

# HOUSTON INDEPENDENT SCHOOL DISTRICT



**Campus Name:** Pershing Middle School

**Campus Number:** 064

**Principal Name:** Steven Shetzer

**School Support Officer/Lead Principal Name:** Jeffrey Amerson

**Area Superintendent Name:** James McSwain

**Area School Office:** West

## SCHOOL IMPROVEMENT PLAN 2019-2020



## **Houston Independent School District**

### **2019 Board of Education**

Diana Davila, *President*

Holly Maria Flynn Vilaseca, *First Vice President*

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### **Houston Independent School District**

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Web site: [www.houstonisd.org](http://www.houstonisd.org)

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

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

## **Expanding Educational Opportunities**

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

## **Ensuring Student Health, Safety and Well-being**

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

## **Transforming Academic Outreach**

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

## **Increasing Organizational Efficiency**

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

## **Cultivating Team HISD Talent**

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

# SIP Part 1: Background, Data Analysis and Needs Assessment

## MISSION STATEMENT

It is the mission of Pershing Middle School to ensure that ALL students have the skills necessary to reach high levels of academic achievement, respect self and others, and become lifelong learners. Our vision at Pershing Middle School is to:

- Provide a challenging, standards based educational program, preparing students for success in high school and beyond
- Create an environment of educational excellence by using a variety of instructional strategies and activities to address the varied learning strengths of our students
- Develop resilience in our students by having a faculty and staff who believe in them unconditionally and hold them to high expectations
- Believe that our diversity is our strength and that listening to all community voices unites us

## SCHOOL PROFILE

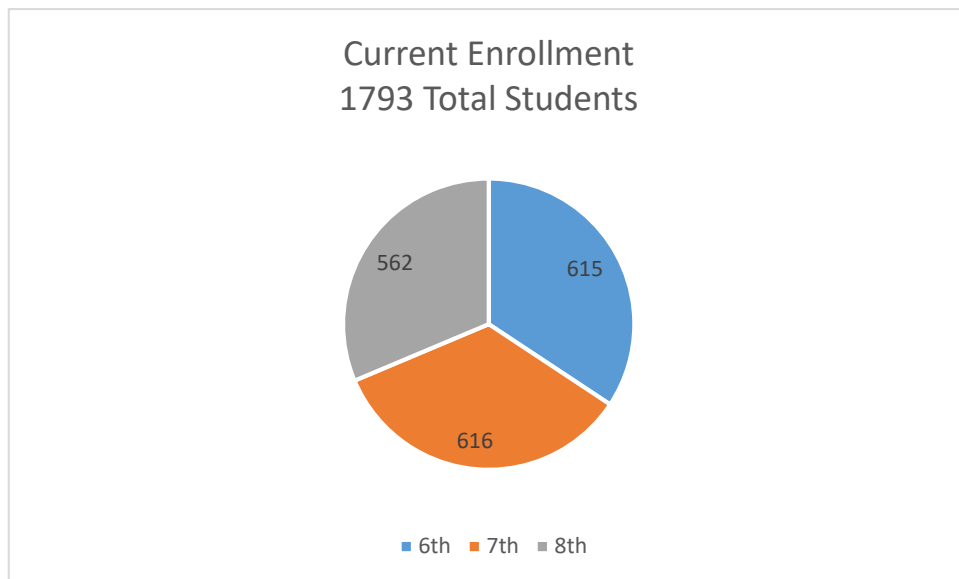
Pershing is a large, culturally rich campus to over 1790 students in grade 6 through 8 from feeder schools including Condit, Horn, Longfellow, Mark Twain, Shearn, Roberts, and West University.

Pershing is a Fine Arts magnet school, dedicated to offering the students opportunities in art, drama, orchestra, band, gymnastics, guitar, creative writing, and vocal performance. Magnet students comprise 25% of the school's population. We also offer opportunities for students to take Algebra, Geometry, Biology, as well as other high school credit courses.

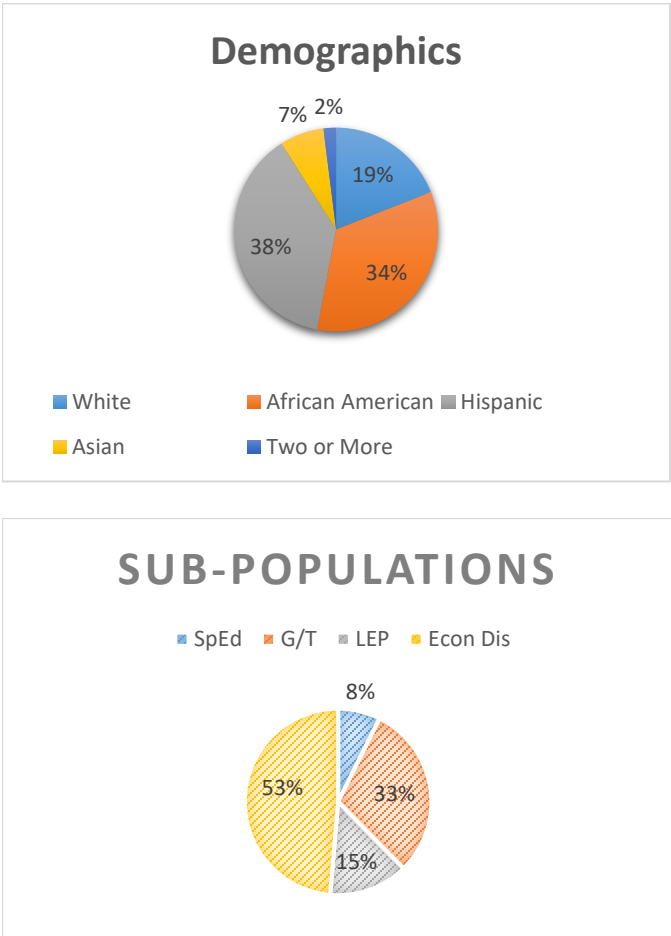
### Demographic Data Analysis

#### Enrollment

Pershing's current enrollment is 1793 students.



Our student population is diverse as shown in the following graphs:



Under the state accountability system, Pershing has met standards in all three domains: Domain 1 – Student Achievement, Domain 2 – School Progress, and Domain 3 – Closing the Gaps. Pershing also received distinctions in Academic Achievement in Science and Postsecondary Readiness.

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

**Organizational Structure**

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

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

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

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

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

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

### **Shared Decision-Making Process**

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

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

### **Method of Communications**

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

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

### **Membership Composition of the SDMC**

Number of Classroom Teachers	5	Number of Parents (at least 2)	<b>3</b>
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	1	Number of Business Members	1

(Name of SDMC Member)	Position (Add Date Term expires)	
Steven Shetzer	Principal	Click or tap to enter a date.
Samuel Hinman	Classroom Teacher	5/28/2021
Christie Vaclavik	Classroom Teacher	5/28/2021
Hope Goodson	School-based Staff	5/28/2021
Frances Garner	Non-Instructional Staff	5/29/2020
Matthew Rushing	Business Member	5/29/2020
Brenda Blackwood	Community Member	5/29/2020
Judy Long	Community Member	5/28/2021
Linda Barcot	Parent	5/28/2021
Beth Lane	Parent	5/29/2020
Michelle McCormick	Parent	5/28/2021
Irma Galloway	School-based staff	5/29/2020
Tammy Irving	Classroom Teacher	5/29/2020
Marcus Jauregui	Classroom Teacher	5/29/2020
Dominique Nelson	Classroom Teacher	5/29/2020

## NEEDS ASSESSMENT

### *Narrative of Data Analysis*

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

The data used for our needs assessment is derived directly from the results of our STAAR.

#### **Student Performance Data Analysis**

During our pre-service weeks, teachers used a continuous school improvement framework to answer the question “how did we get to where we are?” The purpose of this question was to allow for critical conversations centered on what is working and what is not working. Teachers spent time unpacking the TEKS, examining STAAR test questions, and discussing how the data elements relate to each other to impact overall results. These analyses become comprehensive needs assessments, inform planning and visioning, and provide the data needed for evaluation.

An analysis of our 2019 STAAR reading, math, science, and social studies data shows that we made gains in some subject areas and lost ground in others. We continue to struggle with increasing the percent of students passing at Level III – Advanced, as well as our academic growth.

The following tables show a breakdown of our 2019 student achievement under Domain 1.

STAAR Component Details	# Tested	Approaches or Above		Meets or Above		Masters	
		#	%	#	%	#	%
Reading/ELA	1663	1326	80	904	54	557	33
Math	1664	1389	83	917	55	493	30
Writing	518	389	75	244	47	108	21
Science	610	510	84	368	60	250	41
Social Studies	557	392	70	236	42	142	25

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

Using a continuous school improvement framework, we analyzed our data to look at how our students are doing and how did we get to where we are. We determined we need to improve our instructional strategies and student learning so that all students are successful in passing STAAR at the approaches level and above. Specifically, we will focus on using data to drive instruction across grade-levels and the curriculum. All teachers will use the TEKS to target instruction so that:

- A. Learning objectives will be clearly stated.
- B. Students will understand the importance of the learning objective.
- C. Teachers will frequently check for understanding and adjust instruction as needed.
- D. Instruction is student-centered, technology infused, with students engaged in authentic, meaningful, higher-level thinking.

Each grade level will use assessments that are embedded in every lesson, as well as common, formative assessments that are administered frequently. Grade-level and subject teams will look at data from their assessments to determine alignment and the effectiveness of instructional strategies. In addition, grade-level teams will use the data to determine which students are not meeting proficiency. Agreements will be made on the skill levels and benchmarks for at-risk, special education, and LEP students in all subject areas for all grades.

Pershing Middle School is proud to say that we met standards on the Texas Education Agency's Accountability System by meeting standards in all domains calculated for the 2018-2019 school year. However, we must substantially increase our students' performance on meeting the final meets standard and masters standard in all subject areas. We continue to struggle with our LEP and Special Education population and will be working with our ESL teachers and Special Education co-teachers to target specific skill levels to help meet the needs of our students' varying abilities. We also need to increase our usage of English Learner strategies to help student progress at least two proficiency levels from one year to the next.

### ***STAFF DEVELOPMENT PLANS***

Staff development for the 2019-2020 pre-service included Literacy Across the Content, Kagan Training, strategies for social-emotional learning, book study over The Positive Dog, and general content in special education, behavior intervention, ESL, gifted and talented, RTI/IAT, and 504. Over the course of the 2019-2020 school year, Pershing staff will also participate in professional development that targets English learners and student identified as Special Education, two sub-populations that are a focus for this year. Additional professional development will be provided on using OnTrack, tracking data, writing Individual Professional Development Plans, and sheltered instruction.

### ***FORMATIVE ASSESSMENT PLAN***

All tested subjects and grades will participate in our campus formative assessment plan. Every two to three weeks, each tested subject will administer a common assessment that covers no more than three student expectations. The departments will provide the Dean of Instruction and Teacher Specialist the student expectations that will be taught so that a common assessment may be written, printed, and scored. Data obtained from the common assessments will be analyzed to determine progress toward meeting mastery, as well as disaggregating the data by sub-population. A common file will be used to review data by domains.

### ***SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES***

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

YES ☐ NO ☒



<b>Student Achievement: *Reading/Language Arts/Literacy</b>					
<b>*Goal:</b>		Increase overall number of students passing Reading/ELA at the meets or above level on STAAR by 10% during the 2019-2020 school year.			
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes			
<b>*Summative Evaluation: (Year-End)</b>		Our 2020 STAAR results will serve as our summative evaluation.			
<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
Increase independent reading comprehension of our students.	Implement guided reading and small group instruction	ELA/R Teachers ELA Admin/Dept. Chair Dean of Instruction	Classroom libraries Guided Reading libraries Renaissance 360 data	Sept - May	Ren360 Universal Screener F&P Reading Assessment Data Benchmark Tests
Closely monitor students' progress toward passing at the meets or above level on every formative and summative assessment.	Use common formative and summative assessments to monitor progress	Dean of Instruction Teacher Specialist	Common Formative & Summative Assessments OnTrack System Banding Reports Data Tracking System	Sept - Feb	Analyze data – students who are not passing at the meets or above will be targeted for tutorials

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\*State Requirement      \*\* Federal Requirement

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

Student Achievement: *Math					
<b>*Goal:</b>		Increase overall number of students passing Math at the meets or above level on STAAR by 10% during the 2019-2020 school year.			
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes			
<b>*Summative Evaluation: (Year-End)</b>		Our 2020 STAAR results will serve as our summative evaluation.			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
To closely monitor students' achievement at the meet or above level on common formative and summative assessments.	Use common formative and summative assessments to monitor progress.	Math Teachers Math Administrator/Dept. Chair Dean of Instruction Principal	On Track System Common Formative and Summative Assessments PLC Planning Time	Aug - May	Analyze data – students who are not passing at the meets or above will be targeted for tutorials
Data-driven instruction <ul style="list-style-type: none"> <li>Agreements are made on the skill levels and benchmarks for at-risk students.</li> <li>Results from assessments are shared with students and parents</li> <li>Proficiency and growth will be acknowledged and celebrated</li> <li>Student goals will be based on assessments</li> </ul>	Using current data based on formative and summative assessments, teachers will align instructional practices to the needs of our students.	Math Teachers Math Administrator/Dept. Chair Dean of Instruction	Teacher resource library; student goal and data tracking sheets Common Formative/Summative Assessments	Ongoing	<ul style="list-style-type: none"> <li>Classroom observations that describe what instruction and the classroom look like</li> <li>Documentation that grade-level teams and schoolwide data team meetings review the results of the assessments, and check for alignment</li> <li>Evidence that the meeting minutes are</li> </ul>

					shared with all teachers, and that needed adjustments are made in classrooms.
<p>Data disaggregation</p> <ul style="list-style-type: none"> <li>Grade level teams and the Data Leadership Team look at the data from our assessments to determine alignment and effectiveness of instructional strategies.</li> </ul>	<p>We will take data apart to identify areas of strengths and weaknesses to determine which students are not meeting proficiency, those that are, and what to do about it.</p>	<p>Math Teachers Math Administrator/Dept. Chair Dean of Instruction</p>	<p>OnTrack data reports, STAAR data reports, budget for substitutes</p>	<ul style="list-style-type: none"> <li>Preliminary data discussion during teacher pre-service.</li> <li>On-going data analysis throughout academic year</li> </ul>	<ul style="list-style-type: none"> <li>Monthly data meetings with math teachers to discuss academic trends within the classroom.</li> <li>Classroom observations</li> <li>Documentations from grade level teams will be reviewed.</li> </ul>

Student Achievement: Post-Secondary Readiness					
<b>*Goal:</b>		Increase the overall number of students passing at the meets or above level on two or more STAAR tests by 10% during the 2019-2020 school year.			
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes			
<b>*Summative Evaluation: (Year-End)</b>		Our 2020 STAAR results will serve as our summative evaluation.			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
We will closely monitor students passing common formative and summative assessments by using the OnTrack reports to see who is passing at the meets or above level on all assessments.	Use OnTrack reports and other campus-created data tracking systems to determine progress toward students passing at the meets or above level on every formative and summative assessment.	Teacher Specialist Dean of Instruction Teachers	OnTrack reports Substitutes for data digs	On-going	Increase in number of students passing at meet or above.

Student Achievement: *Attendance					
*Goal:		Increase average daily attendance rate by 1.5% in the 2019-2020 school year.			
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Increasing Organizational Efficiency			
*Summative Evaluation: (Year-End)		End of year attendance report showing ADA			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Track daily absences using A4E data.	We will track daily absences to assist in identifying trends in attendance patterns.	Administration Team Attendance Clerk	A4E daily attendance; Chancery reports	On-going	Decrease in absences
Make phone calls homes to determine reasons for absence.	We will make weekly phone calls to parents to determine reason for absences. Truancy letters will be sent to those with chronic unexcused absences.	Administration Team Attendance Clerk	Attendance reports; Truancy letters	Weekly	Decrease in absences
Implement an attendance incentive program for students with less than 3 absences per semester; Implement an attendance incentive program for	Work with PTO to provide incentives (i.e., gift cards, gaming systems, bikes, etc.) to increase attendance	Administration Team Attendance Clerk PTO	Chancery attendance reports PTO funding for incentives	On-going	Decrease in absences

students with zero absences per semester.					
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**Improve Safety, Public Support, and Confidence: \*Discipline**  
***(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)***

<b>*Goal:</b>	Decrease the number of In-School and Out-of-School Suspensions assigned by 25% in the 2019-2020 school year.
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Ensuring Student Health, Safety and Well-Being; Transforming Academic Outcomes
<b>*Summative Evaluation: (Year-End)</b>	Discipline by activity and event code Chancery report at end of year.

<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
Reduce the number of discipline referrals for Levels II-III by implementing restorative practices within the classroom.	Promoting positive and corrective discipline management within the classroom.	Counselors Teachers Administration	SEL Training Student Code of Conduct Pershing Discipline Activity	On-going	Monitoring of discipline referrals
Reduce the number of in-school and out-of-school suspensions assigned.	Assign alternative disciplinary consequences, as allowed, instead of in-school and out-of-school suspension (i.e., community service, detention)	Administration	Student Code of Conduct Detention Schedule Budget for Saturday and after-school detentions	On-going	Monitoring of discipline actions from Chancery

<b>Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.</b>					
<b>*Goal:</b>		Increase overall number of Special Education and ESL students passing ELA/R and Math at the approaches or above level on STAAR by 5% during the 2019-2020 school year.			
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes			
<b>*Summative Evaluation: (Year-End)</b>		Our 2020 STAAR results will serve as our summative evaluation.			
<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
TELPAS Composite	We will implement research-based ESL strategies into classroom instruction to increase academic performance and raise students progressing at least one proficiency level on TELPAS.	Multi-lingual Department ESL Teachers Administration	Developmental Reading Assessment (DRA); District Level Assessments; guided reading library; GO Reader books	On-going with monthly PLC meetings to discuss progress	DRA results; DLA scores
Measure student progress on each test	We will provide 2019 scale scores with needed score to meet or exceed progress for 2020.	Teachers Dean of Instruction	2019 STAAR Scale Scores Data Tracking Form	September – April	Snapshot data; Summative and Formative assessments
Co-teaching	Co-teachers will plan monthly with departments and push-in for instruction.	Co-Teachers Special Ed Department Chair	Curriculum	On-going	Snapshot data; Summative and Formative assessments; FIE; IEP

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\*State Requirement      \*\* Federal Requirement

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



## SIP Part 3: Special Funding Goals

### **Goal Area: \*\*Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance**

**Note: As a Schoolwide Title 1 Part A campus, ESSA Requires the completion of the sections below (campus compliance).**

- 1. Comprehensive Needs Assessment** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- **Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment.**

All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the Needs Assessment and the Executive Summary for this school year. The components of the campus needs assessment include the: establishment of a school-wide planning team, clarification of the campus vision with a focus on student achievement, creation of the school profile, identification of data sources and analysis of data.

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

Pershing MS has contracted with Mark Spilman to provide targeted professional development to all 6<sup>th</sup>-8<sup>th</sup> grade English Language Arts/Reading teachers. Professional development will target strategies and best practices for small group instruction, mini-lessons, and reading conferences. Mark Spilman will also work closely with our 6<sup>th</sup> grade ELA-R teachers by providing coaching on a monthly basis.

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

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.
  1. Continued use of student information system to identify and monitor student growth
  2. Continued use of district Unit Planning Guides and the staff development which accompanies it
  3. Use of exemplar lessons and the meeting by content and grade-level to monitor.
  4. Develop instructional plans that are part of our school-wide reform strategies.

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents **shall** be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

- 1) Family ESL Turn-to-Learn events
- 2) Open House (September 10, 2019)
- 3) Monthly newsletters to all families
- 4) Volunteer opportunities in school store, front office, library

<div>Capital Outlay Requested (Y/N)?</div> <div>NO</div>
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If yes, please list the items below. **Please note, all capital outlay requests must receive approval from TEA prior to purchase.**

Click here to enter text.

<b>Positions Funded Out of Title I Funds</b> <b>(Please indicate the quantity of each position selected for the school year.)</b>	
<input type="checkbox"/> Parent Engagement Rep <input type="checkbox"/> Tutor, Academic (Hourly) <input type="checkbox"/> Tutor, Associate (Hourly) <input type="checkbox"/> Tutor, Sr. Academic <input type="checkbox"/> Counselor (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Social Worker (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Psychologist (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Coach, Graduation <input checked="" type="checkbox"/> Teacher, AVID <input checked="" type="checkbox"/> Teacher Specialist <input type="checkbox"/> Instructional Specialist <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels - [General] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Math] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Reading] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Science]	<input type="checkbox"/> Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> *Teacher, Class-Size Reduction [General] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [ESL] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

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

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

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

**\*Total amount of State Compensatory Education funds:** [Click here to enter text.](#)

**\*Personnel funded with State Compensatory Education funds:** [Click here to enter text.](#)

**\*List names here:** Linh Hoang, Holly Smetek

**\*Total number of FTE's funded with State Compensatory Education funds:** 1.5

**\*Brief description of how these funds are utilized on your campus:** SCE funds are used to fund two intervention teachers as well as pay for technology for our ESL and SPED students (i.e., IXL, System 44)

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

**\*For Title I schools:** These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

**Goal Area: \*Mandated Health Services**

**1. Immunization Monitoring**

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

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

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

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

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

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

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

**5. Spinal Screening at Grades: 5 and 7 for girls (ages 10 and 12) and Grade 8 for boys (age 13)**

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

**6. Medication Administration**

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

**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. Diane Macomber

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\*State Requirement      \*\* Federal Requirement

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