

# HOUSTON INDEPENDENT SCHOOL DISTRICT



**Campus Name: James Madison High School**

**Campus Number: 010**

**Principal Name: Carlotta Brown**

**School Support Officer/Lead Principal Name: Dana Arreola**

**Area Superintendent Name: Dr. Felicia Adams**

# 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](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 James Madison High School is to create a community of caring where values are taught and lived while developing Lifelong Global Graduates who are prepared academically, socially and technologically for today's economy through rigorous instruction and a goal-oriented mindset.

### SCHOOL PROFILE

James Madison High School is located in District IX in the South Region of the Houston Independent School District. It is a comprehensive high school on the South side of Houston, Texas, located in the Hiram Clarke community within Hiram Clarke, South Main Expressway, Almeda, and West Orem that offers a quality, rigorous education for all students; provides student support services for academic success; provides easy access to timely and efficient customer service.

Madison is a Title I school and has a diverse student population. The campus serves a student population of currently over 1680. The student population consists of 36 % African American, 62 % Hispanic and less than one percent Caucasian, Asian and two or more races. The student body is 66 % economically disadvantaged, 21 % English Language Learners, 12 % special education and 8 % gifted and talented with a mobility rate of 23.4%.

### 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.

## **Organizational Structure, continued**

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	<b>5</b>	Number of Parents (at least 2)	<b>2</b>
Number of School-based Staff (Half the number of classroom teachers)	<b>1</b>	Number of Community Members (at least 2)	<b>2</b>
Number of Non-Instructional Staff	<b>1</b>	Number of Business Members	<b>1</b>

*(Modify or insert additional lines as needed)*

<b>Name of SDMC Member</b>	<b>Position (Add Date Term expires)</b>
Allen Williams	Classroom Teacher
Jeffery Plastrik	Classroom Teacher
Shamika Pickens	Classroom Teacher
Nicole Gray	Classroom Teacher
Khloe Thibodeaux	Classroom Teacher
Dana Marchand	School-based Staff
Cheryl Hart-McTear	Non-Instructional Staff
McCoy & Harrison Funeral Home/Brandon Lee	Business Member
Rushing Shawn	Community Member
Windsor Village United Methodist Church	Community Member
Linda Scurlock	Parent
Danymar Quijada	Parent
Carlotta Brown	Principal

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

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

<b>Name</b>	<b>Position</b>
Dana Arreola/Carlotta Brown	School Support Officer/Lead Principal
Carlotta Brown	Effective Schools Framework (ESF) Facilitator/ Professional Service Provider (PSP) for some campuses still using this model.
Tatiane Monique Pendola	Teacher Development Specialist (TDS)
Jaqueline Butteris	Other: Interventionist Reading

## **Campus Needs Assessment (CNA)**

Madison is a Title I school and has a diverse student population. The campus serves a student population of currently over 1,680. The student population consist of 36 % African American, 62 % Hispanic and less than one percent Caucasian, Asian and two or more races. The student body is 66% economically disadvantaged, 21% English Language Learners, 12% special education, and 8% gifted and talented, with a mobility rate of 23.4%. After the review of spring 2019 STAAR Data, Benchmark Running Records, District Benchmark Assessments, Attendance Data and Retention rate, the process to develop the CNA included a team of administrators, teachers, community members and parents to determine areas of priority and summarize a list of campus' needs. Additionally, the CNA committee members met to review and analyze the current and historical school year's CNA document and current data. The committee identified needs based on information obtained from the CNA review. Finally, strategies to close the achievement gap among all student subgroups were discussed and included in the campus' CIP to ensure that every student has a quality education.

### **List of Strengths:**

We are a diverse campus with increasing Academic Achievement. One of our strengths is that we have shown the most improvement in English/Language Arts with a 39% gain. Also, Students maintained or improved on End of Course Exams from the prior year in English II and Algebra 1. Additionally, the scores for our economically disadvantaged students trend one to two points higher than the overall scores.

### **List of Needs:**

Madison CNA identified several needs to increase student academic achievement. Madison has been rated an improvement required campus for three out of the last four years. For the 2018-19 school year Madison received a rating "C" with a comprehensive targeted improvement plan required due to getting a score "D" in the area of Student Achievement. An analysis of the data shows a continuing decrease in overall student achievement as shown by the component score of 32 in our TEA accountability Rating. The equivalent score from the new accountability system shows a slight increase to 69 overall, still below the campus' projected goal. The most significant increase in scores came in the area of ELA as our scores gain from 30% in 2018 to 38% in 2019, English I and from 41% to 43%, English II, however these scores are significantly below expectations. These scores have the largest impact on overall student achievement as the total number of students tested for 2018 was 1,452 while the other three tests combined had a total number of 1,455. Just as problematic as the number of students not meeting approaches is the number of students not meeting grade level standard. For 2018, Madison did not obtain any Distinctions Designations for student achievement or student growth.

In addition to academic achievement scores, Madison faces some challenges in the area of average daily attendance and students on-track to graduate having met one of the criteria for College, Career and Military readiness. Madison's daily attendance rates are among the lowest in the district, with an average ADA in the 2018-19 year of 90.3%. This results in a significant loss of learning for students, and several students not being awarded credit due to excessive unexcused absences. In addition, Madison's four-year federal graduation rate for the 2019 school year was 87 %, 3 points lower than the federal target of 90%. In order to improve the graduation rate much work will need to be done with attendance, tracking students, credit recovery and attendance appeals, and built in interventions to prepare re-testers for summer, fall and spring EOC exams.

12/18/2019 2:16 PM

\*State Requirement      \*\* Federal Requirement

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

**Conclusions and Priorities:**

In order to increase the number of students performing successfully at all levels and to increase the graduation rate as well as the percent of students graduating college career and military ready, a comprehensive plan is required. The primary need is to ensure that Tier One instruction is of a higher caliber to allow most students to meet grade level standard on all EOC exams. In addition, a comprehensive remediation plan must be constructed to assist students who are not successful on their first attempt to receive the specialized focused instruction that will allow them to strengthen the areas in which they are deficient. James Madison High School also need to develop a high-quality counseling team that assists students in choosing a course of study that will allow them to complete their endorsements and matriculate to the college or career of their choice in four years. For students who are not successful in their course work either due to academic performance or excessive absences, an intervention plan must be implemented to allow them the opportunity to stay on track for a four- year graduation. For special needs students, case workers will need to be assigned to track their progress, ensure that interventions and accommodations are taking place and are successful. If interventions are not successful, additional interventions will be implemented to allow students to access the curriculum on the student’s grade level. Finally, a system of observations and feedback will be utilized to assist teachers in performing at their highest level to ensure all student needs are met.

The CNA was created on June 27-28, 2019. The committee will review and revise the CNA throughout the year. As additional data is received, the committee will evaluate, review, and revise the CNA in the spring (February and April 2020).

The school support team that assisted with the development of the Campus Needs Assessment was comprised of the following individuals:

Carlotta Brown, Principal

Jacqueline Butteris, Teacher Specialist	Camiel Neal, Dean of Instruction
Mario Cantu, Associate Principal	Lakeisha Ogbor, Assistant Principal
Anetra Hung, Assistant Principal	Shamekia Pickens, Classroom Teacher
Omari Issa, Assistant Principal	Danymar Quijada, Parent
Terry Ivondela, Classroom Teacher	Shawn Rushing, Community Member
Patsy Jimenez, Special Education Chair	Linda Scurlock, Parent
Katanganyka Johnson, Parent	Rufus Singleton, Assistant Principal
LaTracia King, Assistant Principal	Katrina Tilmon-Fletcher, Counselor
Dana Marchand, Assistant Principal	Alan Williams, Classroom Teacher



## CAMPUS IMPROVEMENT PLAN

The Campus Improvement Plan was initially created on August 30, 2019. It will be reviewed throughout the 2019-2020 school year on the following dates: September 28, 2019, December 13, 2019, February 27, 2020, and April 23, 2020. The Campus Improvement Plan is made available in English and Spanish and a copy is located in the campus main office, district website, campus website, and Title I Office (bin).

The support team that assisted with the development and review of the Campus Improvement Plan was comprised of the following individuals:

Carlotta Brown, Principal

Jacqueline Butteris, Teacher Specialist	Camiel Neal, Dean of Instruction
Mario Cantu, Associate Principal	Lakeisha Ogbor, Assistant Principal
Cheryl Hart-McTear, Non-Instructional Staff	Shamekia Pickens, Classroom Teacher
Anetra Hung, Assistant Principal	Danymar Quijada, Parent
Omari Issa, Assistant Principal	Shawn Rushing, Community Member
Terry Ivondela, Classroom Teacher	Linda Scurlock, Parent
Patsy Jimenez, Special Education Chair	Rufus Singleton, Assistant Principal
Katanganyka Johnson, Parent	Katrina Tilmon-Fletcher, Counselor
LaTracia King, Assistant Principal	Alan Williams, Classroom Teacher
Dana Marchand, Assistant Principal	

## Parent and Family Engagement

The Parent and Family Engagement Policy was created and reviewed by a support team of parents and staff, comprised of the following individuals:

Antonio Ballinas, Parent	Camiel Neal, Dean of Instruction
Chanel Batiste, Parent	Claudia Ortega, Parent
Jacqueline Butteris, Teacher Specialist	Michelle Rose, Parent
Dorothy Cobb, Parent	Lawanda Smith, Parent
Roselyn Guillory, Parent	Ava Velasco, Parent
Rotonia Harrell, Parent	Victoria Velásquez, Parent
Ericka Herrera, Parent	Sharon Williams, Parent
LaTracia King, Title I Coordinator/Assistant Principal	

The committee developed, reviewed, discussed and evaluated the PFE Policy on September 11 and 23, 2019. The document was disseminated on September 25, 2019 via hard copy to all students to take home to their parents. The policy is also posted on the campus's website, and a copy is located in the campus main office and in the Title I office. The Parent and Family Engagement Policy was created in English and Spanish.

Madison High School will provide a learning community that is inclusive of parents to strengthen the school/home connection. In order to increase parent and family engagement, we will host several Title I parent meetings and workshops for parents to attend. We will conduct approximately four parental and family engagement meetings this year:

- Annual Parent Meeting – October 8 and 10, 2019 at 6 pm – The Auditorium
- Parent Meeting #2 – November 13, 2019 at 9:30 am and 6 pm - The Marlin Room
- Parent Meeting #3 – January 15, 2020 at 9:30 am and 6 pm - The Marlin Room
- Parent Meeting #4 – February 12, 2020 9:30 am and 6 pm - The Marlin Room

### **Additional Parental and Family Engagement Meetings:**

- State of the Schools Address/Parent University– August 6, 2019 at 6 pm - The Auditorium
- Grade Level Parent Meetings – August 8, 12, 13, 14, 2019 at 6:30 pm nightly - The Auditorium
- Senior Parent Night – November 12, 2019 at 6:30 pm – Cafeteria
- Family Math, & Science Night – October 30, 2019
- Family Literacy Night – February 18, 2020

In spring 2020, we will host a Parent/Community Resilience meeting for STAAR at Windsor Village United Methodist Church.

## NEEDS ASSESSMENT

### ***Narrative of Data Analysis***

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

Madison has been rated an improvement required campus for three out of the last four years. For the 2018-19 school year Madison received a rating "C" with a comprehensive targeted improvement plan required due to getting a score "D" in the area of Student Achievement. An analysis of the data shows a continuing decrease in overall student achievement as shown by the component score of 32 in our TEA accountability Rating. The equivalent score from the new accountability system shows a slight increase to 69 overalls – still below from where we wanted to be. The most significant increase in scores came in the area of ELA as our scores gain from 30% in 2018 to 38% in 2019, English I and from 41% to 43%, English II. However, these scores are significantly below expectations. These scores have the largest impact on overall student achievement as the total number of students tested for 2018 was 1,452 while the other three tests combined had a total number of 1,455. Just as problematic as the number of students not meeting approaches is the number of students not meeting grade level standard. For 2018, Madison did not obtain any Distinctions Designations for student achievement or student growth.

Although social studies scores are much higher than the other three content areas, only math and reading are used for Domain III calculations. Surprisingly enough, the scores for our economically disadvantaged students' trend one to two points higher than the overall scores.

In addition to academic achievement scores, Madison faces some challenges in the area of average daily attendance (ADA) and students on-track to graduate having met one of the criteria for College, Career and Military readiness. Madison's daily attendance rates are some of the lowest in the district, with an average ADA in the 2018-19 year of 90.3%. This results in a significant loss of learning for students, and several students not being awarded credit due to excessive unexcused absences. In addition, Madison's four-year federal graduation rate for the 2019 school year was 87%, which is 3 points lower than the federal target of 90%. In order to improve the graduation rate, much work will need to be done with attendance, tracking students, credit recovery and attendance appeals, and built-in interventions to prepare re-testers for summer, fall and spring EOC exams.

**NEEDS ASSESSMENT, continued**

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

In order to increase the number of students performing successfully at all levels and to increase the graduation rate (as well as the percent of students graduating college being career and military ready) a comprehensive plan is required. The primary need is to ensure that Tier 1 instruction is of a sufficiently high caliber to allow most students to meet grade level standards on all EOC exams. In addition, a comprehensive remediation plan must be constructed to assist students who are not successful on their first attempt to receive the specialized focused instruction that will allow them to strengthen the areas in which they are deficient. James Madison High School also needs to develop a high-quality counseling team that assists students in choosing a course of study that will allow them to complete their endorsements and matriculate to the college or career of their choice in four years.

For students who are not successful in their course work – either due to academic performance or excessive absences – an intervention plan must be put in place to allow them the opportunity to stay on track for a four-year graduation. For special needs students, case workers will need to be assigned to track their progress, ensure that interventions and accommodations are taking place and are successful, and when they are not, seek additional interventions that will allow students to access the curriculum on grade level. Finally, a data-based system of observations and feedback needs to be developed that will assist teachers in performing at their highest level so that all student needs are met.

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:

<b>Performance Domain</b>	<b>Rating</b>	<b>Subject(s) / Measure(s)?</b>	<b>Student Group(s) Contributing to low rating?</b>	<b>Needs addressed in the following SIP Goal(s):</b>
Texas Accountability System – Domains Rated D or F				
I. Student Achievement	D	ELA	All	Reading
II. School Progress	C	Reading/Math	All	Goal 1-2
III. Closing the Gaps	C	All	All	Closing the gaps

**STAFF DEVELOPMENT PLANS – INCLUDE BELOW**

8/12/2019 – TEACHER HANDBOOK	8/19/2019 - TEACHER WORKDAY
8/13/2019 - DATA / PLC'S	8/20/2019 - SEL/SP. ED
8/14/2019 - JOB A LIKE	8/21/2019 - JOB A LIKE
8/15/2019 - TEAM BUILDING ACTIVITY	8/22/2019 - CURRICULUM
	8/23/2019 - LESSON PLANNING
8-12-2019 THROUGH 6-1-2020 PLC'S/DATA/EFFECTIVE AND CONSTRUCTIVE FEEDBACK	

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

SEE ATTACHMENT

## 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.**

<p><b>#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL)and EIC (LOCAL)</b></p> <p>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 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. 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 who 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>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<b>Rationale for Waiver</b>	<p><b>All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2019- 2020 Academic Calendar</b></p> <p>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 notification s to parents of the altered schedule change that is brought about by this waiver.</p>
<b>Metrics of Success</b>	

**School Waivers, continued**

<p><b>#2-All Schools - HISD Early Dismissal Days Waiver - Attend Full Day Instead of Releasing Early</b></p> <p>This waiver allows a school to be exempt from the district early dismissal calendar days of September 27, October 18, November 8, January 17 and February 14 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>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<b>Rationale for Waiver</b>	<p><b>All Schools - Nine (9) Week Grading Cycle - Grading Cycle Waiver of Local board Policy EIA (LOCAL)</b></p> <p>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 nine-week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS</p>
<b>Metrics of Success</b>	

<p><b>#3-All Schools - Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL)</b></p> <p>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 nine-week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<b>Rationale for Waiver</b>	
<b>Metrics of Success</b>	

**School Waivers, continued**

<p><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, allowing them to report to and attend school after the state assessment testing period has ended, thereby reducing interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time that students test can be included as instructional time. If this is a renewal, a Waiver Detail Form is required and must be completed.</p> <p>Yes    <input type="checkbox"/>        No        <input type="checkbox"/></p>	
<b>Rationale for Waiver</b>	<p><b>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, allowing them to report to and attend school after the state assessment testing period has ended, thereby reducing interruptions during the testing period. All students must be scheduled for at least 240minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a statement of compliance is required.</p>
<b>Metrics of Success</b>	



School Waivers, continued

**#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 five or more foreign exchange students per high school. This must be submitted as a general waiver application. 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

<b>Rationale for Waiver</b>	<p>The purpose of this waiver is to limit the number to five or more per high school must be submitted as a general waiver application.</p> <ul style="list-style-type: none"> <li>• Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §15.001(e).</li> <li>• Approval of this waiver is not retroactive and takes effect on the date that the agency approves the application.</li> <li>• 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.</li> </ul>
<b>Metrics of Success</b>	

School Waivers, continued

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

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

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**MADISON H S (101912010) - HOUSTON ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		77	C
<b>Student Achievement</b>		69	D
<a href="#">STAAR Performance</a>	32	57	
<a href="#">College, Career and Military Readiness</a>	58	88	
<a href="#">Graduation Rate</a>	80	55	
<b>School Progress</b>		79	C
<a href="#">Academic Growth</a>	63	70	C
<a href="#">Relative Performance (Eco Dis: 76.9%)</a>	45	79	C
<a href="#">Closing the Gaps</a>	37	72	C

**Identification of Schools for Improvement**

This campus is a comprehensive support and improvement progress school.

**Accountability Rating Summary, continued**

**Distinction Designations**

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

**Student Achievement: \*Reading/Language Arts/Literacy**

<p><b>*Goal:</b></p>	<p>Increase the percentage of students re-taking the English I &amp; II EOC's and increase the overall percentage of 1st time testers passing the English I &amp; II EOCs.</p>
<p><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></p>	<ul style="list-style-type: none"> <li>• Effective Tier 1 instruction differentiated small-group instruction, better planning and implementation of interventions, increased rigor and teaching at the level of the verb in the TEK, coaching support from appraisers and instructional specialists.</li> <li>• By the end of the 2019-2020 school year, the overall passing percentage on English I EOC' s will increase by 20% rising from 38% to 58%.</li> <li>• By the end of the 2019-2020 school year, the overall passing percentage on English II EOC's will increase by 12% rising from 43% to 55%.</li> <li>• By the end of May 2020, we will decrease the number of English I re-testers by 50% by getting 25% to pass during the fall 2019 STAAR administration, and another 25% during the spring 2020 STAAR administration.</li> <li>• By the end of May 2020, we will decrease the number of English II re-testers by 50% by getting 25% to pass during the fall 2019 STAAR administration, and another 25% during the spring 2020 STAAR administration.</li> </ul> <p>To achieve the first two goals, our focus areas and subgroups goals are:</p> <p><b>English 1st Time Testers</b></p> <ul style="list-style-type: none"> <li>• <b>General Population</b>              By May 2020, the percentage of English I 1st time testers scoring at the Approaches level will increase 12 % from 38 % to 50 %              By May 2020, the percentage of English I 1st time testers scoring at the Meets level will increase 9% from 21% to 30%              By May 2020, the percentage of English I 1st time testers scoring at the M asters level will increase 9% from 1% to 10%</li> <li>• <b>SPED</b> <ul style="list-style-type: none"> <li>• By May 2020, the percentage of English I 1st time testers, under the SPED subcategory, scoring at the Approaches level will increase by 5% .</li> <li>• By May 2020, the percentage of English I 1st time testers, under the SPED subcategory, scoring at the Meets level will increase by 5% .</li> <li>• By May 2020, the percentage of English I 1st time testers, under the SPED subcategory, scoring at the Masters level will increase 5%</li> </ul> </li> </ul> <p style="text-align: right;"><i>Continued on next page</i></p>

**ESL/TELPAS**

- By May 2020, the percentage of English I 1st time testers, under the ESL subcategory, scoring at the Approaches level will increase 10% .
- By May 2020, the percentage of English I 1st time testers, under the ESL subcategory, scoring at the Meets level will increase 10%.
- By May 2020, the percentage of English I 1st time testers, under the ESL subcategory, scoring at the Masters level will increase 5% .
- By May 2020, all students that will take TELPAS exams, will score one Proficiency level above their actual composite rating.

**Gifted & Talented**

By May 2020, the percentage of English I 1st time testers, under the GT subcategory, scoring at the Masters level will increase 6% .

**English II 1st Time Testers****● General Population**

- By May 2020, the percentage of English II 1st time testers scoring at the Approaches level will increase 8% from 43% to 51 %.
- By May 2020, the percentage of English II 1st time testers scoring at the Meets level will increase 6% from 21% to 31%
- By May 2020, the percentage of English II 1st time testers scoring at the Masters level will increase 9% from 1% to 10%

**● SPED**

- By May 2020, the percentage of English II 1st time testers, under the SPED subcategory, scoring at the Approaches level will increase 5%
- By May 2020, the percentage of English II 1st time testers, under the SPED subcategory, scoring at the Meets level will increase 5%
- By May 2020, the percentage of English II 1st time testers, under the SPED subcategory, scoring at the Masters level will increase 3%

**ESL/TELPAS**

- By May 2020, the percentage of English II 1st time testers, under the ESL subcategory, scoring at the Approaches level will increase by 10%
- By May 2020, the percentage of English II 1st time testers, under the ESL subcategory, scoring at the Meets level will increase by 10%
- By May 2020, the percentage of English II 1st time testers, under the SPED subcategory, scoring at the Masters level will increase by 5%
- By May 2020, all students that will take TELPAS exams, will score one Proficiency level above their actual composite rating.

**Gifted & Talented**

- By May 2020, the percentage of English II 1st time testers, under the GT subcategory, scoring at the Masters level will increase 7%

<b>*Summative Evaluation: (Year-End)</b>	STAAR/EOC
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*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
Comprehension and Lexile Scores.	Inclusion of ELA Strategies and Skills development  Preparation course as a support to ELA in the master schedule as a vital component of the in-school intervention plan. This component will be utilized to target student performance levels on STAAR/EOC at the Approaches , Meets and Masters level	All Faculty Leadership Team	-Cross-curricular planning in SLCs -Appraiser Empowered components. -Feedback & coaching	April to May all classes will spend 60 minutes utilizing Lit. Empowered components.	BOY – MOY Snapshots STAAR/EOC
Increase all English I and II tested students writing scores by 2 points.	Implement writing as a daily activity in all courses for <b>ALL students</b> with the same rubric used to rate the writing samples.	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• All Content Deans</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR rubric adapted to various courses</li> <li>• Cross curricular planning</li> <li>• Reading response journals</li> <li>• Electronic Journals</li> <li>-Peer editing &amp; writing</li> <li>-Writing Strategies Handbook {HISD}</li> <li>• -Student portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Two graded written writing responses each week in each class</li> <li>• English &amp; SRW teachers hold a writing conference with student at least bi-weekly</li> <li>• Students update writing portfolio monthly</li> </ul>	<ul style="list-style-type: none"> <li>• BOY,MOY, EOY</li> <li>• English Unit Essays</li> <li>• STAAR release</li> <li>• STAAR</li> </ul>

**Student Achievement: \*Math**

<b>*Goal:</b>	During the 2019 -2020 school year, the overall passing rate of students taking the EOC/STAAR Algebra I exam will increase to 80%.
<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>	Increase in Student Performance on Algebra I STAAR Ensuring strong Tier 1 instruction with targeted interventions for below grade level students and re-testers
<b>*Summative Evaluation: (Year-End)</b>	Reduced number of students not successful on Algebra I STAAR/EOC as compared to previous years data as the Fall and Spring test administration.



*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
All demographic student populations will increase performance on the Algebra I EOC STAAR assessment by at least 5% compared to previous years assessment scores	Inclusion of Math Strategies and Skills development preparation course as a support to Algebra I in the master schedule as a vital component of the in-school intervention plan. This component will be utilized to target student performance levels on STAAR/EOC at the Approaches, Meets and Master’s level	<ul style="list-style-type: none"> <li>• Mathematics Teachers</li> <li>• Teacher Development Specialist</li> <li>• AP Mathematics/Ms. Marchand</li> </ul>	<ul style="list-style-type: none"> <li>• Data Trackers</li> <li>• Region IV Instructional Resources</li> <li>• HISD’s instructional blueprints</li> <li>• Campus Literacy Strategies Power Up (HUB)</li> <li>• Renaissance Learning On-Track</li> </ul>	August 2019-May 2020	Common Assessments Warm-Ups Exit Tickets Informal/ Formal Assessments Small-Flexible grouping
All students will improve their mathematical concepts and problem-solving skills by engaging in strategic problem-solving strategies. This will be evident by an increase in the percentage of students scoring Meets and Masters as outlined by state standards	To provide a well-rounded education, we will incorporate AVID study and Instructional strategies to increase the level of rigor in warm-ups, exit tickets, classroom assignments. Students activities and teacher created exams. Student performance will be analyzed using a variety of data sources	<ul style="list-style-type: none"> <li>• Mathematic teachers</li> <li>• TDS</li> <li>• AP Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Data trackers</li> <li>• Region IV Instructional Resources</li> <li>• HISD Instructional blueprints</li> <li>• Campus Literacy Strategies</li> <li>• Power Up HUB</li> <li>• Renaissance Learning</li> <li>• On-Track</li> </ul>	August 2019-May 2020	Warmups, Exit tickets Classroom assignments Released STAAR  Learning walks, Informal/Formal assessments, HISD snapshots, common assessments, Universal screener exams

*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
Student's classwork will include increase instances of writing and discourse thus allowing an increase in rigor, higher level of learning and a higher level of vocabulary in response to writing and student discussions.	Teachers will use Costa's level of questioning throughout the lesson cycle as evidenced in student work performances	<ul style="list-style-type: none"> <li>• Mathematic Teachers</li> <li>• Teacher Development Specialist</li> <li>• AP Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Data Trackers</li> <li>• Region IV Instructional Resources</li> <li>• HISD instructional blueprints</li> <li>• Campus Literacy Strategies Power Up (HUB)</li> <li>• Renaissance Learning On-Track</li> </ul>	August 2019-May 2020	Warmups Exit Tickets Classroom Assignments TEA released STAAR exams Learning Walks Informal/Formal observations HISD snapshots Common Assessments Universal Screener Exams
Integration of differentiated instructional objectives and strategies designed to create personal learning environments in strategic attempts to meet overall students' needs in efforts to increase performance on percentage of students who "Meets" expectation by 10% and "Masters" by 5%	Teachers will design intervention plans for collaborative grouping sessions that will focus on individualized instruction for <b>at-risk</b> , struggling, and advanced performing students	<ul style="list-style-type: none"> <li>• Mathematic Teachers</li> <li>• Teacher Development Specialist</li> <li>• Dean of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Data Trackers</li> <li>• Region IV Instructional Resources</li> <li>• HISD instructional blueprints</li> <li>• Campus Literacy Strategies Power Up (MUB)</li> <li>• Renaissance Learning On-Track</li> </ul>	August 2019-May 2020	Warmups Exit Tickets Classroom Assignments TEA released STAAR exams Learning Walks Informal/Formal observations HISD snapshots Common Assessments Universal Screener Exams

**Student Achievement: \*Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)**

<b>*Goal:</b>	To improve Domain II TEA accountability scores from a “C” to a “B”.
<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	Increase performance of targeted groups in all areas of reading, math and CCMR Effective Tier 1 instruction, intervention classes and CCMR tracking
<b>Summative Evaluation: (Year-End)</b>	EOY Domain II score TEA accountability

<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>
To ensure student achievement, special programs will work collaboratively with the regular education program. Student progress will be monitored to identify students in special programs.	We will schedule weekly collaborative meetings among grade levels to share progress, best practices, and collective inquiry.	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Leadership Team (to monitor and provide effective feedback)</li> </ul>	Tutorials both after school and Saturdays, use of centers, use of STAAR related materials, planning guide, hands on activities, work on Problem solving, reasoning, exit tickets for daily review, HUB. Title I funding	Quarterly Benchmarks: <ul style="list-style-type: none"> <li>October 25, 2019</li> <li>Dec. 6, 2019</li> <li>March 7, 2020</li> </ul>	<ul style="list-style-type: none"> <li>Common Assessments, Tutorials, Clear Unit Tests, Item Analysis</li> <li>Intensive in-school tutorials in areas of weakness.</li> </ul>

**Student Achievement: Post-Secondary Readiness**

<p><b>*Goal:</b></p>	<p>To increase industry-based certifications as deemed by appropriate pathway as outlined with TEA and CCMR measure by 30% for the graduating class of 2020.</p>
<p><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></p>	<p>Increase number of students meeting CCMR readiness criteria.           Improve percentage of industry-based certifications and number of students meeting CCMR standards on TSI, SAT and/or AP exams</p>
<p><b>Summative Evaluation: (Year-End)</b></p>	<p>End of the Year data</p>

<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>
60 % of students within a CTE pathway will complete an industry-based certification	Teachers will input the students score within Chancery to ensure credit is given to the campus	<ul style="list-style-type: none"> <li>• CTE teacher</li> <li>• AP's</li> <li>• Counselor</li> <li>• Registrar</li> </ul>	CTE	Dec-2019- May 2020	Certification exams
To increase the College Career and Military Readiness scaled score from 68% to 75% through documented industry certifications and scoring of level 3 on AP examinations.	Teachers will input the certification scores into Chancery after completion. Teachers will teach the AP curriculum and assess students to determine mastery	<ul style="list-style-type: none"> <li>• CTE Teacher Assistant</li> <li>• Principal...</li> <li>• All Teachers</li> <li>• Counselor</li> <li>• Registrar</li> </ul>	CTE	Sept-2019- May 2020	<ul style="list-style-type: none"> <li>• AP Examinations</li> <li>• Industry' Certifications</li> </ul>
Increase Dual Credit courses offerings from one course to four courses	Review student's interest and increase student participation in Dual credits courses through TSI testing STAAR, ACT, and SAT scores	<ul style="list-style-type: none"> <li>• Dual Credit liaison</li> <li>• Counselor</li> <li>• Dual credit teachers</li> </ul>	CTE	Sept-2019- May 2020	TSI, STAAR, ACT and SAT results
Increase number of student s meeting TSI, ACT and/or SAT college level ready scores by 25%	Khan academy practice for respective tests Tuesdays and Thursdays in advocacy	<ul style="list-style-type: none"> <li>• CAC</li> <li>• Advocacy Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Laptops</li> <li>• Khan academy</li> </ul>	Ongoing	Fall SAT, TSI, and or ACT

**Student Achievement: \*Attendance**

<p><b>*Goal:</b></p>	<p>By EOY 2020 attendance will have increased from 90.3 % to 94% or more.</p>
<p><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</p>	<p>Increase ADA attendance, thereby reducing the number of students in need of attendance appeals to regain credit.                  Increasing number of students attending daily and reducing number of NG's due to excessive absences</p>
<p><b>*Summative Evaluation: (Year-End)</b></p>	<p>End of the year attendance</p>

<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>
100% of students absent for ADA will receive a daily call from clerical staff tracking reason for absence	Absence lists sent to clerks by 11am, clerks complete calls by 2:30 pm.	<ul style="list-style-type: none"> <li>• Attendance clerk</li> <li>• Academy clerks</li> </ul>	<ul style="list-style-type: none"> <li>• Chancery</li> <li>• phone logs</li> </ul>	Daily	Decrease in chronic absenteeism in student body
100% of students who have perfect attendance will be awarded a certificate and a prize each semester	Provide student s with a certificate and prizes to recognize perfect attendance.	Campus Culture Coordinator	<ul style="list-style-type: none"> <li>• Certificates</li> <li>• swag bags</li> </ul>	Once per semester	End of year ADA
100% of students marked absent in error will be recaptured daily	Daily absence reports will be sent to all faculty and staff by clerks to catch errors prior to COB	Attendance Clerk	Daily absence report	Daily	<ul style="list-style-type: none"> <li>-Daily ADA</li> <li>-End of year ADA</li> </ul>

**Improve Safety, Public Support, and Confidence:**

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

<p><b>*Goal:</b></p>	<p>By May 2020, the number of PEIMS related offenses/actions will decrease by at least 10% across all demographic groups.</p>
<p><b>Strategic Priority Alignment:</b></p> <ul style="list-style-type: none"> <li>*Expanding Educational Opportunities</li> <li>*Ensuring Student Health, Safety and Well-Being</li> <li>*Transforming Academic Outcomes</li> <li>*Increasing Organizational Efficiency</li> <li>*Cultivating Team HISD Talent</li> </ul>	<p>Reduce disproportionality in OSS and ISS by providing equitable systems for encouraging positive behaviors among students            Critical Success Factor(s): Implementation of Social and Emotional strategies to continue to enhance a positive campus and student culture</p>
<p><b>*Summative Evaluation: (Year-End)</b></p>	<p>Run PEIMS Discipline Report at the end of the to see if we had a 10% decrease</p>



<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>
Decrease Special Education in-School and Out-of-School Suspensions by 15% based on 2018-2019 Suspensions	Behavior conferences will be conducted for ALL students violating repeated Level I – Level II discipline infractions	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• SPED Department Chair</li> <li>• Case Managers</li> </ul>	<ul style="list-style-type: none"> <li>• District Code of Conduct Handbook</li> <li>• Student Handbook</li> <li>• Behavior Intervention Plan</li> </ul>	August 2019 – May 2020	Decrease in the number of In-School and Out-of-School Suspensions for all students
Decrease in discipline referrals by 15% based on 2018-2019 suspension rate	Train teachers to implement Madison Discipline Management Plan	Professional Development provided by District and campus personnel	Professional Development provided by the district	August 2019 – May 2020	Decrease in discipline referrals through quarterly reports
Increase teacher Supervisions of students in the cafeteria, hallways, courtyard, and in classrooms by 50%	Train staff and model Active supervision; Assign staff duties during passing periods and lunch	<ul style="list-style-type: none"> <li>• All staff members</li> <li>• Administrators</li> </ul>	Discipline and school climate data	August 2019 – May 2020	Decrease in number of discipline referrals and "Call button" assistance.

**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>	Reduce number of PEIMS related offenses for alcohol tobacco and drugs by 50%, reduce number of bullying offenses by 50%
<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	Creating a safe, secure environment that encourages student learning and success. Adult supervisor, drug counseling, bullying awareness and prevention
<b>*Summative Evaluation: (Year- End)</b>	Final PEIMS submission

**Violence Prevention & Safety, continued**

<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>
Reduce bullying incidents by 50% as reported by students	Weekly character education lessons, on- line anti-bullying training for faculty and staff, bullying prevention workshops	<ul style="list-style-type: none"> <li>• CIS Worker</li> <li>• Advocacy Teachers</li> <li>• Wraparound Specialist</li> <li>• District SEL Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• 180 funding</li> <li>• CIS grant</li> </ul>	Ongoing	EOY discipline report
Reduce PEIMS related offenses for prohibited substances by 50 %	Drug and alcohol counseling for first time offenders, schoolwide character and drug prevention education	<ul style="list-style-type: none"> <li>• CIS Worker</li> <li>• Wraparound Specialist</li> <li>• School Counselors</li> <li>• Aps</li> </ul>	<ul style="list-style-type: none"> <li>• 180 funding</li> <li>• CIS grant</li> </ul>	Ongoing	EOY discipline report

**Improve Safety, Public Support, and Confidence: \*Parent and Community Involvement**

<b>*Goal:</b>	To increase PTO membership by 50%, increase parent attendance at schoolwide events by 25%, increase number of community engagement events by 50%
<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	Increase parental and community involvement and knowledge of school resources and programs, improving graduation rate and access to resources for students and parents,
<b>*Summative Evaluation: (Year-End)</b>	Sign in sheets, number of events, FACE gold star award

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Increase PTO membership by 50%	Weekly call outs, open house membership drive, monthly PTO meetings	<ul style="list-style-type: none"> <li>Principal</li> <li>PTO president</li> </ul>	Schoolwide call out system, school library	Ongoing	End of year PTO membership
Increase parental attendance at school wide events by 25%	Call outs, flyers, community organizations, feeder pattern meetings	<ul style="list-style-type: none"> <li>Principal</li> <li>Title I Coordinator</li> <li>Wraparound Specialist</li> </ul>	Call outs, school facilities for meetings, 180 rounds	Ongoing	Sign in sheets, number of events, number of parents and community members involved
Increase number of community engagement events by 50%	Planning, organizing and coordinating events with wraparound services, community in schools and FACE	<ul style="list-style-type: none"> <li>CIS Worker</li> <li>Wraparound Specialist</li> <li>Title I Coordinator</li> </ul>	School facilities, community centers, FACE resources	Ongoing	Sign in sheets, events calendar

**Improve Safety, Public Support, and Confidence: \*Coordinated Health Program (ES, MS and K-8 Campuses)**

<b>*Goal:</b>	N/A
<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	
<b>*Summative Evaluation: (Year-End)</b>	

<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>

**Special Populations: \*Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.**

<b>*Goal</b>	To increase passing rate percentage for Special Education students on the STAAR EOC/ALT
<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	Increase percentage in student achievement for Special Education students
<b>*Summative Evaluation: (Year-End)</b>	STAAR EOC and STAAR ALT

<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>
To increase the passing percentage of students taking the STAAR ALT by 10%	Teacher will prepare students through the Unique Learning curriculum daily	<ul style="list-style-type: none"> <li>• SPED Teacher</li> <li>• Department Chairperson</li> <li>• Assistant Principal</li> </ul>	Special Education Unique Learning	September 2019- April 2020	End of unit assessments through Unique Learning System
To increase the passing percentage of students taking the STAAR EOC by 15 % in English and Math	Students will participate in targeted interventions to support an increase on the STAAR EOC	<ul style="list-style-type: none"> <li>• SPED Teacher</li> <li>• General Education Teacher</li> <li>• Department Chairperson</li> <li>• AP</li> </ul>	Special Education On Track	September 2019-April 2020	Assessments given through On Track Data Tool

## 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’s needs as identified in your Comprehensive Needs Assessment.**

In conducting a Comprehensive Needs Assessment, we determined the need for facilitated effective Professional Learning Community (PLC) sessions to support teachers in using data to drive instruction by identifying student academic needs and to collaboratively develop quality lesson plans. We found a need to conduct effective instructional observations and to provide targeted feedback and coaching for teachers to ensure implementation of instructional practices. Additionally, we identify the need to develop and monitor the use of effective student data tracking systems which score progress of all students.

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

Student tutoring programs including after-school and Saturday programs will be purchased out of Title I funds. Student literature, materials and tools aimed at further developing students in reading, writing, dialogue across all content and resources aimed at providing developmental resources for students and teachers, will also be purchased out of Title I funds.

- 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.

### SIP Part 3: Special Funding Goals, continued

- 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) To continue to use Progress Monitoring in English/Language Arts and Math through Renaissance Learning, including the BOY, MOY and EOY assessments to identify those students in need of intervention.
- 2) Implement and use Imagine Learning to develop and improve student achievement in Reading and Writing while providing teachers with ongoing Professional Development in teaching effective reading and writing strategies across all the content areas.
- 3) The Attendance Committee will consistently monitor and track student attendance and enforce attendance contracts (or contact the Truancy officer).
- 4) Implement PLC and SLC meetings based on campus needs that will include effective planning, data review, intervention needs, At Bats best and common assessments.

### 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 to 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. Family Math, Science and Literacy Nights are held to increase parents in the school's programs.
  2. Open Houses, frequent telephone contacts and weekly folder updates/newsletters are methods of recognizing parents as partners
  3. Parents are offered classes to meet their needs, for example ESL classes or STAAR information programs.
  4. Special Education Open/Transition Night where parents learn about community services and transition services after high school for students.



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

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

Positions Funded Out of Title I Funds (Please indicate the quantity of each position selected for the school year.)	
___ Parent Engagement Rep	___ Teacher, Intervention (Hourly) All grade levels - [Reading]
___ Tutor, Sr. Academic, (Hourly)	___ Teacher, Intervention (Hourly) All grade levels – [Science]
___ Tutor, Sr. Academic	___ Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)
___ Counselor (must have rationale that shows duties are supplemental to the regular school program)	___ Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)
___ Social Worker (must have rationale that shows duties are supplemental to the regular school program)	___ Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)
___ Licensed Specialist in School Psychology (LSSP), Title I	___ Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)
___ Coach, Graduation	___ Teacher, Class-Size, Kinder
___ Instructional Specialist	___ *Teacher, Class-Size, K-ESL
___ Teacher, AVID	___ *Teacher, Class-Size, K-Bilingual
___ Teacher Specialist	___ *Teacher, Class-Size, ESL
___ Teacher Development Specialist	___ *Teacher, Class-Size, Bilingual
___ Teacher, Intervention (Hrly) All grade levels - [General]	___ *Teacher, Class-Size Reduction [General] All grade levels
___ Teacher, Intervention (Hrly) All grade levels - [Math]	

Indicate “Yes” or “No” below if your campus’ Title I funds will be utilized to fund the following items:

Item	Yes or No
<b>1. In-State Travel</b>	<b>No</b>
<b>2. Out-of-State Travel</b>	<b>No</b>
<b>3. Professional Development</b>	<b>No</b>
<b>4. Field Lessons</b>	<b>No</b>
<b>5. Contracted Services</b>	<b>No</b>
<b>6. Tutoring</b>	<b>Yes</b>
<b>7. Materials and Supplies</b>	<b>Yes</b>

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

\*Total amount of State Compensatory Education funds: \$

\*Personnel funded with State Compensatory Education funds: Science, ELA, ESL teacher

\*List names here: Ms. Bailey, Ms. White, Ms. Sanchez

\*Total number of FTEs funded with State Compensatory Education funds: 3

\*Brief description of how these funds are utilized on your campus: To reduce class size and to offer opportunities for remediation and acceleration during the school day.

\*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: School nurse

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).

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

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: N/A

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).

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

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: N/A

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).

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

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: N/A

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).

**Goal Area: Mandated Health Services, continued**

**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: School nurse

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).

**6. Medication Administration**

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

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. They should be referred to as Unlicensed Assistive Personnel (UAP).

**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. School Nurse

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)