<p><b>#3-All Schools - Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL)</b>  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-</p>
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week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.	
YES <input type="checkbox"/> NO <input type="checkbox"/>	
<b>Rationale for Waiver</b>	Click here to enter text.
<b>Metrics of Success</b>	Click here to enter text.
<b>#4-High Schools - Modified Schedule/State Assessment Days (State General Waiver)</b> This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a Waiver Detail Form is required and must be completed.	
YES <input type="checkbox"/> NO <input type="checkbox"/>	
<b>Rationale for Waiver</b>	Click here to enter text.
<b>Metrics of Success</b>	Click here to enter text.

<b>#5-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E)</b> 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.
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YES <input type="checkbox"/> NO <input type="checkbox"/>	
<b>Rationale for Waiver</b>	Click here to enter text.
<b>Metrics of Success</b>	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

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

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

<b>Student Achievement: *Reading/Language Arts/Literacy</b>	
<b>*Goal:</b>	Increase the number of students (grades 3-5) performing at the Masters Level on STAAR Reading.
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Transforming Academic Outcomes
<b>*Summative Evaluation: (Year-End)</b>	By June 2020, the percentage of students performing at the Masters level on STAAR Reading will increase from 22% to 27%.

<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
Teachers will conference with students individually to apprise them of their performance: Approaches Grade Level, Meets Grade Level, or Masters Grade Level.	Teachers will share the Raw Score Conversion Table for STAAR Assessments with each student.	Principal, Assistant Principal, Teacher Specialist, Teachers	Lead4ward Raw Score Conversion Table	September - May	Student Self Reports
Teachers will identify student's reading strengths and areas of difficulties to assign scholars appropriate levels of intervention.	Teachers will track reading progress using formative and summative assessment data to plan effective instruction that	Principal, Assistant Principal, Teacher Specialist, Teachers	No Funds Needed	September - May	Student Self Reports Campus Assessments

	accelerates progress in learning.				
Students will be able to express their ideas, thoughts, and concepts clearly using oral language and written activities.	Provide supplemental support for student engagement utilizing Kagan Structures and Thinking Maps.	Principal, Assistant Principal, Teacher Speciliast, Kagan Campus Facilitators, Teachers	Tite 1 \$5429.00	September - May	Lesson Plans Walkthroughs
Teachers will monitor student attainment of essential learning targets and assess particular standards/SEs.	Use common assessments to create uniform grading rubrics to assess student growth in reading.	Teachers, Hourly Interventionist	OnTrack	September-May	Bi-Weekly Assessments
Teachers will positively reinforce student progress and celebrate success of those performing at Meets/Masters grade level.	Teachers provide incentives throughout the year for students who show growth or exceed a specific grade achievement criterion.	Teachers, Principal, Assistant Principal, Teacher Specialist	Title 1 \$2000.00 Progress charts, certificates, badges, trophies, and points	Each 9 weeks	Common/Formative Assessments, Report Cards, STAAR, Goal data tracker folders
Teachers will monitor students' progress and update data tracker during PLCs after administration of common/formative assessments.	Data Analysis and Focused Planning for individual Student Progress, utilizing grade-level teams, Lead4ward Resources and during PLCs.	Principal, Assistant Principal, Teacher Specialist, Teachers	Title 1 \$1000.00	September - May	Agendas Grade-level Team Minutes
Teachers will be able to identify TEKS clusters that are highly tested.	During PLC meetings, teachers and Reading Interventionist will share Leadership Report Card,	Principal, Reading Interventionist, Teachers, Teacher Specialist	Lead4ward STAAR Frequency Distribution Classroom resourses Unit formative assessments	September-May	Agendas and PLC sign-in sheets

	collaborate, and model best practices.				
Teachers will faithfully implement the Accelerated Reader Program in grades 2-5 and reinforce guided independent reading activity to enhance comprehension.	Teachers will set student goals based on STAR Reading assessments (BOY, MOY, EOY), track the percentage of AR tests passed, and make necessary adjustments to ensure student success.	Teachers	Title I \$5,400 Accelerated Reader Program Classroom leveled books Zone of Proximal Development (ZPD)	September - May	Accelerated Reader Goals STAR Reading Assessments (BOY, MOY, EOY)
Teachers will model proper read aloud techniques including prosody and pacing during read aloud portion of guided reading/daily lesson and connect ideas to writing prompts that follow the writing process.	Teachers will diligently plan their daily read aloud using district recommended resources or other suitable resources to produce desired outcome.	Principals, appraisers, and classroom teachers. (K-5 teachers)	HISD Planning Guide, Mentor Texts, Book-Head-Heart (BHH) Classroom library	August - May	Lesson Plans, Walkthroughs and Observations
Students will be able to reinforce and enrich their knowledge through independent reading, activities, and projects.	Teachers will offer relevant options to expand learning for students that have achieved expectations or for those who present learning challenges.	Teachers, Reading Interventionist	Lead4ward <a href="https://lead4ward.com/playlists/">https://lead4ward.com/playlists/</a> Classroom library Empowering Writers Myon, Reading A-Z	September - May	Lesson Plans Walkthroughs Student work products
Students will receive differentiated activities based on their learning styles.	Teachers will use multisensory techniques to present information.	Appraisers, Teachers, Reading Interventionist	Thinking Maps Lead4ward <a href="https://lead4ward.com/playlists/">https://lead4ward.com/playlists/</a> Kagan Cooperative Learning	September - May	Lesson Plans Walkthroughs Student work products

			Tiered assignments		
Teachers will provide audio-visual tools to support student learning and encourage them to make meaningful connections.	Teachers will create and display anchor charts and use digital resources as a reference for students to acquire and apply new knowledge.	Teachers and specialists	Thinking Maps, Diagrams, District Digital Resources	September - May	Lesson Plans Walkthroughs Authentic Concept Maps
Teachers will implement daily phonics with fidelity and periodically check students' reading fluency.	Teachers will keep accurate records of students' fluency rate.	Teachers Reading interventionist Apraisers	Fluency Passages Trade Books Leveled Readers Non-fiction and Fiction Books	September-May	Running Records Data Analysis Lesson Plans Walkthroughs
Teachers will provide explicit instructions and model comprehension strategies.	Teacher will inform readers of utilizing reading strategies.	Teachers and reading interventionist	Lead4Ward Thinking Maps Check for Understanding Assessments HMH online resources and assessments	August-May	Student work products Formative and Summative Assessments

### Student Achievement: \*Math

<b>*Goal:</b>	Increase the number of students (grades 3-5) performing at the Masters Level on STAAR Math.
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Transforming Academic Outcomes



<b>*Summative Evaluation: (Year-End)</b>	By June 2020, the percentage of students performing at the Masters level on STAAR Math will increase from 27% to 32%.
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<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
Teachers will identify district common assessments with 60% or less of mastery and reteach necessary objectives and created needed interventions.	Teachers will analyze district/common assessments data to develop intervention strategies through grade-level meetings and PLCs.	Teachers Administrators FAC Coordinator Math Hourly Interventionist	OnTrack Data Analysis Template Data Tracker District Assessments	September - May	Weekly Team Agendas and Assessments
Teachers will integrate reading comprehension strategies to help students analyze math word problems.	Students will apply reading strategies, such as chunking texts, defining math vocabulary, and understanding questions, etc.	Administrators Teachers Math Interventionist	Rubies Imagine Math Thinking Maps	September - May	Campus Assessments STAR Math STAAR District Assessments Grade Level Assessments
Teachers will identify students who demonstrate deficiency in TEKS objectives and provide interventions.	Teachers will provide after-school tutorials, small group pull out during the school day.	Principal, Assistant Principal, Teacher Specialist, Hourly Teachers	Title 1 Tutoring - \$8000.00	September - May	Unit Assessments, Common/Formative Assessments, Released STAAR Assessments
All students will develop mathematical number fluency.	Teachers will implement graphic organizers as a tool for number talk.	Classroom Teachers Interventionist	Thinking Maps Number Concept Maps HUB Number Talk On Track Lead4ward Imagine Math Facts	September - May	Common Assessments STAAR Teacher formatted assessments Student data Tracking District Snapshots

All students will increase their mathematical understanding by creating a connection that emphasizes the reasoning of "what" math is and "how" it looks.	Teachers will work to incorporate the teaching sequence that highlights the transtion of concrete to abstract; including but not limited to number lines, base ten blocks, pictorial representations, thinking maps and other relative math manipulatives	Classroom Teachers Interventionist	Texas Go Math Think through Math Manipulatives Problem Solving Journals Hub Lesson Plans ELL Strategies Thinking Maps	September - May	Formative Assessments Student created Thinking Maps STAAR District Snapshots
Teachers will identify students' learning styles and provide differentiate activities to ensure all students' mastery.	Teachers will implement a variety of strategies to meet students' different learning styles.	Teachers	District Planning Imagine Math Tiers in Go Math! Online Resources	September - May	Formative and Summative Assessments
Students will develop problem solving skills with real world applications.	Teachers will provide students with enrichment activities that emphasize real world applications.	Teachers Math Interventionist	Graphic Organizers HUB Lesson Plans Online Resources HISD Problem Solving Journals	September - May	Student work products District Snapshots Teacher Formatted Assessments
Students will develop skills to solve word problems.	Teachers will put into practice the use of strategies with a high emphasis on bar models to represent basic operations when solving word problems.	Teachers Math Interventionist	Bar Models Manipulatives Digrams District problem solving strategies	September - May	Common Assessments STAAR Student data tracking District Snapshots
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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<b>Student Achievement: *Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)</b>	
<b>*Goal:</b>	Click here to enter text.
<b>Strategic Priority Alignment:</b> *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.
<b>*Summative Evaluation: (Year-End)</b>	Click here to enter text.

<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
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<b>Student Achievement: Post-Secondary Readiness</b>	
<b>*Goal:</b>	Increase students' (PK-5) focus and involvement with post secondary readiness through reading, writing, and discussion about college and career readiness; with participation through teacher provided access with class artifacts and prompts.
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Expanding Educational Opportunities
<b>*Summative Evaluation: (Year-End)</b>	Year End evaluation would be based upon walkthrough observations in the classroom throughout the year, focusing on the journal content provided in the student writing journals in any of their content areas.

<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
Provide visual and engaging college artifacts in a room location to cue student written and verbal engagements for college and career post secondary readiness success.	Teachers will designate an area in their room that contains visual cues and artifacts recognizing their post secondary experiences and schools to promote student engagement and thinking processes related to post secondary possibilities.	Administration, Teachers,	In class resources through online research and artifacts will be utilized and purchased materials may be used as well.	September- May	Collected observations during classroom walkthroughs for artifact inclusion and writing entries in various content journals will be assessed through classroom visits.

Design writing and language activities and prompts on a monthly basis for K through 5 students to create texts that are embedded in college and career readiness choices and ideas.	The teachers will utilize college and career artifacts from their designed area in the room to further engage and focus student thinking and writing in multiple content areas that promote post secondary goal formation and evaluation.	Classroom teachers and executive administration.	Online resources and word processing tools will be utilized to formulate writing ideas and brainstorming activities.	September - May	Classroom observations of the writing journals and through on line usage of word processing and drafting activities will be assessed in collaboration with any additional teacher pieces utilized throughout the year.
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### Student Achievement: \*Attendance

<b>*Goal:</b>	Decrease chronic school-wide absenteeism
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Transforming Academic Outcomes
<b>*Summative Evaluation: (Year-End)</b>	By June 2020, the average attendance rate will increase from 97.3% to 98%.



<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
Attendance Daily Average rate will be announced daily during morning announcements.	Registrar will run Average Daily Attendance report.	Registrar, Principal	ADA report	Daily	A4E Dashboard Reports
Increase student attendance for all students.	Offer recognitions for students with perfect attendance.	Principal, Registrar, Teachers	Tangible and intangible recognitions for perfect attendance, A4E Application, GF1 Funds - \$1000.00	August - May	Weekly ADA reports and GradeSpeed
Collect and interpret patterns of attendance; students who miss three or more days; per semester.	Excessive absences will be referred to Wraparound Specialist and Social Worker to conduct visits.	Principal, Assistant Principal, Attendance Clerk, Teacher, Wraparound Specialist, Social Worker	A4E Application	August - May	Daily attendance reports
Create awareness of funding tied to attendance.	Provide communication to SDMC, teachers, and parents as it pertains to attendance goals.	Principal	Website, SDMC agenda, newsletter, PTO meetings	September - May	ADA reports
Click here to enter text.	Include attendance/tardy statistics on each report card.	Homeroom Teacher, Registrar	GradeSpeed, Report Cards	September - May	ADA reports
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**Improve Safety, Public Support, and Confidence: \*Violence Prevention & Safety**  
***(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)***

<b>*Goal:</b>	Ensure a safe, secure learning and working environment.
<b>Strategic Priority Alignment:</b> <b>*Expanding Educational Opportunities</b> <b>*Ensuring Student Health, Safety and Well-Being</b> <b>*Transforming Academic Outcomes</b> <b>*Increasing Organizational Efficiency</b> <b>*Cultivating Team HISD Talent</b>	Ensuring Student Health, Safety and Well-Being
<b>*Summative Evaluation: (Year-End)</b>	By June 2020, 100% of faculty and staff will participate in mandatory safety trainings provided by the district.

<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
Provide safety training for faculty and staff.	Risk Mananagment will present pertinent information pertaining to: Districtwide Safety, Crisis Response and Emergency Management Plans.	Principal	Risk Management Department	August - November 2019	Sign-in Sheets
Provide time for teachers to complete mandatory trainings required by the district.	Schedule appropriate time during pre-service weeks.	Principal	Listing of required trainings, time, laptops/computers	August- November 2019	Pre-service (PD) schedule Certificates or evidence of completion on transcripts.



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Improve Safety, Public Support, and Confidence: *Parent and Community Involvement	
<b>*Goal:</b>	Increase parental involvement by allowing parents to participate in campus activities.
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Expanding Educational Opportunities
<b>*Summative Evaluation: (Year-End)</b>	By June 2020, parent participation will increase by 15%.

*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
Promote a school friendly environment for parents	Set up a parent volunteer classroom	Administrators, Wraparound Specialist	Title 1 Parent Involvement Funds and Library Services	September 2019-May 2010	Daily Sign In Sheet Posted in Classroom
Promote effective Parental Participation	Make available a laptop for parents to sign up for VIPS	Administrators, Wraparound Specialist	School Technologist	September 2019-May 2010	Total number of parents listed to volunteer

Increase parent learning opportunities	Implementing HISD's Learning Opportunities for parents as highlighted on the Face's Course Outline and ESL Classes	Administrative Team/Social Worker	Library Services	August 2019-May 2010	Sign in sheets from Trainings
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\*State Requirement      \*\* Federal Requirement

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

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Improve Safety, Public Support, and Confidence: *Coordinated Health Program (ES, MS and K-8 Campuses)	
<b>*Goal:</b>	Increase child immunizations.
<b>Strategic Priority Alignment:</b> *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
<b>*Summative Evaluation: (Year-End)</b>	By June 2020, 100% of students will be up-to-date on all immunizations as measured by immunization 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
Review immunization records.	Regularly review the immunization records to ensure all students have updates shots.	School Nurse	Immunization records	August - May	100% Immunized

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\*State Requirement      \*\* Federal Requirement

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

Communicate with any parent whose child is not up-to date.	Send communication to the parents of those students who need immunizations.	School Nurse	Email, school letterhead, telephone, School Messenger	August - May	100% Immunized
Provide agency resources for parents to access health care.	Utilize community resources (TX Children's Mobile Clinic, Legacy, Memorial Hermann, & Hope Clinic)	School Nurse	Flyer, telephone call, School Messenger, Parent Notification	August - May	100% Immunized
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Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.					
<b>*Goal:</b>		Increase the number of kindergarten students identified as Gifted and Talented.			
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Expanding Educational Opportunities			
<b>*Summative Evaluation: (Year-End)</b>		By June 2020, the number of kindergarten students identified as Gifted and Talented will increase by 20% from 6 to 13.			

*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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Provide Parent notification of Gifted/Talented process.	Schedule parent meeting and assistance on process and G/T parent survey.	Gifted/Talented Coordinator	Handouts, Website, Calendar, Home Connection Newsletter	October-December 2019	Parent sign-in sheets and parent observation forms
Provide teacher training.	Schedule training for kindergarten teachers.	Gifted/Talented Coordinator	Training materials	October-December 2019	Sign-in sheets
Provide opportunity to administer Universal Screener to all kindergartners.	Schedule testing site and schedule	Gifted/Talented Coordinator	Testing materials, test results, letters, G/T rosters and PEIMS reports	January 2020	Assessments: Iowa/Logramos and CogAT
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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.**

Edward White Elementary School will continue to implement Best Practices and reexamine what's working and not working in the areas:

1. Reading - Develop students in English language development
2. Build vocabulary and fluency rates; grades kindergarten through fifth
3. Writing across the curriculum; school-wide
4. Problem-solving

Demographic Needs identified for the campus are to:

- \* Increase the number of kindergarten students identified as Gifted/Talented
- \* Increase Attendance Daily Average
- \* Increase parental involvement

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

Accelerated Reader	Wordly Wise
Kagan Structures PD	Kamico
Mentoring Minds	Curriculum Associates (STAAR Reader)
After-school Tutorials	School Specialty Vocabulary
Title 1 Summer School	Staffing
Technology	

- 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. Data Analysis (Running Records, Common/Formative Assessments)
  2. Vertical and Horizontal Team planning and collaborations

3. On-going professional development

4. Thinking Maps and Kagan Structures

**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) Volunteer Opportunities
- 2) Principal's Chat
- 3) Literacy Nights
- 4) ESL Classes

**Capital Outlay Requested (Y/N)?**

**YES**

<p>If yes, please list the items below. <b>Positions Funded Out of Title I Funds must receive approval from TEA prior to purchase.</b> (Please indicate the quantity of each position selected for the school year.)</p>	
<p>22 HP Enterprise H850G E Mu Laptops</p> <p>21 Parent Engagement Rep</p> <p><input type="checkbox"/> Tutor, Academic (Hourly)</p> <p><input type="checkbox"/> Tutor, Associate (Hourly)</p> <p><input type="checkbox"/> Tutor, Sr. Academic</p> <p><input type="checkbox"/> Counselor (must have rationale that shows duties are supplemental to the regular school program)</p> <p><input type="checkbox"/> Social Worker (must have rationale that shows duties are supplemental to the regular school program)</p> <p><input type="checkbox"/> Psychologist (must have rationale that shows duties are supplemental to the regular school program)</p> <p><input type="checkbox"/> Coach, Graduation</p> <p><input type="checkbox"/> Teacher, AVID</p> <p><input type="checkbox"/> Teacher Specialist</p> <p><input type="checkbox"/> Instructional Specialist</p> <p><input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels - [General]</p> <p><input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels - [Math]</p> <p><input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels - [Reading]</p> <p><input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels - [Science]</p>	<p><input type="checkbox"/> Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)</p> <p><input type="checkbox"/> Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)</p> <p><input type="checkbox"/> Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)</p> <p><input type="checkbox"/> Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)</p> <p><input type="checkbox"/> *Teacher, Class-Size Reduction [General] All elementary grade levels</p> <p><input checked="" type="checkbox"/> *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels</p> <p><input type="checkbox"/> *Teacher, Class-Size Reduction [ESL] All elementary grade levels</p> <p><input type="checkbox"/> *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels</p>

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	YES
5. Contracted Services	YES

6. Tutoring	YES
7. Materials and Supplies	Choose an item.

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

**\*Total amount of State Compensatory Education funds:** \$97,676

**\*Personnel funded with State Compensatory Education funds:** 1 Hourly Lecturer and 2 Hourly Teachers

**\*List names here:** Elaine Racer, Jane Pappas, Sarah Beeson

**\*Total number of FTE's funded with State Compensatory Education funds:** 1.75

**\*Brief description of how these funds are utilized on your campus:** Funds are utilized to hire hourly lecturers/teachers who are responsible for tutoring students who have been identified as at-risk. In addition, funds are used for tutorials and resources to support teachers and students.

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

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

**Goal Area: \*Mandated Health Services**

**1. Immunization Monitoring**

**Person Responsible** for monitoring immunization requirements, data entry, and state reporting requirements: Xin Xiang  
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 25, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: Xin Xiang  
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: Xin Xiang  
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: Xin Xiang  
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: Xin Xiang  
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 1, 2019 (include an estimate of number of students that must be screened): [Click here to enter text..](#)

## **6. Medication Administration**

**Person Responsible** for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis: Xin Xiang

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2019-2020: Note: an unlicensed individual assigned to the school clinic cannot be referred to as “the nurse” which is a protected title. The should be referred to as Unlicensed Assistive Personnel (UAP) [Click here to enter text.](#)

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

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

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2019-2020 school year. (Include the number of AEDs on campus) [Click here to enter text.](#)