

Houston Independent School District

School Improvement Plan

2020-2021



Campus Name: Heights HS			
Campus Number:		12	
Principal Name: Wendy Hampton			
School Support Officer Name:		Dale Mitchell	
Area Superintendent Name: Cesar Martinez			
Area School Office: Northwest			
Mission Statement			
The faculty, staff and community of Heights High School are committed to creating lifelong learners in an atmosphere of respect and responsibility. Students are encouraged to reach their maximum potential by promoting positive attitudes in a safe, nurturing environment and by establishing high standards of excellence, character, academics, and international mindedness.			
School Profile			
Heights High School, an authorized International Baccalaureate World School, provides students with a personalized learning environment. As a part of a comprehensive high school, students participate in numerous extra-curricular activities, while receiving a quality education focused on academic rigor and college-career readiness. Heights High is dedicated to the principle that students can achieve their intellectual and social potential through exposure to a quality education presented in a positive learning environment.			
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 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.			
Membership Composition of the SDMC			
Number of Classroom Teachers	8	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	4	Number of Community Members (at least 2)	2
Number of Non-instructional Staff	1	Number of Business Members	1
Name of SDMC Member		Position (add date term expires)	
Michael Partridge		Classroom Teacher	
Batez, Jorge		Classroom Teacher	
Christina Bagos		School-Based Staff Member	
Wendy Tillford		Business Partner	
Armando Alaniz		Community Member	
Theresa Montgomery		Parent	
Wendy Hampton		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.

Yes

Rationale for Waiver	Description:
Metrics of Success	Description:

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

Title of Custom Waiver: Semester Exam Exemptions

Description: Students must meet the district's grade standards for the 3rd, 4th, and 5th six-weeks and application requirements (see bolded section below)

Students must not have a conduct grade of P or U in any class

- **Students must not have any Level 2, 3, 4, or 5 offenses (as outlined in HISD Code of Student Conduct) that result in more than a combined total of six (6) hours of any type of detention, or any in-school or out of school suspension, or higher consequences**
- **Students must not owe any fines or fees**

Yes

Rationale for Waiver	Description: Student attendance drops an average of 1% from the end of the fall semester to the end of the spring semester. A drop of 1% in attendance equates to approximately \$90,000 in funding for Heights High School. Additionally we know that students do not learn if they are not in school. An increase in attendance will result in additional instructional time for students and additional resources for the school to provide more intervention and wrap around services for students.
Metrics of Success	Description: Attendance for the spring semester will improve by .5% from the 2017-2018 school year. Overall attendance will improve by .3% from the previous school year.

Title of Custom Waiver:

Description:

Yes

Rationale for Waiver	Description:
Metrics of Success	Description:

Domain Score Reflection

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

Domain 1 Reflection

Domain 1 Scale Score		85
Distance from 70		15
Domain 1 Goal Scale Score		88

Consider the following questions to determine the goal for this Domain:

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	77	80
Meets	54	57
Masters	16	19

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	64	70
Graduation Rate Raw Score	97.8	97.8

Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?

Our goal is to receive an A rating. In order to do that we need to increase the number of students scoring at meets and masters. This will increase our performance in other domains because they are based off of how many students are at the meets level and it is also a factor in student growth.

Domain 2 Reflection

Domain 2a Scale Score		72
Distance from 70		2
Domain 2a Goal Scale Score		80

Domain 2b Scale Score		86
Distance from 70		16
Domain 2b Goal Scale Score		90

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
64	70

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
70	931	651.7

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	88	3
CCMR	64	6

If you achieve your goal in Domain 1, will you meet your goal in Domain 2b?

yes

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?

Our biggest area for improvement in student growth is math.

Domain 3 Reflection

Domain 3 Scale Score		78
Distance from 70		8

Domain 3 Goal Scale Score		83
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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)	EL and Sped	2
Academic Achievement Status (Math)	All of them	8
Growth Status (ELA/Reading)	Non continuously enrolled	1
Growth Status (Math)	all of them	9
Graduation Rate Status	EL, Sped, and AA	5
English Language Proficiency Status		
Student Success Status	EL, Sped, and non-continuously enrolled	3
School Quality Status	African American and noncontinuously enrolled	0

In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?

8 were evaluated and it depends on the the component you speaking of for how many were met.

How will meeting your Domain 1 or 2 goals impact the All Students column?

They are all tied together so if you improve one area, it is going to impact the others.

Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?

We have a lot of room to improve in student growth.

ATTENDANCE - Closing The Student Gaps

DISCIPLINE - Closing The Student Gaps

Student Groups	2018	2019	2020	Trends	Student Groups	2018 OSS	2019 OSS	2020 OSS	2018 ISS	2019 ISS	2020 ISS	Trends
African American	93.1	94.24	95.97		African American	53	48	17	93	84	52	
Hispanic	95.48	95.52	96.9		Hispanic	80	125	64	163	234	82	
White	95.17	95.83	96.84		White	11	12	7	13	14	9	
American Indian	95.63	94.41	97.95		American Indian	1	0	0	0	0	0	
Asian	98.61	97.38	97.77		Asian	1	0	0	1	3	0	
Pacific Islander			97.95		Pacific Islander	0	0	0	0	0	0	
Two or More Races	93.32	96.48	98.21		Two or More Races	2	4	1	1	4	0	
Special Ed	93.33	93.02	95.66		Special Ed	4	14	14	4	11	5	
Eco. Disadv.	96.86	96.73	97.42		Eco. Disadv.	13	33	48	31	80	57	
Special Ed (Former)					Special Ed (Former)							
EL	95.51	95.47	96.77		EL	2	5	8	6	6	4	
Cont. Enrolled					Cont. Enrolled							
Non-Cont. Enrolled					Non-Cont. Enrolled							

Needs Assessment - Narrative of Data Analysis

A review of relevant campus data was conducted. Data points included STAAR, TEA Accountability, Advanced Placement, SAT, campus discipline, and campus attendance results from 2018-2019. Participating in this disaggregation were members of the campus SDMC, which included campus administrative and instructional leadership. When reviewing STAAR data, we see that the strongest performance in history followed by science. 95% of first time testers scored at approaching grade level in 2019; 79% of those students scored at Meets grade level and 43% scored at the Masters Grade Level. 90% of first time testers in Biology scored at Approaches grade level 68% meets grade level and 25% Masters grade level. In Algebra we saw the biggest gains in the Meets grade level at 41% and increase of 13% from the prior year. When reviewing the state accountability rating we received no growth points for math which will be a point of priority for the campus for 2019-2020. We also see weaker scores in mathematics on the SAT than in reading We have a much larger percent of students not meeting

Narrative of Priority Needs and Root Causes - Including Special Ed

Heights High School has identified the following needs based off the data analysis and root causes:

1. Additional support for teachers on methods for differentiating instruction to meet the needs of unique learners.
2. Additional support for teachers on embedding processes of higher level thinking that increase authentic student engagement.
3. Additional support for content area teachers for incorporating writing in their content areas including the use of rubric grading and providing instruction for students on refining their work.
4. Time and support for preAp and AP teachers to vertically align the curriculum to AP Standards.

HB3 Early Literacy														
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 Literacy					
SMART Goal:					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool

HB3 Early Literacy Action Plan				
Strategy 1-Action Plan	Action Steps		Resources	Deadlines
Strategy 2-Action Plan	Action Steps		Resources	Deadlines
Strategy 3-Action Plan	Action Steps		Resources	Deadlines

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?	
Date of Review	End of Year
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:

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool

HB3 Early Math Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
Strategy 3-Action Plan	Action Steps	Resources	Deadlines

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

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 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
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 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.

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 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: By the end of the 2020-2021 school year, Heights will increase the total credit for CCMR criteria from 71% to 80%.

Progress Measure	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Increase the percent of the 2021 graduating class earning an industry based certification from 21% to 30%.	Increase the number of opportunities for students to earn industry based certifications.	CTE Teachers, CTE Administrator	Barbara Jordan career center, Master Schedule, TEA Industry based certification list	Ongoing (9/2020 - 6/2021)	Certification Earned Report, Student enrollment in IBC courses
Increase the percent of the 2021 graduating class earning 9 or more hours in dual credit from 2% to 5%	Increase the number of opportunities for students to earn 9 dual credit college hours	Dual Credit Teachers	Master Schedule, College Partnership	Ongoing (9/2020 - 6/2021)	Certification Earned Report, Student enrollment in IBC courses
Increase the percent of the 2021 graduating class meeting the criterion score on AP/IB exams in any subject from 31% to 36%.	Align the AP/IB classroom instruction with the AP/IB exam.	IB/AP Coordinators, AP/IB Teachers	MY AP, My IB	Ongoing (9/2020 - 5/2021)	MY AP dashboard progress monitor, Predictive Scores

CCMR Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	1. Revise CTE business pathway to offer courses that align with earning industry based certifications. 2. Expand student pathway options by utilizing pathway courses offered at Barbara Jordan Career Center. 3. Use industry based certification preparation and practice exams. 4. Schedule students into Advocacy class for additional prep toward certification mastery. 5. Schedule IBC Exams prior to April to allow for retesting and PRIMS coding.	Certification Assessment Rubric, Industry Based Certification Practice/Prep Exams, PGP	Jun-21
Strategy 2-Action Plan	1. Add additional Dual Credit courses to the Master Schedule (DC Psychology, DC Graphic Design) 2. Maintain a sequential pathway in the Technology pathway that leads to a Level 1 Certificate. 3. Add OnRamps Physics course to Master Schedule.	Pure courses, student registration and acceptance in community college.	Sept, 20
Strategy 3-Action Plan	1. Professional Development focusing on curriculum and exam alignment. 2. PLC Data conferences and backwards planning. 3. Flexible advocacy grouping and structured tutorials for enrichment. 4. Fall and Spring writing workshops focusing on open ended responses.	Lesson plans, exam rubrics	May-21

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.

Additional support for teachers on methods for differentiating instruction to meet the needs of unique learners.

2. Additional support for teachers on embedding processes of higher level thinking that increase authentic student engagement.

3. Additional support for content area teachers for incorporating writing in their content areas including the use of rubric grading and providing instruction for students on refining their work.

4. Time and support for preAp and AP teachers to vertically align the curriculum to AP Standards.

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

Dept Chair & PLC Stipends

Houston A+

The Woods Project

Achieve 3000

Extra Duty pay for tutorials and Credit Recovery

Classroom consumables

Professional Development for all Staff as needed

2. Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised. Sept 1; Sept 18

3. School Improvement Plan Requirement (SIP) Schoolwide Plan Development: The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

• List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are 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. Two day per week advocacy program for intervention and enrichment.

2. Addition of Bulldog hour which allows for additional 30 minutes of tutorials during the school day. Student participation will be based on data.

3. Teachers will develop statements of inquiry and develop inquiry based lessons to increase higher level thinking and increase student engagement.

4. Provide professional development for all teachers through the use of Bulldog hour

• Indicate the locations where the SIP is made available: **Campus and School Website**

• Indicate how the SIP was made available to parents: Infomed on school messenger locations it can be found.

• Indicate the languages in which the SIP was distributed: English 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. HHS will host senior meeting in the fall and spring to update senior parents on senior activities.

2. HHS will host junior parent meetings in the spring to explain things pertaining to the students senior year.

3. HHS will host at least 4 financial aide workshops for parents

4. HHS will host parent meetings to explain IB and AP opportunities to freshman and sophomore parents.

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

Wendy Hampton, Principal; Christina Bagos, Dean of Instruction; Ann Nelson, IB Coordinator, Natalie Martinez, IB and AP Coordinator; Carmen Schumacher, magnet coordinator, Israel Corona, Magnet Coordinator; Elizabeth Payne, Title 1 Coordinator

- Indicate how the PFE was distributed: **Campus, parent meetings, parent newsletter**
- Indicate the languages in which the PFE was distributed: **English, 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: __September 3, 2020_____ Alternate Meeting: __September 16, 2020_____

Meeting #2: __October 5, 2020__morning_____ Alternate Meeting: ____October 5, 2020____evening_____

Meeting #3: __January 12 morning_____ Alternate Meeting: __January 12, evening_____

Meeting #4: __April 13 morning_____ Alternate Meeting: ____April 13 evening_____

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 Math

Problem of Practice/Root Cause: Students are not performing at the "meets" and "masters" state level. Math data suggests an understanding in arithmetic operations, however, a need for deeper understanding (depth of instruction) and the ability to make connections between algebraic concepts and the procedures present in multiple step and word problems is needed.

Board Goal Alignment: Board Goal 2

SMART Goal: By May 2021, HHS will increase the number of students approaching grade level in Algebra I from 72% to 80%; meets level from 36% to 45% and masters level from 12% to 20%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
40% of students will consistently score at 80% on campus common assessments, snapshots, and district released tests.	All students in Algebra I will complete 30 lessons on grade level in Imagine Learning.	Classroom Teachers; Content administrator; Leadership team	HISD Planning Guide HISD HUB Master Courses Go Math Resources Imagine Math	September 2020 – May 2021	Lesson Plans Exit Tickets Observations/Walk-Throughs Imagine Learning completed lessons
40% of students will consistently score at 80% on campus common assessments, snapshots, and district released tests.	Teachers will use the Rigor Readiness protocol to break down TEKS to ensure we are teaching to the depth and complexity of the TEKS.	Classroom Teachers; Content administrator; Leadership team	OnTrack Lesson Plans Rigor Readiness Protocol	September 2020 – May 2021	OnTrack Reports A4E Data Exit Tickets
40% of students will consistently score at 80% on campus common assessments, snapshots, and district released tests.	Tier 2 and Tier 3 and targeted students (Meets and Masters) will be identified for intervention during small group/independent work time.	Classroom Teachers; Content administrator; Leadership team	OnTrack HISD Planning Guide Reinassance 360 DLA HISD Master Courses	September 2020 – April 2021	OnTrack Data DLA Data Reinassance 360 Data

Goal Area 1 Math Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	Teachers will meet weekly in professional learning communities and review lesson plans, best practices, classroom activities along with classroom units and assessment. Walkthroughs and observations will be conducted by content administrator and/or leadership team to provide feedback on units, lessons and best practices.	TADS; Lesson plans; HISD Master Courses	On-going
Strategy 2-Action Plan	In order to support students with online learning in regards to math. HHS will expand training to Algebra I teachers on implementation of Imagine Math. Teachers will receive individualized support provided by content administrator.	Imagine Learning	9/25/2020
Strategy 3-Action Plan	Teachers will participate in data conferences following every common assessment to analyze data, spiral low SE's, make unit adjustments and provide targeted support to students at risk. Students will update progress on their student tracker to measure student growth.	Data Driven Protocol; A4E documents; Lead4ward Resources.	On-going

Goal Area 1 Math Porgress 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?	

Goal Area 1 Reading English Language Arts

Problem of Practice/Root Cause: Students are not performing at the "meets" and "masters" state level. ELA data suggests a basic understanding of literary and expository texts; however, students need a more indepth understanding of inferences and drawing conclusions. In addition, while students are performing at a level of basic understanding of revision and editing skills, students need more practice with composing expository writings.

Board Goal Alignment:

SMART Goal: By May 2021, HHS will increase the number of students meeting grade level from approaching grade level in ELA 1 and ELA 2 from 60% - 70%; meets from 70%-80% and masters from 7% - 17%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
45% of students will consistently score 80% on campus common assessments, snapshots and district released tests.	Teachers will utilize HISD Scope and Sequence and Master Courses to ensure all TEKS are covered consistently across the grade level.	Classroom Teachers; Leadership Team	HISD Scope and Sequence; HISD Master Courses; On Track for Assessment	September 2020-May 2021	Lesson Plans; Exit Tickets; Do Nows; Observations/Walkthroughs; Common Assessments; Benchmarks; DLAS
35% of students will consistently score a 5 or higher on expository and argumentative written common assessment compositions	Teachers will calibrate essays as a PLC team to ensure we are assessing students with key rubric expectations to improve writing.	Classroom Teachers; Leadership Team	STAAR Expository and Argumentative Rubric; Sample Essays; Writing Prompts	September 2020-May 2021	Monthly Common Assessment Writings; Calibration and Rubric
45% of students will consistently score 80% on campus common assessments, snapshots and district released tests.	Tier 2 and Tier 3 students will be identified for intervention during small group/independent work time	Classroom Teachers; Leadership Team	On Track; Ren 360; Benchmarks and DLA; Common Assessments; HISD Master Courses; Lead4ward Resources	September 2020-May 2021	On Track Data; DLA Data; Renaissance 360 Reports

Goal Area 1 Reading English Language Arts Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	Teachers will meet weekly in PLCs to review lesson plans and current TEKS along with daily formative assessments to assess understanding. Walkthroughs and observations will be conducted by leadership team to provide feedback on lessons and assessment.	Lesson Plans; Master Courses; TADS; common assessments	
Strategy 2-Action Plan	Teachers will create common benchmark writings for expository or argumentative prompts once a six weeks, focusing on various aspects of the writing process. Through PLCs, teachers will collaboratively calibrate, grade, and assess areas of growth for students and where to reteach. Teachers will have writing conferences with students to share areas of growth.	STAAR Writing Rubrics; PLC Time; Prompts	
Strategy 3-Action Plan	Teachers will participate in data conferences following every common assessment to analyze data, spiral low TEKS, make adjustments and provide targeted support to students at risk.	Data Drive Protocol; Lead4ward Resources;	

Goal Area 1 Reading English Language Arts 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?	

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

Problem of Practice/Root Cause: While the science and social studies scores for HHS are good, we have not had a solid intervention plan for our retesters in this area. Therefore the scores aren't improving in that category.

Board Goal Alignment: 4

SMART Goal: HHS will increase the number of students meetings standard on the retest in December by 25%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
85% of retesters will attend science and social studies review sessions at least 4 times each.	Incorporate review sessions during virtual learning each Thursday during intervention for students who will retest in december	Chad High; Christina Bagos; Gregory Mills; Natalie Martinez	HUB; Curriculum department lessons from secondary curriculum	October 1 to December 15	attendance each week.

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

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	Teachers will rotate teaching review sessions based on their strengths to provide students supports needed for retesting history and science	HISD Curriculum; Hub; TEAMS	Submit plans monthly
Strategy 2-Action Plan			
Strategy 3-Action Plan			

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

Goal Area 2 *Attendance

Problem of Practice/Root Cause: 5% of the students enrolled during the 2019-2020 lost 1 or more semesters of credit due to excessive absences.

Board Goal Alignment: 1

SMART Goal: By the end of the 2020 -2021 school year, Heights will maintain an average daily attendance rate of 95.5 or higher.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Decrease the number of students losing credit due to attendance from 5% to 2%. (112 to 46)	Conduct Weekly Attendance Monitoring Meetings	Grade Level Administrators, Counselors, Wraparound Specialist and Attendance Rep	HISD Connect Attendance Reports	Ongoing (9/2020 - 6/2021)	End of Semester report
Decrease the number of student with chronic absentism by 50%. (24 to 12)	Utilizing Student Support Team to monitor and implement restorative practices that will improve the average daily attendance of the	Counselors and Wraparound Specialist	Community Resources	Ongoing (9/2020 - 6/2021)	Weekly attendance reports
Maintain a daily attendance rate of 95% or higher.	School Wide Displays of Attendance Goals will promote the message of "Attend Today, Achieve Tomorrow" Campaign so that all stockholders are	Principal, Grade Level Administrators, Counselors, Wraparound Specialist and Attendance Rep	Posters, Bulletin Boards, Social Media	Ongoing (9/2020 - 6/2021)	End of each grading cycle

Goal Area 2 Attendance Action Plan

	Action Steps	Resources	Deadlines
Weekly Attendance Monitoring Meeting	1. Send letters to alert family of attendance concern and potential loss of credit. 2. Meet with student and family to develop action plan for increased attendance.3. Make sure teachers are accurately recording attendance based on the current system in place.	Truancy letters, Tangible incentives	Jun-21
Utilizing Student Support Team	1. Small group or individual sessions with students to remove barriers by referring students to appropriate service agencies (social services, human resources, counseling, housing, etc.) 2. Implement an attendance contract with follow-up from the counselor with each absence during the contract period. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Community resources	Jun-21
School Wide Attendance Campaign	1. Use various communication tools and platforms to promote 100% student attendance. 2. Visually track attendance to promote an overall awareness of attendance goals. 3. Use HISD Connect announcement feature to promote attendance. 4. Include student attendance on the agenda of parent/student meetings (open house, pup camp, grade level assemblies). 5. Encourage students to stay home when sick and submit proper documentation upon return (dr. note or parent note. 6. Waive the 3 handwritten note maximum for the 2020-2021 school year.	Posters, HISD Connect Attendance data, Social Media	Jun-21

Goal Area 2 Attendance Progress Monitoring Tool

Date of Review

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?	

Goal Area 2 Improve Safety, Public Support, and Confidence: 2

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

Problem of Practice/Root Cause: There is a significant disproportionality for African American students with disabilities who receive disciplinary consequences (in-school and/or out-of-school suspension) when compared to peers of any other racial group.

Board Goal Alignment: Board Goal 4

SMART Goal: The percentage of African American students with disabilities being assigned disciplinary consequences (in-school and/or out-of-school suspension) will be reduced by 10%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
The number of African American students that are sent to OSS will decrease by 5% each grading cycle.	Refer all students who are involved in level 3 and 4 offenses to counselor and IAT team for social and emotional support.	Principal; Grade level counselors; Grade level principals. Wraparound specialist; Communities In School.	Power School; PEIMS data;	August 2020 - June 2021	Review the number of out-of-school suspension each cycle.
The number of African American students that are sent to ISS for tardies will decrease by 5% each grading cycle.	Mandatory lunch tutorials for minor infractions such as tardies will be implemented.	Principal; Grade level principals; Counselors.	Raptor; Power School; PEIMS data.	August 2020 - June 2021	Number of In-School suspensions by grading cycle.
The number of African American students that are sent to ISS and OSS will decrease by 5% each grading cycle.	Students with disabilities who are identified at-risk will receive academic support 2 days per week during small group/advocacy.	Grade level administrators; Sped Department Chair; Sped student monitor; Teachers; Support Staff.	IEP Goals;	August 2020 - June 2021	Common assessment data; ReInassance 360 data; MOY and EOY; IEP Goals; DLA.

Goal Area 2 Student Discipline Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Leadership team will monitor and disaggregate discipline reports bi-weekly for students with disabilities for in-school suspension and out-of-school suspensions.	Power Schools; Discipline Reports. PEIMS data.	Bi-weekly
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Monitor students with disabilities performance on campus and district benchmarks utilizing the progress monitoring tool in Easy IEP after every formative assessment (snapshots; DLA; ReInassance 360) to track student academic outcomes.	Common assessments; ReInassance 360; MOY and EOY. Easy IEP.	On-going
Strategy 3-Action Plan	Action Steps	Resources	Deadlines

Goal Area 2 Student Discipline 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?	

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: Students of Heights HS have individually reported high levels of stress and anxiety, lack of health coping skills, and difficulties with grief and breavement and healthy relationships.

Board Goal Alignment: 1

SMART Goal: HHS Counseling Team will enhance by 20% student support services. HHS Counseling Team will provide bi monthly workshops for social and emotional learning related to healthy coping skills for stress, anxiety, depression, suicide awareness, and grief.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
HHS Counseling Team will provide workshops twice a month related to focus topics (Stress, Anxiety, Grief, Suicide Awareness)	CIS Student Support Manager and Campus Counselors will offer Wellness Workshops twice a month to address focus needs via Microsoft	Campus Counselors, CIS Student Support Manager, Wrap Around Specialists	Communities in Schools, Teachers, Wrap Around Specialists	Ongoing (9/2020 - 6/2021)	Students will complete an end of Workshop survey reporting if knowledge on focus topic has increased
HHS Counseling Team will meet with students on an individual basis, and do frequent checks to monitor all student wellness.	On going support for academic and social emotional needs. Utilize communication via Teams, Phone calls, Emails, conversations with	Counselors, CIS Support Manager, Wrap Around Specialists	Referrals to CIS and Wrap Around, Community Resources	Ongoing (9/2020 - 6/2021)	Documentation of student meetings with counselors on a monthly basis

Goal Area 2 Violence Prevention and Safety Action Plan

Wellness Workshops	Action Steps	Resources	Deadlines
	Twice per month counseling team will provide education and awareness on topics including Stress, healthy Coping, Depression, Anxiety, Grief, and Suicide Awareness.	Counselors, Community Resources	21-Jun
Individual Student Needs	Action Steps	Resources	Deadlines
	Small group or individual sessions with students to remove barriers by referring students to appropriate services via counselors, CIS, Wrap Around support, Community Resources.	Community Resources	21-Jun
Strategy 3-Action Plan	Action Steps	Resources	Deadlines

Goal Area 2 Violence Prevention Progress Monitoring Tool

Date of Review

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?	

Goal Area 2 *Parent and Community Involvement

Problem of Practice/Root Cause: Due to Virtual Learning parents are unable to participate in on campus activities so new ways of involvement must be establish

District Strategic Goal Alignment:

SMART Goal: Heights High School will host a total of 12 parent meetings from August 24, 2020 and June 15, 2021.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
HHS will host 6 parent info sessions by the end of the first semester.	Schedule virtual meetings for parents to provide information relevant to their child's academic year including virtual and face to face instruction.	Wendy Hampton, Principal; Tisha Mesa, CIT; Christina Bagos, Dean of Instruction	Teams	December 31,2020	Meeting participation logs (virtual); sign in sheets for in person
HHS will host 6 parent info sessions by the end of the second semester.	Schedule virtual meetings (and face to face if possible)for parents to provide information relevant to their child's academic year including virtual	Wendy Hampton, Principal; Tisha Mesa, CIT; Christina Bagos, Dean of Instruction	Teams	15-Jun-12	

Goal Area 2 Parent and Community Involvement Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Set Dates for Meetings; Determine Agenda; Advertise meetings on the HUB, website, twitter, and PTO Facebook pages	Social Media, PTO, Teams	monthly
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
Strategy 3-Action Plan	Action Steps	Resources	Deadlines

Goal Area 2 Parent and Community Involvement 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?	

Goal Area 2 Coordinated Health Program (ES, MS AND K-8 Campuses)

Problem of Practice/Root Cause:

District Strategic Goal Alignment:

SMART Goal:

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool

Goal Area 2 Coordinated Health Program Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
Strategy 3-Action Plan	Action Steps	Resources	Deadlines

Goal Area 2 Coordinated Health Program 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 3 Special Populations: Special Education

Problem of Practice/Root Cause: SWD have consistently underperformed on the ELA STAAR EOC when compared to their non disabled peers.

District Strategic Goal Alignment: Increasing student performance, data-driven instruction

SMART Goal: 60% of students receiving special education services will score at approaches grade level or above on the ELA STAAR EOC. Students receiving special education services will meet their expected growth measure at 100%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
80% of students who are enrolled in SRW classes will show one year of growth in their reading level.	SWD who are identified as TIER 3 will be placed in an SRW class taught by a certified special education teacher.	Grade level administrators; Assyline Pickrom, Interim DC; ELA Teachers; JoAnn Redd, SRW teacher	Vocabulary.com Read to Achieve Curriculum; High interest text at appropriate reading level; Khan Academy	August 2020-May 2021	Common assessment data; Read to Achieve data; Universal screener data; completion of goal and objectives from IEP
	SWD who are identified as TIER 2 will receive ELA support 2 days per week during advocacy with a certified ELA Teacher.	Grade level administrators; Assyline Pickrom, Interim DC; ELA Teachers; JoAnn Redd, SRW teacher	Vocabulary.com Read to Achieve Curriculum; High interest text at appropriate reading level; Khan Academy	August 2020-May 2021	Common assessment data; Read to Achieve; Universal screener data; completion of goals and objectives from IEP and MOY LPAC review
100% of teachers who teach SWD will successfully implement the appropriate accommodations as stated in their IEPs	Teachers of SWD will receive on going training and support through PLCs with strategies for successfully implementing IEP accommodations	Grade level administrators; Assyline Pickrom, Interim DC; Special Education teachers	Easy IEP training (new and refresher); instructional strategies PD. PLC meetings	August 2020-May 2021	Walkthroughs and observations; lesson plans; student performance on common assessments; student performance on progress assessments (BOY, MOY, EOY)

Goal Area 3 Special Populations: Special Education Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	All available data will be used to determine students who fall into Tier 3 for ELA, as identified by the campus IAT. Identified Tier 3 SWD will be placed in an SRW class taught by a certified special education teacher. STAAR ELA EOC competencies will be spiraled into instruction to reinforce frequently tested TEKS.	Read to Achieve curriculum and associated consummables. Various technology apps such as Vocabulary.Com, Quizlet, Pear Deck and others which support vocabulary dev.	May-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	All available data will be used to determine students who fall into Tier 2 for ELA, as identified by the campus IAT. Identified Tier 2 SWD will receive ELA support 2 days per week during advocacy with a certified ELA Teacher. STAAR ELA EOC competencies will be spiraled into instruction to reinforce frequently tested TEKS.	Read to Achieve curriculum and associated consummables. Various technology apps such as Vocabulary.Com, Quizlet, Pear Deck and others which support vocabulary dev.	May-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers of SWD will receive on going training and support through PLCs with strategies for successfully implementing IEP accommodations. PLC meetings will focus on analyzing weekly lesson plans to align with SWD IEP goals/objectives, share strategies with general education teachers to ensure appropriate accommodations are being employed and use all available data to evaluate progress/success of targeted IEP accommodations for reteaching and spiraling as needed.	Walkthroughs and observations; lesson plans; student performance on common assessments; student performance on progress assessments	May-21

Goal Area 3 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?	

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

Problem of Practice / Root Cause: Special Populations (ELs, Economically Disadvantaged, Dyslexia, and At Risk students) have consistently underperformed on the ELA and Algebra STAAR EOC when compared to the overall population at Heights.

District Strategic Goal Alignment: Increasing student performance, data-driven instruction

SMART Goal: 40% of Special Populations will score at approaches grade level or above on the Algebra EOC and 32% will score at approaches grade level or above on the ELA EOC Exams.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
80% of EL students will show one year of growth on TEPAS Test in Listening, Speaking, and Reading.	EL Students who are identified as long term ELs scoring lower than AH on TEPAS will be identified and placed in tutorial to practice reading, listening and speaking skills throughout school	LPAC Administrator, LPAC Coordinator Elaine Payne, and ESL Teachers Across Grade Level	TELPAS Practice Exams; Vocabulary.com, High Interest Reading Novels; Achieve 3000	September 2020-May 2021	Common Assessment Data; Achieve 3000 Data, Universal Screening Data; TEPAS practice rubric for listening and speaking
80% of EL students will show one year of growth on TEPAS Test in Writing.	EL Students who are identified as long term ELs scoring lower than AH on TEPAS Writing will be identified and students will practice TEPAS style writing throughout the year.	LPAC Administrator, LPAC Coordinator Elaine Payne, and ESL Teachers Across Grade Level	TELPAS Rubric	September 2020-May 2021	On going Common Assessment Data through ELA. Practice TEPAS Writing through all content areas.
80% of students identified as dyslexic will show one year of growth as measured through ongoing reading level assessment instruments.	Students who have not successfully completed all mastery checks will be identified to receive additional dyslexia interventions during the	Identified ELA teachers across grade levels, JoAnn Redd, dyslexia interventionist	Vocabulary.com, Achieve 3000, various high interest reading materials	September 2020-May 2021	On going reading assessment instruments, BOY, MOY, EOY, Achieve 3000.

Goal Area 3 Special Populations Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	All available data will be used to identify long term ELs who consistently scored lower than AH on TEPAS Reading, Listening and Speaking. Those students will be placed with ESL Certified ELA Teachers for additional tutorials in Speaking and Listening. Students will also use targeted Achieve 3000 by grade level to reinforce reading skills.	Achieve 3000; Vocabulary.com; Small Group and Tutorial Time for ESL Certified Teachers	Oct-20
Strategy 2-Action Plan	ESL Teachers of Long Term ELs will be trained with the TEPAS Writing Rubric and calibrate at least once a six weeks on TEPAS style writings to score. ESL Teachers of Long Term ELs will be trained with the TEPAS Speaking and Listening Rubric to calibrate at least once a six week.	TELPAS Rubric; Speaking, Listening, and Writing	November, January, February 2020-2021
Strategy 3-Action Plan	Students identified as dyslexic, who have not successfully completed all mastery checks, will be placed in a targeted reading class with a certified dyslexia interventionist and will complete one year's growth in their identified reading levels. Students identified as dyslexic, who have not successfully completed all mastery checks, will be placed in ELA classes with a certified teacher trained in dyslexia intervention.	Vocabulary.com, Achieve 3000, various high interest reading materials	December 2020, March 2021, May 2021

Goal Area 3 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?	

Choose the professional development template to complete for your campus professional development plan. Utilize Template 1 for PD

Professional Development Template 1 - PD by Dates				
PD Dates	PD Format	PD Topic	Resources	SIP Goal Alignment
8/24/2020 - 9/4/2020	Whole Group/Department	Writing Empowered: Quick Write Strategies	HISD curriculum documents, IBO curriculum documents, Admin, Teacher Specialists, Campus Writing Team, CIT	ELA Goal Area 1
8/24/2020 - 9/4/2020	Rotating Small Groups	Digital Resources: PowerSchool, HUB, Pear Deck, Flipgrid, Quizlet, Kahoot, EdPuzzle, Whiteboard, Teams	Campus Admin/Teacher Leaders/ District Curriculum Documents/ CIT	
8/24/2020 - 9/4/2020	Department	Lesson Planning/ Vertical Planning	Campus Admin/Teacher Leaders/ District Curriculum Documents	
8/24/2020 - 9/4/2020	Whole Group/ Department/PLC	ATL Skills: Self-Management/Learner Profile/ Personal Project	IBO Curriculum Documents, IB Coordinators/ Teacher Leaders	
8/24/2020 - 9/4/2020	Whole Group	ELL/ 504/ SPED	Davis/ Blasco/ Lockhart	Goal Area 3 - SPED/ Special Pops
9/28/2020	Individual	Compliance	OneSource	
10/21/2020	Whole Group/ Department/PLC	ATL Skills/Writing Empowered: Listing/ Wet Ink Writing/ Trigger Words/ Sentence Stubs/ Data Driven Instruction/ ELL Instruction	HISD curriculum documents, IBO curriculum documents, Admin, Teacher Specialists, Campus Writing Team/ On Track/ A4E/ CIT	ELA Goal Area 1/ Math Goal Area 1/ Goal Area 3 Special Pops
2/24/2020	Whole Group/ Department/PLC	ATL Skills/ Writing Empowered: Revising and Editing	HISD curriculum documents, IBO curriculum documents, Admin, Teacher Specialists, Campus Writing Team/ HUB Master Courses	ELA Goal Area 1/ Math Goal Area 1

Professional Development Plan Template 2 - PD by Month				
PD Monthly Focus	PD Format	PD Topic	Resources	SIP Goal Alignment

August – Pre-Service	Whole Group/Department/Virtual	ATL Skills - Focus Self-Management/Organization/ Writing Plan/ Digital Learning	HISD curriculum documents, IBO curriculum documents, Admin, Teacher Specialists, Campus Writing Team	ELA Goal Area 1
September	Whole Group/ Individual	Compliance	OneSource	
October	Whole/ Group/ Department/ PLC	ATL: Self-Management/ Lesson Planning/ Writing Empowered/ Digital Resources Apps and Strategies/ Personal Project Mentor	HISD curriculum documents, IBO curriculum documents, Admin, Teacher Specialists, Campus Writing Team/ HUB Master Courses	ELA Goal Area 1/ Math Goal Area 1
November	Department/PLC	ATL: Thinking Skills / Digital Resources Apps and Resources/ Personal Project Mentor	HISD curriculum documents, IBO curriculum documents, Admin, Teacher Specialists, Campus Writing Team/ HUB Master Courses/ MYIB	ELA Goal Area 1/ Math Goal Area 1
December	Department/ PLC	ATL: Communication Skills/ Digital Resources Apps and Resources/ Personal Project Mentor		
January	Department/ PLC	ATL: Research Skills/ Digital Resources/Vertical Planning/SEL	HISD curriculum documents, IBO curriculum documents, Admin, Teacher Specialists, Campus Writing Team/ HUB Master Courses/ Counselors	
February	Whole/ Group/Department/ PLC	ELL Instruction/ TELPAS/ Intervention/DDI/ Differentiation	Davis/ Admin/ CIT/ HUB Resources/	
March	Whole/ Group/Department/ PLC	Resources for Exam Preparation	College Board/ MyIB, Lead4Ward/ District Master Courses/Admin	ELA Goal Area 1/ Math Goal Area 1/ Progress Measure 3
April	Department/ PLC	Resources for Exam Preparation/ Managing States of Mind (SEL)	College Board/ MyIB, Lead4Ward/ District Master Courses/ Admin/ Counselors	ELA Goal Area 1/ Math Goal Area 1

May

Group/Department/ PLC	GT Certification/ ATL Skill: Reflection/ Synthesis and Evaluation	HISD curriculum documents, IBO curriculum documents, Admin, Teacher Specialists, Campus Writing Team/ HUB Master Courses	
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Goal Area: State Compensatory Education (standard language provided, update data)

• Total amount of State Compensatory Education funds: \$51,178

• Personnel funded with State Compensatory Education funds: \$342,585

· List names here:
Shani Foster
Natalie Martinez
Cesar Nieto
Jo Redd
Jacqueline Wilson

• Total number of FTE's funded with State Compensatory Education funds: 5

· Brief description of how these funds are utilized on your campus:
With funds currently loaded, we were able to continue contract with Communities in Schools. When we are full funded, we will continue with:
IXL(Quia)
ThinkMap(Vocabular.com)

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

Goal Area: Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry and state reporting requirements:

Deborah Sawyer

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **October 24, 2020** (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:

NA

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **December 11, 2020** (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:

NA

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **December 11, 2020** (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:

NA

If your campus does not have a certified school nurse or screener please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

5. Spinal Screening at Grades: 6, 9

Person Responsible for screening, data entry, completing referral forms, and submitting state report:

Debray Sawyer

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **February 2, 2021** (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:

Deborah Sawyer

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 2020-2021:

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.

Deborah Sawyer

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 2020-2021 school year (Include the number of AEDs on campus):