

HOUSTON INDEPENDENT SCHOOL DISTRICT



Campus Name: East Early College High School

Campus Number: 345

Principal Name: Stephanie Square

School Support Officer/Lead Principal Name: Frank Cahuasqui

Area Superintendent Name: Geovany Ponce

Area School Office: East Area

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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Houston Independent School District

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Web site: www.houstonisd.org

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

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

Expanding Educational Opportunities

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

Ensuring Student Health, Safety and Well-being

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

Transforming Academic Outreach

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

Increasing Organizational Efficiency

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

Cultivating Team HISD Talent

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

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

The mission of East Early College High School is to prepare underrepresented populations for a successful college experience through increasing rigor, developing supportive relationships, and showing the relevance of knowledge to real life experiences.

We strive to graduate all incoming freshmen in four years with not only the advanced high school diploma but also with up to 60 hours of college credit.

SCHOOL PROFILE

East Early College is located on Houston's East End in the historic Second Ward. The school is comprised of 459 students. 88.9% of students are classified as economically disadvantaged. 1.6% of students are classified as English language learners. Our mobility rate is at 2.5%. The percent of students serviced by special education is 0.4%.

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

Organizational Structure

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

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one

business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

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

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

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

Shared Decision-Making Process

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

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

Method of Communications

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

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

Membership Composition of the SDMC

Number of Classroom Teachers	# 2	Number of Parents (at least 2)	# 2
Number of School-based Staff (Half the number of classroom teachers)	# 1	Number of Community Members (at least 2)	# 2
Number of Non-Instructional Staff	# 1	Number of Business Members	# 1
Principal	# 1	Click here to enter text.	#
Special Education Representative	# 1	Click here to enter text.	#

(Modify or insert additional lines as needed)

12/30/2019 12:21 PM

*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)	
Stephanie Square	Principal	Click or tap to enter a date.
Rafael Betancourt	Classroom Teacher	5/29/2020
Sherri Huggins	Classroom Teacher	5/29/2020
Mark Speier	School-based Staff	5/29/2021
Gabriela Luna	Non-Instructional Staff	5/29/2020
Fred Daniels	Business Member	Click or tap to enter a date.
Karen Saenz	Community Member	Click or tap to enter a date.
Melissa Elias	Community Member	Click or tap to enter a date.
Rosangella Espinoza	Parent	Click or tap to enter a date.
Araceli Carrizales	Parent	Click or tap to enter a date.
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Click here to enter text.	Click here to enter text.	Click or tap to enter a date.
Click here to enter text.	Click here to enter text.	Click or tap to enter a date.
Click here to enter text.	Click here to enter text.	Click or tap to enter a date.
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Click here to enter text.	Click here to enter text.	Click or tap to enter a date.

Other Campus Intervention Team members (non-SDMC):

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

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

NEEDS ASSESSMENT

Narrative of Data Analysis

(causal factors – include % of economically disadvantaged data)

East ECHS earned A rating from TEA with overall scaled score 99/100. We earned 4/7 Distinction Designations. We have 457 students with 80% identified as Economically Disadvantaged. We need to improve our attendance rate as well as performance at the Masters Grade Level for all STAAR EOC assessments. We have been working to increase Advanced Placement offerings and will continue to do so, but with a focus on improving performance. There is also a need to improve ACT and SAT performance.

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

Mr. Nwankwoala serves as special education representative on our SDMC and Ms. Rodriguez (social worker) attends all PLC's to ensure student needs are being met. Due to students taking upper level ELA courses exclusively at our IHE partner, there was a missed opportunity to engage students to prepare for SAT/ACT.

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

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

Advancement Via Individual Determination: AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

To Educate All Children: TEACH provides educators with intensive training in de-escalation and conflict resolution to promote calmer and more productive classrooms, to decrease disciplinary referrals and to improve student achievement.

Advanced Placement Summer Institute

Instructional Technology: Office 365, OneNote and Google Classroom

Culturally Relevant Teaching

IAT/RTI: How to support our students' academically, behaviorally and emotionally

OneGoal is committed to building an organization that seeks and embraces diversity, actively pursues equity and fosters an environment of inclusion. Our commitment stems from an understanding of historic injustice and an unwavering belief that differences in perspectives, experiences, and identities ultimately get us closer to our vision and lead to stronger teams and better organizational performance.

FORMATIVE ASSESSMENT PLAN – INCLUDE TYPE AND FREQUENCY

Campus Option B RL360 BOY, MOY, EOY/ Benchmarks including DLA and HISD STAAR

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

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

YES ☒ NO ☐

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

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL)and EIC (LOCAL) The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before. If this is a renewal waiver, a Waiver Detail Form is required and must be completed.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#2-All Schools - HISD Early Dismissal Days Waiver - Attend Full Day Instead of Releasing Early This waiver allows a school to be exempt from the district early dismissal calendar days of September 27th, October 18th, November 8th, January 17th and February 14th of the 2019-2020 school year. Students can attend school for a full day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#3-All Schools - Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL) The purpose of this waiver is to use a nine-week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine-week cycle will align and provide for consistent communication with parents. This does not waive required UIL three-week progress reporting. With a 9-week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#4-High Schools - Modified Schedule/State Assessment Days (State General Waiver)

This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a Waiver Detail Form is required and must be completed.

YES ☐ NO ☒

Rationale for Waiver

[Click here to enter text.](#)

Metrics of Success

[Click here to enter text.](#)

#5-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E)

Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). The purpose of this waiver is to include 5 or more foreign exchange students per high school. This must be submitted as a general waiver application. The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. The districts and charter schools are required to enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

YES ☐ NO ☒

Rationale for Waiver

[Click here to enter text.](#)

Metrics of Success

[Click here to enter text.](#)

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

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

Title: Alternate Start/End Times	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Rationale for Waiver	HISD is implementing standardized school start/dismissal time for the 2018-2019 school year. The purpose of this waiver is to request alternative start/dismissal times. Schools will be responsible for the additional cost of transportation that is incurred by this waiver, if any, as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver. Schools for whom this waiver request is approved must also include it in the School Improvement Plan including the rationale for this waiver and how the waiver is implemented to support at least one Board Goal.
Metrics of Success	Percentage of students taking dual credit and college courseworks remains above 90%.

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

Metrics of Success	Click here to enter text.
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Student Achievement: *Reading/Language Arts/Literacy	
*Goal:	The percentage of students reading and writing at or above grade level as measured by the percentage of students at Meets Grade Level and Masters Grade Level will increase by 3% for Meets and 10% for Masters grade level. ACT score will increase by 3%. English I Spring 2019: 87% Meets Grade Level and 17% Masters Grade Level English II Spring 2019: 91% Meets Grade Level and 15% Masters Grade Level 2018-2019 ACT score average ELA 20.2
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Expanding Education Opportunities
*Summative Evaluation: (Year-End)	Spring Administration of STAAR EOC English I and English II and SAT/ACT

*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
STAAR EOC	9th and 10th grade ELA teachers will implement research based writing strategies and individualize student goals.	Mr. Marquina and Ms. McDonald	State Comp Ed for tutorials estimated \$ 6,400	August 2019-June 2020	BOY, MOY and EOY as well as formative assessments
TSI	Sophomores who need additional supports scheduled in reading class	Mr. Marquina and Ms. McDonald for ELA and Mr. Elkhatib for Math	GF1 - two sections of Reading to support	August 2019-June 2020	December 2019 and February 2020

SAT	All seniors will retest SAT and all juniors will be enrolled in OneGoal	Mr. Buso, Ms. Bolden	GF1 for OneGoal sections/ State Comp Ed for tutorials estimated \$ 6,400	August 2019-June 2020	PSAT performance October 30 (results in December)
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.

Student Achievement: *Math	
*Goal:	The percentage of students performing at or above grade level as measured by the percentage of students at Meets Grade Level and Masters Grade Level will increase by 1% for Meets and 5% for Masters grade level. ACT score will will increase by 3%. Algebra I Spring 2019: 98% Meets and 61%Masters 2018-2019 ACT average score 20.7
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Expanding Educational Opportunities
*Summative Evaluation: (Year-End)	Spring Administration of STAAR EOC English I and English II and SAT/ACT

*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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STAAR EOC	Algebra I teacher will implement research based writing strategies and individualize student goals.	Mr. Estrada	State Comp Ed for tutorials estimated \$ 3,200	August 2019-June 2020	BOY, MOY and EOY as well as formative assessments
TSI	Hourly teacher for math on Fridays for 9th graders	Mr. Elkhatib and Dr. Seymour	Hourly teacher for math on Fridays for 9th graders. Dr. Seymour will support students with TSI math via Physics courses	August 2019-June 2020	PSAT performance October 30 (results in December)
SAT	All students enrolled in OneGoal	Mr. Elkhatib and Dr. Seymour	GF1 for OneGoal sections/ State Comp Ed for tutorials estimated \$ 6,400	August 2019-June 2020	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Student Achievement: *Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)	
*Goal:	Click here to enter text.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Click here to enter text.
*Summative Evaluation: (Year-End)	Click here to enter text.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
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Student Achievement: Post-Secondary Readiness	
*Goal:	AP Participation and Performance PSAT/SAT/ACT participation and Performance Dual Credit Enrollment
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Transforming Academic Outcomes
*Summative Evaluation: (Year-End)	TEA Designation Distinction

*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
100% of students will take Math 1314 by the end of 11th grade year	9th graders are enrolled in 2 math classes. All students take Algebraic Reasoning or Strategic Learning for math before Algebra II	Mr. Estrada	Click here to enter text.	August 2019-June 2020	Teacher created formative assessments in enrolled math class
Increase in AP Participation in Social Studies	All 9th graders enrolled in AP Human Geography and all 10th graders enrolled in AP World History	Ms. Vining and Ms. Nitsch	Click here to enter text.	August 2019-June 2020	Teacher created formative assessments in enrolled math class

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Student Achievement: *Attendance	
*Goal:	Increase attendance rate from 97.4% to 98.5%
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Transforming Academic Outcomes
*Summative Evaluation: (Year-End)	ADA rate as of last school of school 2019-2020 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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Reduce number of unexcused absences by 50%	Call absent students daily to check on students and families and provide instructions for submitting documentation	Ms. Giron and Ms. Montelongo	Click here to enter text.	August 2019-June 2020	Click here to enter text.
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Improve Safety, Public Support, and Confidence: *Violence Prevention & Safety
(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)

*Goal:	Decrease number of students failing coursework due to social, emotional or health related issues
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Ensuring Student health, Safety and Well Being
*Summative Evaluation: (Year-End)	Transcripts and credits earned/missed

*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
Students will engage in mental health checks and management	AVID lessons and Club offerings during the dya	All teachers	Click here to enter text.	August 2019-June 2020	Click here to enter text.
Student referrals will decrease by 50%	Teachers will implement TEACH strategies to deescalate situations and minimize referrals	All teachers	Click here to enter text.	August 2019-June 2020	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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Improve Safety, Public Support, and Confidence: *Parent and Community Involvement	
*Goal:	Increase number of parent engagement by 50%
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Increasing Organizational Efficiency
*Summative Evaluation: (Year-End)	Number of parents VIPs approved and accessing Gradespeed

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Reduce calls our school receives for questions related to student grades and attendance	Host Parent Engagement Saturdays to support parents with how to access this info and how to use our website to stay up to date	Ms. Montelongo	Title I position cost \$22,000	August 2019-June 2020	Click here to enter text.

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

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
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Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.	
*Goal:	Click here to enter text.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Cultivating Team HISD Talent
*Summative Evaluation: (Year-End)	Click here to enter text.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
100% of grade level PLC's will include discussion regarding special populations	Rosters will be accessible to teachers in OneNote and Special pops along with IAT/RTI will be standing agenda item for all PLC's	All teachers	Click here to enter text.	August 2019-June 2020	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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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.**

Students are having a difficult time with first college class and balancing schoolwork in 9th grade. Parents are seeking multiple ways to be more engaged but need more structure on our end. Students feel anxiety and stress from course load and difficulty managing time. Students also feel anxiety and stress related to social issues.

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

Extra duty pay for teachers to offer tutorials and study lab before school, after school, and on Saturdays. Additionally, 9th grade students will have a Senior Academic Tutor who will support with college transition and with first college class. We will also staff a Parent Engagement Rep who will help build our partnership with parents so we can be Platinum FACE Friendly. Finally, we will staff a Social Worker who will provide SEL Professional Development to all staff and support students individually or in groups as needed.

- 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.** We will celebrate students and staff with excellent attendance to encourage all to report every day.
- 2.** We will embed IAT/RTI process in grade level PLC's
- 3.** We will focus on Social and Emotional Learning and provide opportunities within the school day for mentorship and education centered around self care
- 4.** We will implement AVID strategies, such as focused note taking, so students may become more independent, organized learners.

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) We will host Coffee with the Principal and Pizza with the Principal and host FACE trainings
- 2) We will host Parent Engagement Saturdays on 6 Saturdays to guide parents with Gradespeed, VIPs and creating an email address.
- 3) We will streamline our volunteer management process to maximize volunteer opportunities for parents.
- 4) We will include parents in the IAT/RTI process in a structured way that is inviting of parents.

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

<p>NO</p>

Positions Funded Out of Title I Funds	
<p>If yes, please list the item(s) purchased. Please indicate the quantity of each position selected for the school year. Approval from TEA prior to purchase.</p>	
<p><input checked="" type="checkbox"/> Parent Engagement Rep</p> <p><input type="checkbox"/> Tutor, Academic (Hourly)</p> <p><input type="checkbox"/> Tutor, Associate (Hourly)</p> <p><input checked="" 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 checked="" 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 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	NO
3. Professional Development	NO
4. Field Lessons	YES

5. Contracted Services	NO
6. Tutoring	YES
7. Materials and Supplies	NO

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

*Total amount of State Compensatory Education funds: \$13,275

*Personnel funded with State Compensatory Education funds: 0

*List names here: n/a

*Total number of FTE's funded with State Compensatory Education funds: 0

*Brief description of how these funds are utilized on your campus: Extra duty pay / Hourly pay for tutorials.

*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: Omid Soltani

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: [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 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: [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 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: [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 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: [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 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: Mr. Omid Soltani and Ms. Maria Montelongo

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. Mr. Omid Soltani

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.](#)