

SIP Part 2: Goals & Objectives

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

Goal Area I: Increase Student Achievement (HISD Goal 1)

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

Goal Area II: Improve Safety, Public Support, and Confidence (HISD Goals 3, 5)

- a. Bullying Prevention
- b. Child Abuse & Sexual Abuse Prevention
- c. Coordinated Health Program (Elementary, Middle, and K-8 Campuses Required)
- d. Dating Violence Awareness
- e. Discipline Management – Safe Environments
 - a. DAEP Referrals
 - b. Special Education In-school Suspension
 - c. Special Education Out-of-School Suspension
- f. Drug, Tobacco, Alcohol Prevention
- g. Suicide Prevention
- h. Parent and Community Involvement

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

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

GOAL AREA 1: Student Achievement: Reading/Language Arts

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

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

GOAL AREA 1: Student Achievement: Math

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

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

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

Priority Need:	STAAR Science increased by two percentage points in 2017 from 58 to 60%
Critical Success Factor(s):	Improve academic performance
Goal and Summative Evaluation:	Tijerina Elementary School will show a 10% increase in STAAR science results from 60% to 70% by the end of the 2017-2018 school year for all students.

(mandatory, if not met)

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

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

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

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

GOAL AREA 1: Student Achievement: Attendance

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

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

Goal Area 2: Improve Safety, Public Support, and Confidence:**Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

