

# Houston Independent School District

## School Improvement Plan

2020-2021



**Campus Name:** Pilgrim Acad  
**Campus Number:** 218  
**Principal Name:** Diana Castillo  
**School Support Officer Name:** Diana Castillo  
**Area Superintendent Name:** Dr. James Mc Swain  
**Area School Office:** West

### Mission Statement

The faculty, staff, parents, and community of Pilgrim Academy are committed to providing a safe, creative, and empowering learning environment.

### School Profile

Pilgrim Academy has a current enrollment of 1,190 students. The ethnic breakdown of the school consists of 92.82% Hispanic, 5.09% African American, 1.66% Caucasian, and 0.16% Asian. Last year we closed out the school year with 1,186 students enrolled. Student attendance for the 2019-2020 school year was 96.6%. This year, Pilgrim continues to be identified as a Community Eligibility Provision (CEP) Program campus which allows students to receive free meals (breakfast, lunch, and dinner) without requiring families to complete the free and reduced lunch application. The number of teaching faculty members at the

### Shared Decision Making

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 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 bring 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.

### Membership Composition of the SDMC

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

Name of SDMC Member	Position (add date term expires)
Jeri Jans, Gladys Barrientos (August 2021)	Classroom Teacher
Christopher Hua, Oscar Abarca (August 2022)	Classroom Teacher
Jessica Polanco, Janet Torres (August 2021) Paul Gonzales, Gary Elvins	School-Based Staff Member
Rev. Michael Gott, Jaime Dela Isla	Business Partner
Martha Mireles, Jesus Roman	Community Member
Diana Castillo	Parent
	Principal

**This information is from 2019-2020 SY. It may change if the Board adopts new goals**

## **Mission**

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

## **Vision**

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

### **Goal 1**

The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

### **Goal 2**

The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career, Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

### **Goal 3**

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

### **Goal 4**

The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

## **Strategic Priorities**

### **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 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.

### **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.

## School waivers from Board Policy/Guidelines

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2020-2021.

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.

No

Rationale for Waiver	Description:
Metrics of Success	Description:

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

Title of Custom Waiver:
Description:

Yes/No Dropdown

Rationale for Waiver	Description:
Metrics of Success	Description:

Title of Custom Waiver:
Description:

No

Rationale for Waiver	Description:
Metrics of Success	Description:

## Student Outcome Data Trends

[illegible]

## Domain Score Reflection

This section contains guiding questions to help the campus develop accountability goals for the year.

Domain 1 Reflection		
<b>Domain 1 Scale Score</b>	<b>78</b>	
Distance from 70	(+)-8	<b>-70</b>
<b>Domain 1 Goal Scale Score</b>	<b>85</b>	<b>-7</b>
<b>Consider the following questions to determine the goal for this Domain:</b>		
What changes to the percent of students at Approaches, Meets, and Masters will you need to see to achieve your goal?		
Level	2019 Values	New Value
Approaches	79	86
Meets	49	54
Masters	25	28
What changes to CCMR and/or graduation rate will you need to see to achieve your goal?		
Component	2019 Values	New Value
CCMR Raw Score		
Graduation Rate Raw Score		
Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?		
<p>The takeaway from this domain is that our school does very well in these areas but only needs a small number of students to do better and we can achieve our goal. Targeting certain studnets with that potential can mean that we can reach or exceed our goal. This will impact our Domains 2 and 3 by increasing the growth in our studnets' scores. If we strategically target students that are within small number of reaching their next target zone, then we will be able to improve but our student progress, growth scores, and begin closing the gaps in those keys groups such as continuous and non-continuous studnets.</p>		

Domain 2 Reflection		
Domain 2a Scale Score	74	
Distance from 70	(+)4	-70
Domain 2a Goal Scale Score	79	5
Domain 2b Scale Score	88	
Distance from 70	(+)18	-70
Domain 2b Goal Scale Score	90	2
Consider the following questions to determine the goal for this Domain:		
What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal?		
2019 Value	New Value	
74	79	
How many more growth points (approximately) would the campus need to receive to achieve this academic growth raw score?		
Goal academic growth raw score	Approximate total number of assessments	Approximate total
79	1190	940.1
What changes to the STAAR Performance raw score or the CCMR raw score will you need to see to achieve your Domain 2b goal?		
Approximate value needed for this goal		Difference from current value
STAAR	80	2
CCMR		
If you achieve your goal in Domain 1, will you meet your goal in Domain 2b?		
Achieving goal 1 would help our school meet the 2b goal.		
Domain 2a and 2b Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 3?		
Looking at the domain goal for 2a, we see that the student growth goal is attainable as long as we target the key groups that have held us back from reaching those higher percentages in growth and in comparison to another school in our comparison group. Historically Pilgrim Academy does very well in these domains and with detailed plans and teachers trained to identifying those students and groups that can make the biggest areas of growth, we can start to see our values rise. When we improve the Domains in 2, we can successfully improve domains 1 and 3. Our Closing the Gap groupings are also the most crucial in boosting values. This will also improve student progress all around by increasing our number of students		

Domain 3 Reflection		
Domain 3 Scale Score	78	
Distance from 70	(+)-8	-70
Domain 3 Goal Scale Score	80	
Consider the following questions to determine the goal for this Domain:		
In each component, how many targets would you need to meet to achieve your Domain 3 goal?		
Component	Which 2-3 student groups had the largest gaps?	Number of targets needed to meet Domain 3 goal
Academic Achievement Status (ELA/Reading)	Students Receiving Special Education Services, Continuously Enrolled, <del>Non-Continuously Enrolled</del>	5
Academic Achievement Status (Math)	Students Receiving Special Education Services, Non-Continuously Enrolled	6
Growth Status (ELA/Reading)	Non-Continuously Enrolled	7
Growth Status (Math)	Students Receiving Special Education Services	7
Graduation Rate Status	N/A	
English Language Proficiency Status	None	10
Student Success Status	White, Students Receiving Special Education Services, Students <del>Formerly Receiving Special Education Services, Non-Continuously</del>	6
School Quality Status	N/A	
In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?		
In this column, five of the indicators were evaluated and four were met.		
How will meeting your Domain 1 or 2 goals impact the All Students column?		
Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?		
A big takeaway is for our campus to make bigger strides in assisting our students who receive special education services. There are many studnets that would be able to show bigger growth and contribute to the overall academic success of the school if targeted appropriatly and strategically. Efforts towards working with students with dsylexia and other disabilities might turn the tide in our favor in the other two domains.		

## ATTENDANCE - Closing The Student Gaps

Student Groups	2018	2019	2020	Trends
African American	95.7			Needs targeted intervention
Hispanic	97.5			
White	93.7			
American Indian	*			
Asian	*			
Pacific Islander	*			
Two or More Races	*			Needs targeted intervention
Special Ed	95.9			
Eco. Disadv.	97.4			
Special Ed (Former)	-			
EL	97.6			
Cont. Enrolled	-			
Non-Cont. Enrolled	-			

## DISCIPLINE - Closing The Student Gaps

Student Groups	2018 OSS	2019 OSS	2020 OSS	2018 ISS	2019 ISS	2020 ISS	Trends
African American	2	2		*	*		Numbers are parallel to student enrollment
Hispanic	11	10		*	*		Numbers are parallel to student enrollment
White	*	*		*	*		
American Indian	*	*		*	*		
Asian	*	*		*	*		
Pacific Islander	*	*		*	*		
Two or More Races	*	*		*	*		
Special Ed	*	*		*	*		
Eco. Disadv.	13	11		*	*		Numbers are parallel
Special Ed (Former)	*	*		*	*		
EL	11	9		*	*		Numbers are parallel to student enrollment
Cont. Enrolled	13	12		*	*		Numbers are parallel to student enrollment
Non-Cont. Enrolled	*	*		*	*		



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## **Needs Assessment - Narrative of Data Analysis**

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Pilgrim Academy has maintained relative success compared to other district schools in academics, discipline, and attendance, while still meeting students' needs. In examining our data over the past two years, we have identified areas of need for improvement.

Our first area for growth would be our student achievement in reading. While we have made strong efforts to improve student performance in reading for all grade levels, we have not maintained a high Meets Grade Level percentage. When looking at the past two years of data, very few groups in the school have reached a fifty percent in the Meets Grade Level category. We would also like to work towards having a higher percentage of students make the Approaches benchmark. Currently, we are averaging about sixty percent in each student group. These data points come from our TAPR data.

The math scores for our school are a testament to the hard work of our math department. One group we see that needs more support are non-continuously enrolled students. These students, according to our TAPR data, have not

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## **Narrative of Priority Needs and Root Causes - Including Special Ed**

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Our priority needs are to successfully implement with fidelity reading programs that are goal-oriented and monitored so that teachers and students work together to maximize achievement. Our reading STAAR scores across multiple grade levels do not show that we have done enough to effectively push students to higher reading levels. Some of the root causes lie in that we have had a recent turnover for some of our reading teachers. Newer teachers are still learning the curriculum and finding their footing working with at-risk populations.

In our math needs, Pilgrim Academy will normally receive students that have had a break in their formal education. These students have historically also been ELs and Economically Disadvantaged. Students with so many at-risk factors are going to need more intervention. We need to commit our teachers to include non-continuously enrolled students in their RTI and other support programs.

For our writing, we see a need for stronger writing practice from lower grade levels and more opportunities for writing in other subjects. The 4th and 7th grade levels are always taught by a stand-alone teacher for writing.

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HB3 Early Literacy														
Yearly Target Goals														
2020		2021		2022		2023		2024						
XX%		XX%		XX%		XX%		XX%		XX%				
Closing the Gaps Student Groups Yearly Targets														
Grade Level	Assessment	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont Enrolled
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

HB3 Early Literacy					
SMART Goal: The percentage of third-grade students achieving Meets Grade Level will increase from 36% to 40% on their reading STAAR for 2020-2021 school year.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Third grade students will dedicate 30 minutes a day to "Read-to-Self" time.	Students will be provided a variety of opportunities before, during, and after school for Read-to-self time. Students will also have access to a variety of texts	Classroom Teacher, (When in Face-to-Face: Hallway monitors, Lunchroom Attendants)	MyOn, Imagine Learning and Imagine Espanol and other various online reading libraries	September, 2020-June, 2021	Milestones will be recorded and tracked by students' online time in the digital platforms.
Third graders students will be enrolled in small groups for reading at least 25 minutes each school day.	Teachers will create small groups for reading to address more personal reading habits and trends of students.	Classroom Teacher	Microsoft Teams, Class Texts	September, 2020-June, 2021	Running Records and Renaissance 360 Data
Students will be added to guided reading groups that they will have weekly participation requirements.	During Virtual Learning, teachers will use guided reading online texts to gauge student accuracy, fluency and comprehension. When we return to	Classroom Teacher	Online Texts, Microsoft Teams, Guided Reading Libraries	September, 2020-June, 2021	Guided Reading Leveled Readers, Running Records, and Renaissance 360 Data.
HB3 Early Literacy Action Plan					
Strategy 1-Action Plan	Action Steps		Resources	Deadlines	
	Students will first be given access to a variety of texts to read and enjoy on various platforms such as MyOn, Imagine Learning and Imagine Espanol. Once students have selected a level-appropriate text, teachers will help monitor their time in online classes. While in Face-to-Face, students will be provided a variety of opportunities before, during, and after school for Read-to-self time.		MyOn, Imagine Learning and Imagine Espanol and other various online reading libraries	May-21	
Strategy 2-Action Plan	Action Steps		Resources	Deadlines	
	Teachers will create small groups for reading in Microsoft Teams to address more personal reading habits and trends of students. The small groups will be a part of the students' daily schedule. While in Face-to-Face, students will resume their small groups to continue their reading interventions and supports.		Microsoft Teams, Class Texts	May-21	
Strategy 3-Action Plan	Action Steps		Resources	Deadlines	
	During Virtual Learning, teachers will use guided reading online texts to gauge student accuracy, fluency and comprehension. Students will be placed in guided reading groups with by their teachers and engage in group reading and discussion. Online groups must be created in Microsoft Teams. When we return to Face-to-Face, Classroom teachers will use the Guided Reading libraries in their classrooms (safety permitting).		Online Texts, Microsoft Teams, Guided Reading Libraries	May-21	

HB3 Early Literacy Progress Monitoring Tool	
Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

HB3 Early Math														
Yearly Target Goals														
2020			2021			2022			2023			2024		
XX%			XX%			XX%			XX%			XX%		
Closing the Gaps Student Groups Yearly Targets														
Grade Level	Assessment	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

HB3 Early Math					
SMART Goal: The percentage of third grade students reaching Masters will increase from 28% to 35% as stated in the 2021 Math STAAR.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Students will be included in Math daily small groups both online and in person.	Teachers will assign students to small groups that will cater to a student's needs in math instruction.	Classroom Teacher	Microsoft Teams, Online Math platforms; i.e. Imagine Math	September, 2020-June, 2021	Renaissance 360 Data, school benchmarks.
Students will participate in 30 minutes of independent online math lessons daily.	Teachers will assign students to do their asynchronous activities through Imagine Math.	Classroom Teacher	Imagine Math	September, 2020-June, 2021	Renaissance 360 Data, school benchmarks, and Imagine Math online logs.
Students will achieve passing on 70% of digital quizzes by December 2020.	Teachers will assign students digital quizzes on their online platforms to test student knowledge and skills.	Classroom Teacher	Imagine Math, Go Math, Renaissance 360	September, 2020-December 2020	Imagine Math, Go Math, Renaissance 360 grades and quiz logs.

HB3 Early Math Action Plan			
Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teachers will assign students to small groups that will cater to a student's needs in math instruction. The teacher adjusts the lessons rigor and speed of instruction based on the groups rate of progress. Groups will be fluid and members can be shifted if found to be too difficult or not challenging enough.	Microsoft Teams, Online Math platforms; i.e. Imagine Math	May, 2021
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	After each synchronous learning session, teachers will assign students to do their asynchronous activities through Imagine Math. While working in the online platform, students will have access to digital lessons, quizzes and games. These online modules will give students extra practice in their math objectives and strengthen their math fluency.	Imagine Math	May, 2021
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers will assign students digital quizzes on their online platforms to test student knowledge and skills. Teachers can use a combination of different Math on-line resources such as Imagine Math, Go Math and other virtual learning platforms. Each can grade students' quizzes and provide instant feedback. The quizzes can be retaken so that students can work towards mastery of a particular math objective.	Imagine Math, Go Math, Renaissance 360	Jan, 2021

HB3 Early Math Monitoring Tool	
Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
Date of Review	End of Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

## CCMR Campus Goal Plan

The percentage of graduates that meet the criteria for CCMR will increase from XX% to XX% by August 2024.

Yearly Target Goals	
2019	2020

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

### Closing the Gaps Student Groups Yearly Targets

[illegible]

## CCMR Progress Measure 1

**EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from XX% to XX% by August 2024.**

Yearly Target Goals	
2020	2021
2022	2023
2024	2025
2026	2027
2028	2029
2030	2031
2032	2033
2034	2035
2036	2037
2038	2039
2040	2041
2042	2043
2044	2045
2046	2047
2048	2049
2050	2051
2052	2053
2054	2055
2056	2057
2058	2059
2060	2061
2062	2063
2064	2065
2066	2067
2068	2069
2070	2071
2072	2073
2074	2075
2076	2077
2078	2079
2080	2081
2082	2083
2084	2085
2086	2087
2088	2089
2090	2091
2092	2093
2094	2095
2096	2097
2098	2099
2100	2101
2102	2103
2104	2105
2106	2107
2108	2109
2110	2111
2112	2113
2114	2115
2116	2117
2118	2119
2120	2121
2122	2123
2124	2125
2126	2127
2128	2129
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2148	2149
2150	2151
2152	2153
2154	2155
2156	2157
2158	2159
2160	2161
2162	2163
2164	2165
2166	2167
2168	2169
2170	2171
2172	2173
2174	2175
2176	2177
2178	2179
2180	2181
2182	2183
2184	2185
2186	2187
2188	2189
2190	2191
2192	2193
2194	2195
2196	2197
2198	2199
2200	2201
2202	2203
2204	2205
2206	2207
2208	2209
2210	2211
2212	2213
2214	2215
2216	2217
2218	2219
2220	2221
2222	2223
2224	2225
2226	2227
2228	2229
2230	2231
2232	2233
2234	2235
2236	2237
2238	2239
2240	2241
2242	2243
2244	2245
2246	2247
2248	2249
2250	2251
2252	2253
2254	2255
2256	2257
2258	2259
2260	2261
2262	2263
2264	2265
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2268	2269
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2300	2301
2302	2303
2304	2305
2306	2307
2308	2309
2310	2311
2312	2313
2314	2315
2316	2317
2318	2319
2320</	

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

### Closing the Gaps Student Groups Yearly Targets

[illegible]

## CCMR Progress Measure 2

**EXAMPLE:** The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from XX% to XX% by August 2024.

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

### Closing the Gaps Student Groups Yearly Targets

[illegible]

## CCMR Progress Measure 3

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from XX% to XX% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
XX%	XX%			XX%			XX%			XX%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Targeted Professional Development Plan					
SMART Goal: The percentage of students who will state college as a personal goal, will be 90% of student population as measured by classroom discussion and posted class activities.					
Progress Measure	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
The school will decorate the middle school area with college regalia on doors and in hallways.	Staff will decorate doors with college colors and information.	Classroom Teachers and School support staff	Staff-provided college decorations	October-November 2020	School Administration will award the best doors with school prizes.
The school will designate Fridays as College T-shirt days for students and staff	School Administration will announce that every Friday will be College T-shirt Day and request that all staff participate and wear their college shirts.	School Administration, Teachers and Staff.	School can provide shirts.	2020-2021 school year	School will post College shirt photos on Social media.
Students will be supported in making college-bound choices through the assistance of Project Explore.	Project explore program managers will work with the students in various grade levels to explore college and career options and goals.	Project Explore prgram manager	None assigned	2020-2021 school year	Student participation in project explore activities and field trips.
CCMR Action Plan					
Strategy 1-Action Plan	Action Steps		Resources	Deadlines	
	School Administration will announce that October through November will be College Door Days. Teachers and staff will be encouraged to decorate their doors to showcase their alma-matters. Towards the end of the period, the door that students select as the best will win a prize.		Staff-provided college decorations	Nov, 2020	
Strategy 2-Action Plan	Action Steps		Resources	Deadlines	
	School Administration will announce that every Friday will be College T-shirt Day and request that all staff participate and wear their college shirts. Students wearing College Shirts will be featured on our social media.		School can provide shirts.	May, 2021	
Strategy 3-Action Plan	Action Steps		Resources	Deadlines	
	Project explore will take scheduled student groups and lead them through activities that aim to show them college and career pathways. Students begin exploring what schools support their interests and attend field trips to local school in the area.		None assigned	May, 2021	
CCMR Progress Monitoring Tool					
	Fall				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
	Mid-Year				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
	Spring				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On Track?					
	End of Year				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

## 2020-2021 School Improvement Plan (SIP) - Schoolwide and Targeted Assistance

### SPECIAL FUNDING GOALS

**GOAL AREA: Title I, Part A - 3 Required Elements of Schoolwide Planning - Campus Compliance**

**Note: As a Schoolwide Title I, 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 Education Agency (LEA)

- **Briefly summarize your campus' needs as identified in your CNA. Include a list of data sources used and a description of the CNA process the campus followed. Include a list of strengths, needs, and conclusions/priorities.**

Administrators, lead teachers, and department chairpersons met during the summer to review our campus data for all students and student groups. Data reviewed included: Attendance, Demographics (Ethnicity and Enrollment Trends), HFWE (High Frequency Word Examination), Renaissance Learning, and Benchmark Records. The findings of our study have been included in the SMART goals of our 2020-2021 School Improvement Plan.

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

Title I funds cover the overtime for employees working during tutorial sessions before school, after school, and on Saturdays; as well as salaries and material for the Summer School program.

**2. Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised. September 9, 2020**

**3. School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP is developed with the involvement of parents and other members of the community 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 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, particularly the needs of those students at risk of not meeting the challenging State academic standards 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. Campus Administrators meet weekly to plan, forecast, and debrief on various pertinent data.
2. Elementary grade levels and middle school departments meet weekly in PLC's to review data and strategies for improvement.
3. Vertical teams discuss and analyze data to strategize on ways to support student learning during early dismissal days.
4. ELA teachers implement district-led "Literacy by 3" and "Literacy in the Middle" lessons and best practices.

- **Indicate the locations where the SIP is made available: (campus, student handbook, parent meetings, campus website, etc.)**

**SIP is located in the front office, presented during the Title I Annual Fall Meeting, and published on the school's website.**

- **Indicate how the SIP was made available to parents: (School Messenger, parent meetings, school newsletter, etc.)**

**The SIP was distributed during the Title I Annual Fall Meeting and its location was announced via School Messenger, Class Dojo, and Social Media posts**

- **Indicate the languages in which the SIP was distributed: (All that are possible)**

The SIP was distributed in English and Spanish

**4. 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. Friday Newsletter "Cougar Connections" is disseminated to inform parents of upcoming events and news
2. Annual events for families include Reading Night, Math and Science Night, Safe Trick-or-Treat
3. Schoolwide VIPS program encouraging parents to join and volunteer in school
4. Parent-Teacher conference times open for all parents during selected early dismissal days

- **List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the Parent and Family Engagement Policy (PFE).**

Juliana Missas (Title I Coordinator)	Ana Cardona (Teacher Assistant)
Paul Gonzales (Reading Intervention teacher)	Reina Zapeta (Parent)
Gary Elvins (Community member)	Pilar Kilgore (Teacher)
Marta Mireles (Parent)	

- Indicate how the PFE was distributed: (campus, parent newsletter, campus website, parent meetings, student handbook, etc.)  
PFE was distributed by posting on campus website and informing parents through ClassDojo
- Indicate the languages in which the PFE was distributed: (ALL that are possible) English and Spanish

#### Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

Meeting #1: \_\_9/24/2020\_\_@9:30am\_\_\_\_\_ Alternate Meeting: \_\_9/24/2020\_\_@5:00pm\_\_\_\_\_

Meeting #2: \_\_10/12/2020\_\_@10:00am\_\_\_\_\_ Alternate Meeting: \_\_10/12/2020\_\_@5:00pm\_\_\_\_\_

Meeting #3: \_\_1/27/2021\_\_@9:30am\_\_\_\_\_ Alternate Meeting: \_\_1/27/2021\_\_@5:00pm\_\_\_\_\_

Meeting #4: \_\_4/29/2021\_\_@9:30am\_\_\_\_\_ Alternate Meeting: \_\_4/29/2021\_\_@5:30pm\_\_\_\_\_

#### Capital Outlay Requested (Y/N?) No

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

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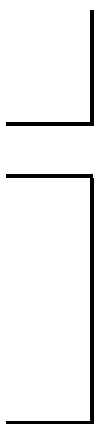
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Goal Area 1 Reading English Language Arts					
Problem of Practice/Root Cause: Pilgrim Academy has not had a high percentage of students that reach Meets and Masters on their reading STAAR assessment. One of the reasons being that a large portion of our school is EL and struggles with new language acquisition. Another is that many of our reading teachers are new to the profession and are still learning about best practices in teaching students.					
Board Goal Alignment: Board Goal 1, Board Goal 3, Board Goal 4					
SMART Goal: The percentage of students achieving Meet Grade Level will increase for the entire school from 39% to 45% on their STAAR reading exam for school year 2020/2021.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
All students will complete at least thirty minutes on self-guided online reading activities daily.	Students will be assigned online activities on the virtual learning platforms during asynchronous learning. Students will be given the	Classroom Teachers	Imagine Learning, MyOn, Imagine Espanol	September, 2020-June, 2021	Milestones will be recorded and tracked by students' online time in the digital platforms.
All students will be enrolled in at least 25 minutes of small group reading.	Teachers will enroll students in homogenous groups to better assess and connect readers to fluency and comprehension skills.	Classroom Teachers	Microsoft Teams, Imagine Learning, MyOn, Imagine Espanol.	September, 2020-June, 2021	Microsoft Teams Attendance, Renaissance data
All students will engage in 30 minutes of self-guided reading per day.	Teachers will assign appropriate-leveled text to students from multiple on-line platforms or physical copies when available.	Classroom Teachers	MackinVia, HoustonPublic Library (online or in-person), Classroom collection of books.	September, 2020-June, 2021	Running Records, Imagine Learning, MyOn Data

Goal Area 1 Reading English Language Arts Action Plan			
Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Students will be assigned online activities on the virtual learning platforms during asynchronous learning. Students will be given the opportunity to complete these activities and receive instant feedback on their progress. Teacher will monitor online activities and recommend lessons and programs to support or challenge learners.	Imagine Learning, MyOn, Imagine Espanol	May, 2021
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teachers will enroll students in homogenous groups to better assess and connect readers to fluency and comprehension skills. While in small groups students will work with teachers or a tutor to help them process their reading and assist with any decoding and fluency errors. Groups will be fluid and can have students move out or into groups based on need.	Microsoft Teams, Imagine Learning, MyOn, Imagine Espanol.	May, 2021
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers will assign appropriate-leveled text to students from multiple on-line platforms or physical copies when available. Students will be given multiple in-school opportunities for self-guided reading. All school personnel will be tasked with asking about reading when they see a student engaged. Teachers will also be encouraged to post, "What I'm Reading." Walls outside or inside their classrooms to highlight students' choices.	MackinVia, HoustonPublic Library (online or in-person), Classroom collection of books.	May, 2021

Goal Area 1 Reading English Language Arts Progress Monitoring Tool	
Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 1 Math					
Problem of Practice/Root Cause: Students have done well at Pilgrim Academy in previous years' Math STAAR. We as a campus must challenge our students to push themselves to do even more and reach higher levels.					
Board Goal Alignment: Board Goal 3, Board Goal 4					
SMART Goal: The percentage of students achieving Meet Grade Level and Master Grade Level will increase for the entire school by 5% (60% to 65% and 30% to 35% respectively) in each category on their STAAR math exam for school year 2020/2021					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Students will be included in Math daily small groups both online and in person.	Teachers will assign students to small groups that will cater to a student's needs in math instruction.	Classroom Teacher	Microsoft Teams, Online Math paltforms; i.e. Imagine Math	September, 2020-June, 2021	Renaissance 360 Data, school benchmarks.
Students will participate in 30 minutes of independent online math lessons daily.	Teachers will assign students to do their asynchronous activities through Imagine Math.	Classroom Teacher	Imagine Math	September, 2020-June, 2021	Renaissance 360 Data, school benchmarks, and Imagine Math online logs.
Students will achieve passing on 70% of digital quizzes by December 2020.	Teachers will assign students digital quizzes on their online platforms to test student knowledge and skills.	Classroom Teacher	Imagine Math, Go Math, Renaissance 360	September, 2020-December 2020	Imagine Math, Go Math, Renaissance 360 grades and quizz logs.
Goal Area 1 Math Action Plan					
Strategy 1-Action Plan	Action Steps	Resources	Deadlines		
	Teachers will assign students to small groups that will cater to a student's needs in math instruction. The teacher adjusts the lessons rigor and speed of instruction based on the groups rate of progress. Groups will be fluid and members can be shifted if found to be too difficult or not challenging enough.	Microsoft Teams, Online Math paltforms; i.e. Imagine Math	May, 2021		
Strategy 2-Action Plan	Action Steps	Resources	Deadlines		
	After each synchronous learning session, teachers will assign students to do their asynchronous activities through Imagine Math. While working in the online platform, students will have access to digital lessons, quizzes and games. These online modules will give students extra practice in their math objectives and strengthen their math fluency.	Imagine Math	May, 2021		
Strategy 3-Action Plan	Action Steps	Resources	Deadlines		
	Teachers will assign students digital quizzes on their online platforms to test student knowledge and skills. Teachers can use a combination of different Math on-line resources such as Imagine Math, Go Math and other virtual learning platforms. Each can grade students' quizzes and provide instant feedback. The quizzes can be retaken so that students can work towards mastery of a particular math objective.	Imagine Math, Go Math, Renaissance 360	May, 2021		
Goal Area 1 Math Poggess Monitoring Tool					
Date of Review	Fall				
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
	Mid-Year				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
	Spring				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On Track?					
	End of Year				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

### Goal Area 1 "Other" (Science, Social Studies)

Problem of Practice/Root Cause: Pilgrim has done fairly well with Approaching Grade Level but has had a struggle pushing students to reach Meets and Masters grade level for writing. The reasons for this mimic our reasons for lower scores in reading. We have an extremely large population of ELs that are learning the complexities of reading and writing in a second language. We also have had a new writing teachers for the past two years in fourth grade.

Board Goal Alignment: Board Goal 3, Board Goal 4

SMART Goal: The percentage of students achieving Meet Grade Level and Master Grade Level will increase for the entire school by 5% (35% to 40% and 12% to 17% respectively) in each category on their STAAR writing exam for school year 2020/2021.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Students will engage in a teacher modeling of a writing composition	The Teacher Specialist will model writing with students input during a synchronous learning on the Teams platform and face to face.	Ida Thomas/ Teacher Specialist	Microsoft Teams, Writing Toolbox, and Scored Writing Samples	School Year 2020-2021	Writing portfolios, Writing samples, School Benchmarks
Students will actively participate in small groups daily, where they will be composing compositions as specified by TEKS	Teachers will appoint students to a designated group according to their writing levels to build literacy writing skills	Classroom Teachers	Microsoft Teams; Writing Toolbox, and Scored Writing Samples; word walls, edits, revising, journals, games	School Year 2020-2021	Writing samples; Writing Portfolios; School Benchmarks
Teachers will participate in Professional Development to increase their knowledge of writing curriculum.	The teachers will learn new techniques and strategies on how to improve their students writing	Classroom Teachers	HISD Wrotong Workshop; ELA Elementary conference; Region IV; Harris County Department of Education	School Year 2020-2021	Writing samples, Writing manipulatives

### Goal Area 1 "Other" (Science, Social Studies) Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	The Teacher Specialist will model a composition using the complete writing process. The students will engage in helping the Teacher Specialist formulate compound-complex sentences, while choosing specific words from their Writer's Tool box. They will also participate in writing the modeling composition.	Microsoft Teams; Writer's Tool Box. Word wall	May, 2021
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	The Teacher will pull a small group of students to another channel while the other group is completing an asynchronous assignment. While working in small groups the students will recognize correct sentence structure, use correct grammar, check spelling errors, write well developed compositions with strong beginnings and endings, peer read compositions and share their work.	Microsoft Teams, Writer's Tool Box, word walls, scored writing samples, games, revising and editing samples, journals, unscored writing samples	May, 2021
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers will experience differentiated instruction in writing. It will help to improve and strengthen their students' skills. They will be knowledgeable of providing guidance throughout the writing process, develop good ideas for writing and explain the importance of grammar, sentence structure as well as content.	HISD Writing Professional Development and other Writing Trainings	May, 2021

### Goal Area 1 "Other" (Science, Social Studies) Progress Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

## Goal Area 2 \*Attendance

Problem of Practice/Root Cause:

Our previous year's attendance percentages for 2020 and 2019 were 96.6% and 97% respectively. While these attendance numbers are sound, we can always strive to do better. When we look at attendance data, we see that our lowest attendance

Goal Area 2 \*Attendance

Board Goal 1, Board Goal 3, Board Goal 4

SMART Goal: The attendance percentage of the entire school will increase from our 97% to 98% over the 2020-2021 school year as shown in Powerschool.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Any students reaching a minimum of 3 absences during a three-week period will be targeted for attendance support	Attendance clerk will notify school administrators, teachers and wraparound specialist whenever a student has reached the three-absence	Attendance Clerk, School Administration Team, WRS	Powerschool system, Attendance documents/letters	School Year 2020-2021	Six-week report cards, Powerschool attendance reports
Teachers will correctly record online and in-person attendance according to district policy.	Teachers will receive beginning of year training on correctly inputting student attendance; which will then be monitored by school administration for	Teachers, School Administration Team	Powerschool system	September and October 2020	Daily Checkbacks on attendance taken for first six weeks.
Special Education will be given special attention in communicating absence procedures.	Students served in Special Education, particularly those in the EE setting, will be given weekly reminders in their home language about attendance policy and	Attendance Clerk, Teachers	Powerschool system	School Year 2020-2021	Six-week report cards, Powerschool attendance reports

## Goal Area 2 Attendance Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Attendance clerk will notify school administrators, teachers and wraparound specialist whenever a student has reached the three-absence threshold. School administrators, teachers and wraparound specialist will then coordinate the contact of parents, a student conference (grades 6-8), and printing a district approved warning letter.	Powerschool system, Attendance documents/letters, School personnel	Jun-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teachers will receive beginning of year training on correctly inputting student attendance virtually in teams meeting and be sent online videos that take them through the steps. Teachers will be reminded daily of official ADA timestamps. Administration Team will look at daily attendance reports and contact teachers to submit attendance if not completed.	Powerschool system, Staff-created videos, School personnel	October 16th, 2020
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Students served in Special Education, particularly those in the EE setting, will be given weekly reminders in their home language about attendance policy. These notices will be placed in the students weekly folders. When children are absent, classroom teachers will contact parents to submit proper documentation. This can be parent notes or doctor's visit forms. Consistent absences will require a conference with the parent to discuss school attendance policy and ARD requirements.	Powerschool system, Attendance documents/letters, School personnel	Jun-21

## Goal Area 2 Attendance Progress Monitoring Tool

Date of Review	Fall
Major intervention(s)	October 16th, 2020
Data reviewed	Parent Communication
Achievements?	Powerschool Attendance Data
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	December 15th, 2021
Major intervention(s)	Parent Communication, Parent-Teacher Conferences
Data reviewed	Powerschool Attendance Data
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	March 5th, 2021
Major intervention(s)	Parent Communication, Parent-Teacher Conferences
Data reviewed	Powerschool Attendance Data
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	May 28th, 2021
Major intervention(s)	Parent Communication, Parent-Teacher Conferences
Data reviewed	Powerschool Attendance Data
Achievements?	
Challenges?	
Goal met?	



<b>Goal Area 2 Improve Safety, Public Support, and Confidence:</b> <b>Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex</b>
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Problem of Practice/Root Cause: Pilgrim Academy prides itself on having very few Out of School Suspensions on our campus. The ones that we have had on our campus do not reflect a racial bias based on our enrollment. We try hard to resolve student issues in a restorative practice manner. We also attempt to circumvent problems through SEL lessons. We will continue to implement these strategies in the coming school year.
Board Goal Alignment: Board Goal 3, Board Goal 4

SMART Goal: The number of OSS will remain below 20 for the entire school during the 2020-2021 school year.
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Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Teachers will conduct one SEL lessons in their homerooms every week.	Teachers will be given an SEL lesson and activity to be done in homeroom classes once a week.	Homeroom Teachers, School Counselor	SEL Lessons	School Year 2020-2021	Students submitting completed SEL activities and reflections
Wraparound resource specialist will make 50 or more connections to studnets every week.	Wraparound resource specialist will interact with students and families to investigate needs. They will record interactions in Purple.	Wraparound Resource specialist	Purple database	School Year 2020-2021	WIN report given by Wraparound to principal.
School Counselor will provide teachers with over 10 hours of SEL trainings during the school year.	School Counselor will schedule trainings throughout the year during preservice and PLCs.	Counselor, Classroom Teachers	None	School Year 2020-2021	Training attendance logs

<b>Goal Area 2 Student Discipline Action Plan</b>
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Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teachers will be given an SEL lesson and activity to be done in homeroom classes once a week by the school counselor or District SEL coordinators. Teachers will present the lesson during their homeroom. Studnets will be asked to complete a reflection or submit a completed activity tied to the lesson.	SEL Lessons	May-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Wraparound resource specialist will interact with students and families to investigate needs. Teachers can aslo make referrals to the WRS by submitting Student Assistance Forms (SAFs). They will record interactions in Purple, which is the WRS database that logs all interaction with students and teachers. WRS may make referrals for students to counselors, or therapists through their resource channels.	Purple database	May-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	School Counselor will schedule trainings throughout the year during preservice and PLCs. The trainings will be on various topics to assist teachers in correctly responding to students who may have difficulty adjusting to classroom expectations. These trainings will also give teacher insight into forming strong relationships with students that may curtail negative events.	None	May-21

<b>Goal Area 2 Student Discipline Progress Monitoring Tool</b>
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Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

## Goal Area 2 \*Violence Prevention and Safety

*(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)*

Problem of Practice/Root Cause: Pilgrim Academy is in Southwest Houston within the Gulfport Area. This area has been a hub for human trafficking and gang violence. Despite all these negative factors outside our school, Pilgrim has remained a safe and stable environment for our students. The challenge for us is to maintain that status throughout the year.

Board Goal Alignment: Board Goal 1, Board Goal 2, Board Goal 3, Board Goal 4

SMART Goal: Students will be informed of the negative impacts of drugs and alcohol through our drug awareness programs and commit to be drug free with their statement cards during Red Ribbon week 2021

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
School Administration will prepare an online "RED Ribbon Week" that highlights drug and alcohol safety.	School Administration will prepare a week long "red Ribbon week" campaign that charges students to say no to drugs.	School Administrators, Classroom Teachers	Red Ribbon Week online materials	Oct-20	Online participation on students as view in Teams meetings.
School Administration will post daily spirit day challenges on our Social media.	The Red Ribbon Week daily spirit will highlight the reasons why students should say no to drugs through fun challenges	School administration	Red Ribbon Week online materials, Social Media Platforms	Oct 20	Facebook and Twitter responses to challenges
Staff-created Red Ribbon week videos to highlight Say No to Drugs promises.	Teachers and staff will create fun and meaningful videos that highlight their choice to remain drug free.	School Staff	Recording equipment	Oct-20	Student responses to videos in Teams.

## Goal Area 2 Violence Prevention and Safety Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	School Administration will prepare a week long "red Ribbon week" campaign that charges students to say no to drugs.	Red Ribbon Week online materials	October 2020
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	The Red Ribbon Week daily spirit will highlight the reasons why students should say no to drugs through fun challenges	Red Ribbon Week online materials	October 2020
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers and staff will create fun and meaningful videos that highlight their choice to remain drug free.	Red Ribbon Week online materials	October 2020

## Goal Area 2 Violence Prevention Progress Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
Date of Review	End of Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 Parent and Community Involvement						
<b>Problem of Practice/Root Cause:</b> The Highgate parent community is very committed to supporting their children in school. We also try to involve our parents in many other functions at school. Recruiting parents to volunteer goes harder at the upper levels of school. We must make more attempts to make parents feel welcome and needed at our campus, especially as we move beyond elementary.						
<b>District Strategy:</b> Goal Alignment: Board Goal 1, Board Goal 3, and Board Goal 4						
<b>SMART Goal:</b> The number of parents attending school events will remain at 250 or more families per event during the school year 2020-2021.						
Measurable Objective	Strategy	Staff Member/Title Responsible	Resources	Timeline	Monitoring/Evaluation Tool	
The school will make personal events known to parents more than one month prior to the event held.	During the year through our various methods of communication will give parents the time needed to plan an attending guests.	School Administration	School Messenger, Social Media, Online Newsletter, School Marquee, Class Blog	School Year 2020-2021	Parent attendance at the prescribed events.	
The school will schedule online meeting and events for parents that are beneficial to student families.	One virtual off resource ES, and Tech SLL classes for Parents open into opening of schools or continue with school.	School Administration	School Messenger, Social Media, Online Newsletter, School Marquee, Class Blog, Houston Public Library	School Year 2020-2021	Parent attendance at the prescribed events.	
Parent will be invited to attend district online trainings for SEL and technology.	The school will promote district trainings that teach parent about navigating district tech and SEL strategies at home.	School Administration, District	School Messenger, Social Media, Online Newsletter, School Marquee, Class Blog	School Year 2020-2021	Parent attendance at the prescribed events.	
Goal Area 2 Parent and Community Involvement Action Plan						
Strategy 1-Action Plan	Action Steps	Resources	Deadline			
	During the parents through our various methods of communication will give parents the time needed to plan on attending events.	School Messenger, Social Media, Online Newsletter, School Marquee, Class Blog	May-21			
Strategy 2-Action Plan	Action Steps	Resources	Deadline			
	One school will resource ES, and Tech SLL classes for Parents open into opening of schools or continue with school.	School Messenger, Social Media, Online Newsletter, School Marquee, Class Blog, Houston Public Library	5/31/21			
Strategy 3-Action Plan	Action Steps	Resources	Deadline			
	The school will promote district trainings that teach parent about navigating district tech and SEL strategies at home.	School Messenger, Social Media, Online Newsletter, School Marquee, Class Blog	5/31/21			
Goal Area 2 Parent and Community Involvement Progress Monitoring Tool						
Date of Review		Fall				
Major intervention(s)						
Date reviewed						
Advancement(s)						
Challenges?						
On track?						
Modifications?						
Mid Year						
Major intervention(s)						
Date reviewed						
Advancement(s)						
Challenges?						
On track?						
Modifications?						
Spring						
Major intervention(s)						
Date reviewed						
Advancement(s)						
Challenges?						
On track?						
Modifications?						
End of Year						
Major intervention(s)						
Date reviewed						
Advancement(s)						
Challenges?						
On track?						
Modifications?						
Goal met?						

Goal Area 2 Coordinated Health Program (ES, MS AND K-8 Campuses)						
Problem of Practice/Root Cause: Accurate vaccine tracking is important to schools. Our nurse on campus does an amazing job gathering data on students who are missing vaccines. Our school families are in need on more locations in our area that provide low to no cost vaccines for their children.						
District Strategy: Goal Alignment: Board Goal 1, Board Goal 3, Board Goal 4						
SMART Goal: The percentage of students that are compliant with the immunization records will be 100% of students by the mid year.						
Measurable Objective	Strategy	Staff Member/Title Responsible	Resources	Timeline	Monitoring/Evaluation Tool	
School Nurse will continue to send, the parents who are in need of updated child records and alert them of when and where they can get immunizations.	When new students are enrolled, the nurse will have access to their documents to verify what child records are in progress. If not, then she will direct the School Administration will continue to work with our school partner, Unity Church, to conduct health fairs that provide low to no cost vaccines.	Nurse, School Nurse	Local medical agencies	September 2020-January 2021	Updated child records	
The Administration and School Nurse will work with our school partner, Unity Church, to conduct health fairs that provide low to no cost vaccines.	The School Administration will continue to work with our school partner, Unity Church, and assist them in planning, providing, and staffing their event.	School Administration, School Nurse	Social Media, and School Messenger	September 2020-January 2021	Updated child records	
The School Wapenroot Resource Specialist will work with student families and the nurse to secure assistance for immunization from outside agencies in our area.	The Wapenroot Resource Specialist will work with families to identify and reach out to families that may need health resources to update their child.	School Nurse, Wapenroot Resource Specialist	Local medical agencies	September 2020-January 2021	Updated child records	
Goal Area 2 Coordinated Health Program Action Plan						
Strategy 1-Action Plan	Action Steps	Resources	Deadline			
	When new students are enrolled, the nurse will send their records to the nurse for evaluation. If the student is not up to date with their immunizations, then they will be given information about local agencies that may be able to assist the family. The nurse will monitor the students progress in receiving their immunization needs.	Local medical agencies	9/1/21			
Strategy 2-Action Plan	Action Steps	Resources	Deadline			
	The School Administration will continue to work with our school partner, Unity Church, and assist them in planning, promoting and staffing their health fairs.	Social Media, and School Messenger	10/1/21			
Strategy 3-Action Plan	Action Steps	Resources	Deadline			
	The Wapenroot Resource Specialist and nurse will work with families to identify and reach out to families that may need health resources to update their child records. The WRS on campus will assist them list of agencies in our area that are willing to assist school families.	Local medical agencies	10/1/21			
Goal Area 2 Coordinated Health Program Progress Monitoring Tool						
Fall						
Date of Review						
Major intervention(s)						
Date reviewed						
Advancement(s)						
Challenges?						
On track?						
Modifications?						
Mid-Year						
Major intervention(s)						
Date reviewed						
Advancement(s)						
Challenges?						
On track?						
Modifications?						
Spring						
Major intervention(s)						
Date reviewed						
Advancement(s)						
Challenges?						
On track?						
Modifications?						
End of Year						
Major intervention(s)						
Date reviewed						
Advancement(s)						
Challenges?						
On track?						
Modifications?						
Goal met?						

### Goal Area 3 Special Populations: Special Education

Problem of Practice/Root Cause: Problem of Practice/Root Cause: The number of students in special education has been hovering consistently at 7%-10% of the population. These students have varying degrees of identification, such as speech, auditory impairments, other health impairments, Autism, Intellectual Disability, and Learning Disabled.

District Strategic Goal Alignment: Board Goal 1, Board Goal 3, Board Goal 4

SMART Goal: There will be a 5% increase in the number of special education students that reach the Masters Grade Level during the 2020-2021 school year.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
There will be a decrease in the number of students that are referred after they are monitored by the RTI/IAT process. Strategic Interventions will be in place to	Provide face to face and online staff development to all teachers regarding appropriate accommodations and techniques that meet the needs of the	Special Education Team	Kagan Imagine Reading/Math	RTI/IATs will be held every twice a month or sooner depending on the need of the number of referrals from pediatricians and parent requests	Four times a year, (at the end of each grading cycle) the number of students that are on IAT will be evaluated.
Students taking STAAR and STAAR ALT will increase the number of correctly questions on the test by 10%.	The special education and Classroom teachers will document the students' progress on their snapshots, goals and objectives through their individualized	Special Education Teachers	Allowable Accommodations and Modifications	Mid-September – May; Ongoing during instruction	Walk-throughs and Observations
Teachers will include students being served by special education services in tutorial groups, in coordination with IEPs.	Teachers that serve students with disabilities will verify the ability to include those students in after or before school tutorials and have them be in	Classroom and Special Education Teachers	Classroom Curriculums, Accommodations and Modifications.	September 2020-May 2021	School/District benchmarks

### Goal Area 3 Special Populations: Special Education Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Provide face to face and online staff development to all teachers regarding appropriate accommodations and techniques that meet the needs of the students so that they do not need identification. Strategic Tutorials for SPED students will be put in place.	Kagan Imagine Reading/Math	May-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	The special education and Classroom teachers will document the students' progress on their snapshots, goals and objectives through their individualized Educational Plan (IEP). Students that require additional support will be recommended for tutorials.	Allowable Accommodations and Modifications	May-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers that serve students with disabilities will verify the ability to include those students in after or before school tutorials and have them be in attendance. Tutorials will supplant classroom instruction and be an extension of their total learning plan.	Classroom Curriculums, Accommodations and Modifications.	May-21

### Goal Area 3 Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

### Goal Area 3 Special Populations: ELL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Problem of Practice: Special population data requires further analysis for specific student groups so that we can service students at their level through strong TIER 1 instruction and provide intervention as needed. Prior years have focused on larger groups. Homing in on micro-groups will allow us to provide those targeted supports.

District Strategic Goal Alignment: Board Goal 1, Board Goal 3, Board Goal 4

SMART Goal: By the end of the 2020-2021 school year, increase economically disadvantaged scores for all tests by 5% at the approaches level from 78% to 83% and increase ELs scores by 5% from 74% to 79%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Provide structured, data-driven Tier 2 and Tier 3 intervention to identified students in Math and Reading	Teachers will conduct small group response to intervention synchronous and asynchronous. Teacher assistants will support classroom teachers with pull-out.	Teachers, instructional specialists and teacher assistants	2020 Renaissance 360 BOY and MOY; Unit assessments; Running records; Imagine Learning and Imagine Math reports	September 2020-June 2021	Data progress- formative assessments, common assessments, snapshots, DLA and STAAR
Provide teacher PD on how to effectively coordinate and implement intervention with fidelity on a weekly basis.	Instructional specialists will and other campus leaders will host PD sessions to equip teachers and support staff.	Principal, Assistant principals and instructional specialists	2019 EOY Data, formative assessment data, teacher leaders, allocation of school budget for PD opportunities, and substitute	September 2020-June 2021	Data progress- formative assessments, common assessments, snapshots, DLA and STAAR
Model for teachers how to analyze and interpret assessment data, and then plan for instruction.	Instructional specialists and lead teachers will provide opportunities for teachers to analyze data and plan for instruction and create individualized	Instructional specialists, mentors, content lead teachers, admin team, TDS, principal	2019 EOY data, formative assessments data, allocation of school budget for PD opportunities and substitute teachers	September 2020-June 2021	Data progress- formative assessments, common assessments, snapshots, DLA and STAAR

### Goal Area 3 Special Populations Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Create Tier 2 and Tier 3 Math and Reading intervention groups; Students will have synchronous and asynchronous intervention.	Renaissance 360 Reports; Running Records; Imagine Learning and Imagine Math reports	Ongoing
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Provide professional development to teachers and staff to disseminate research-based information about implementing and monitoring Response to Intervention.	Distict Intervention Office Materials	Ongoing
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Data specialists and instructional specialists will meet after each Renaissance administration (BOY, MOY and EOY) to review student progress to ensure students are meeting their personal learning goals.	Renaissance 360 Reports; Running Records, High Frequency Word Examination Reports;	Ongoing

### Goal Area 3 Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Choose the professional development template to complete for your campus professional development plan. Utilize Template 1 for PD plans with topics that will be presented on specific dates throughout the school year. Utilize Template 2 for PD plans with topics that will be presented monthly throughout the school year. Refer to SIP Guidance Document appendix for examples of each template.

Professional Development Template 1 - PD by Dates				
PD Dates	PD Format	PD Topic	Resources	SIP Goal Alignment
24-Aug-20	Virtual	How Our Lives Have	Campus Leaders	Goal Area 1:
25-Aug-20	Virtual	First Contact Day:	Microsoft Teams	Goal Area: 2
28-Aug-20	Virtual	Reading Academy Day 1 and District Job Alike Sessions Preparing for Renaissance 360 BOY Online Compliance Courses	Microsoft Teams  OneSource	Goal Area 1: Increase Students Achievement  Goal Area:2 Improve Safety, Public Support and Confidence
31-Aug-20	Virtual	West Region Virtual Instruction Bootcamp Online Compliance Courses	District Personnel Microsoft Teams  One Source	Goal Area 1: Increase Student Achievement Goal Area:2 Improve Safety, Public Support and Confidence
2-Sep-20	Virtual	West Region Virtual Academic Day Online Compliance Courses	District Personnel Microsoft Teams  OneSource	Goal Area 1: Increase Student Achievement Goal Area 2: Improve Safety, Public Support, and Confidence
4-Sep-20	Virtual	"Prep for Meet the Teacher" Admin Preparedness Check "Meet the Teacher"	Classroom Teachers & Staff Microsoft Teams	Goal Area 2 Parent & Community Involvement

28-Sep-20	Virtual	Ways to Increase Student Engagement	Campus Instructional Specialists	Goal Area 1: Increase Student Achievement
21-Oct-20	Virtual	Parent Conferences	Classroom Teachers & Staff Microsoft Teams	Goal Area 2: Improve Safety, Public Support, and Confidence
24-Feb-21	Virtual	Using Data to Drive Instruction and Plan for Intervention	Campus Instructional Specialists Microsoft Teams	Goal Area 1: Increase Student Achievement

Professional Development Plan Template 2 - PD by Month				
PD Monthly Focus	PD Format	PD Topic	Resources	SIP Goal Alignment
August – Pre-Service				
September				
October				
November				
December				
January				
February				
March				
April				
May				

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

- Total amount of State Compensatory Education funds:

\$300,870

- Personnel funded with State Compensatory Education funds:

4

- List names here:

Faron, Logan Wade  
Thomas, Ida D  
Davies, Thomas Matthew  
Gonzales, Paul Rene

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

4

- Brief description of how these funds are utilized on your campus:

Classroom Supplies: Pencils, Glue, Pens, Scissors, etc. Technology and Reading materials to support the students learning and substantial revision of comprehensive curriculum.

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



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## Goal Area: Mandated Health Services

### 1. Immunization Monitoring

**Person Responsible** for monitoring immunization requirements, data entry and state reporting requirements:  
Elizabeth Perez, School Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this (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:  
Elizabeth Perez, School Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this (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:  
Elizabeth Perez, School Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this (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:  
Elizabeth Perez, School Nurse

If your campus does not have a certified school nurse or screener please explain how you will complete this (include an estimate of number of students that must be screened):

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**5. Spinal Screening at Grades: 6, 9**

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report:  
Elizabeth Perez, School Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this requirement (include an estimate of number of students that must be screened):

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**6. Medication Administration**

**Person Responsible** for administering medication including, but not limited to emergency care of students threatening anaphylaxis:  
Elizabeth Perez, School Nurse,

If your campus does not have a certified school nurse, please explain your rationale for not providing this support need for the school year of 2020-2021:

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

**Person Certified** in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs at the campus:  
Medical Services annually.  
Elizabeth Perez, School Nurse

If your campus does not have an individual certified in CPR/AED who is conducting this monthly check, please explain how you will meet this requirement for the 2020-2021 school year (Include the number of AEDs on campus):

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nts:

is on or before ~~October 24, 2020~~

is on or before ~~December 11, 2020~~

is on or before ~~December 11, 2020~~

s on or before ~~December 11, 2020~~