

SDMC Meeting Sign-in Sheet

September 17, 2018

Members Present	Position
Elizabeth Gonzales	Magnet Parent
Cindy Leung-Wu	Zoned parent
Catrice Mays	PTO President
Llana Sanchez	Teacher
Michael Giesin	TECH
Rich PASTORE	VANGUARD PARENT
Wendy Telford	Business Partner
Katie Bradarich	Principal
Jose H. Cordova	Teacher Specialist
Charlita Blossom	Teacher
Guests Present	Purpose

**SDMC Meeting
Agenda
September 17, 2018**

Roll Call (gain signatures of all present)

Approve agenda for scheduled SDMC meeting

Specific Agenda Items

➤ **School Improvement Plan**

- Review
- SIP Approval

➤ **Dress Code**

- How we got here:
- Student committee gathered with parameters
- Student committee surveyed students to learn why they don't follow
- Student committee has a plan and is ready to launch

➤ **Innovation Status**

- IB is moving to 21st Century
 - *Bold Moves*- Dr Hayes-Jacobs a keynote for them
- Lanier is in front of the wave
- PTO support
 - New Area Superintendent has set different expectations about funding/donation process
 - Change is impacting consultants
- Next Steps?

➤ **Master Schedule Challenges**

- Budget cuts impact on schedule
- Teachers and Admin agree not working
- Key challenge going forward is using time differently
- Need a one year fix while we figure it out
 - Core and electives need equivalent treatment-all essential for our kiddos and IB
 - Working to resolve hopefully this week?

➤ **2018 – 2019 Budget**

Lanier Middle School

- Enrollment 1462
- Challenges getting data from budgeting
 - Advised last year to put majority of funds in general for flexibility as we learn how to operate with less
 - We are on our 3rd or 4th budget analyst since the start of the year, so trying to get clarity on things like our magnet funding
- Issues of safety as result of staffing cuts
 - One clerk out is an issue, trying to figure out how to afford

➤ Upcoming Events

- | | |
|---|---|
| <ul style="list-style-type: none">▪ September 27, 2018- Parent University▪ Starting Coffee with Principal and Brown Baggin' (dinner) with Dr. B. | <ul style="list-style-type: none">▪ Bully Awareness Month of October▪ Homecoming – October 29, 2018▪ Next Meeting – Monday, Oct. 22, 2018 |
|---|---|

➤ Additional Concerns/Comments

- Adjournment

SDMC Meeting Minutes September 17, 2018

Meeting Start Time: 4:05pm

- Agenda
 - Approved
- School Improvement Plan
 - Approved
 - Huntington Learning Center – business partner
 - Refurbishing our teachers lounge
- Dress Code
 - Students created the Dress Code Committee
 - Parameters given:
 - Safety
 - Respectful
 - Student Ownership
 - New Dress Code Update: September 24, 2018
 - Students will work to earn incentive of making jeans and spirit shirts part of the uniform. They may also earn wearing Halloween costumes. Dress Code Student Committee will also meet to set guidelines for Halloween costumes.
 - Teachers will not send students in violation of dress code to Office A. They will document all violations in spreadsheet shared by teachers.
- Innovation Status
 - San Diego trip for innovation team – October 15
 - Pending approval
 - Objective: To learn how to utilize time differently and teacher partnerships to innovate curriculum and

implement project-based learning/learner-driven classrooms.

- Build an email group for SDMC members to share and communicate professional development experiences and any changes implemented at Lanier.
- SDMC will discuss innovation trip and any proposed changes at October meeting.
- Master Schedule Challenges
 - Teachers and administration agree it is not working
 - One year fix for 2018-2019
 - How do we going forward with limited resources address this problem for the future?
 - Teachers and administration will be meeting on Friday, September 21st to discuss possible solutions for our master schedule.
- 2018-2019 Budget
 - No specific information from Dr. B at this time.
- Upcoming Events – Dates listed on the Agenda
 - Parent University is required by district – September 27th
 - Homecoming changed – October 29, 2018
- Additional Concerns/Comments
 - Wendy Tilford – Is there safety concern in the community? What has the school done after the Santa Fe incident?
 - All locks and cameras on campus have been fixed.
 - All students have been assigned a teacher to be the primary contact for their parents. All students should feel like someone cares about them and have an adult looking out for them.

Meeting End Time: 5:35pm

Dress Code Update September 18, 2018

Attention Lanier Students:

The Dress Code Committee and Dr. B. have come to a decision with regards to the new dress code. Students may wear khaki skirts, shorts, or pants. Skirts and shorts need to be at the knee. If your skirt does not reach the top of your knees, you are required to wear visible bike shorts or leggings. We will have examples posted throughout the building for reference, like we did last year when we started Spirit Shirt and Jean Fridays.

If all students honor this new dress code, we have plans to expand options for your uniforms. This will include options such as jeans and Halloween costumes.

We expect you to adhere to these guidelines and hope the changes we made were adequate. This policy will go into effect Monday, September 24, 2018. If the first incentive is earned, it will be announced on Friday, October 5, 2018 and begin on the following Monday, October 8, 2018.

The Dress Code Committee



Campus Name: Bob Lanier Middle School

Campus Number: 057

Principal Name: Katie Bradarich, Ph.D.

School Support Officer/Lead Principal Name: Connie Berger

Area Superintendent Name: Dr. James McSwain

Area School Office: West

SCHOOL IMPROVEMENT PLAN 2018-2019

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 the district transforms 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.

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SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

At Lanier Middle School, we provide a relevant rigorous academic curriculum in order to encourage students to become self-directed lifelong learners who are innovative problem solvers, effective communicators, open minded thinkers, and caring participants in their local and global communities.

SCHOOL PROFILE

Lanier Middle School is an inner-city school of 1463 students located in the heart of Houston, in Winslow Place which has both new and old homes. Our student population is comprised of students from a wide variety of ethnic backgrounds and social situations. Approximately one third of our student population is zoned to Lanier and are educated with an accelerated gifted curriculum or the traditional on grade level curriculum using the Texas Essential Knowledge and Skills, the Houston Independent School District's Planning Guide, and the International Baccalaureate curriculum. Lanier's Vanguard population accounts for 72% of our student body. These students are bused to Lanier from all over the District and follow the accelerated gifted and talented curriculum. Lanier is a very diverse school and is a wonderful representation of the diversity in and around Houston. The range of our ethnic mix is reflected below.

American Indian/Alaskan	.35%
Asian	17.12%
Black/African American	13.85%
Hispanic/Latino	31.30%
White	31.85%
Hawaiian/Pacific Islander	.28%
Two or More	5.25%

Approximately 18.3% of Lanier's students qualify for either free or reduced school meals and 25.7% of our students are classified as economically disadvantaged. Students who are classified as EL (English Language Learners) made up 3.80% of our student body for the 2018-2019 school year and received direct instruction and immersion into the English language through curriculum delivered by their Literacy teacher, who is ESL certified. Lanier also houses two specialized special education classes, Life Skills and an Autism classroom. For the 2018-2019 school year, Lanier's special education population accounts for 3.5% of our students. At Lanier Middle School, we provide a relevant rigorous academic curriculum in order to encourage students to become self-directed lifelong learners who are innovative problem solvers, effective communicators, open minded thinkers, and caring participants in their local and global communities. Lanier is committed to providing a rigorous academic environment that prepares students for high school and college. Lanier has the designation of being an authorized International Baccalaureate Middle Years School. All students are afforded the opportunity to experience a rigorous curriculum, community service, and become an independent thinker and learner. Lanier is part of the only IB feeder pattern in HISD. We also offer High School Credit courses, (Art, Science: Integrated Physics and Chemistry, Math: Algebra I and Geometry, Foreign Languages: AP Chinese, Chinese, Spanish, French, and AP Spanish). In the three years of Lanier offering Spanish at this college credit level, 100% of our students taking this rigorous course have scored a 3 or higher and are eligible to receive college credit.

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 SDM 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

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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	3	Number of Parents (at least 2)	2
Number of School-based Staff (half the number of classroom teachers)	1	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Iliana Sanchez	Classroom Teacher (2020)
Charlita Blossom	Classroom Teacher (2018)
Michael Giroir	Classroom Teacher (2019)
Christine Chavez	School-based Staff
Jose Cordova	Non-Instructional Staff
Wendy Tifford	Business Member
Rich Pastore	Community Member
Elizabeth Gonzales	Parent
Cindy Leong-Wu	Parent
Katherine Bradarich	Principal

Other Campus Intervention Team members (non-SDMC):

For campuses rated Improvement Required for 2018-2019:

Name	Position
Click here to enter text.	School Support Officer (SSO)
Click here to enter text.	Professional Service Provider (PSP)
Click here to enter text.	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other: Click here to enter text.

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NEEDS ASSESSMENT

Narrative of Data Analysis, Problems and Root Causes

(causal factors – include % of economically disadvantaged data)

Needs Assessment Summary Lanier Middle School is a high performing middle school, but has identified the following as areas to address during the 2018-2019 term. Based on the analysis of STAAR, Curriculum Based Assessments, Lanier Middle School is performing well but has areas where improvement can be made, specifically in 6th grade Reading, and 7th grade Writing. Our Hispanic, LEP, Special Education, and Economically Disadvantaged student groups have been identified as areas for improvement especially in reading, writing and math. Lanier Middle School has seen an increase of our zoned population, which increases the need for on level curriculum and instruction support. Lanier's demographics have remained stable over the past few years. Zoned student qualification into the HISD Gifted and Talented population has increased. Utilizing data from the 2018 March and May STAAR, the campus has identified the following areas of focus for mathematics and reading. Mathematics Mastery performance will increase to 63% for all students by May 2019. Reading Mastery performance will increase to 63% for all students by May 2019. Attendance greatly impacts academic achievement. Lanier will maintain our average daily attendance rate to 98.6% for 2019. Safety is a priority at Lanier Middle School. We have identified behaviors that can be positively impacted by our Leadership program, No Place for Hate activities and the International Baccalaureate Learner Profile.

Narrative of Identified Needs – Include Special Education Needs

To effectively implement and accomplish our goals for the 2018-2019 term, the following strategies have been implemented to impact mathematics scores. Double Block math classes for students in the Not Meeting and Approaches Grade Level performance categories on STAAR. This means each student will have math every day for 85 minutes. Teachers will engage in professional development on International Baccalaureate Rubrics and assessment and Backwards Design, as well as differentiated instruction. Classroom/peer visits of highly effective teachers in Math on and off campus are part of the planned professional development. Highly effective math teachers will model rigorous lessons and lesson planning for teachers to move students to Mastery. Strategies to impact Reading learning and knowledge acquisition are as follows: Implementation of Study Island, Kurzweil, Literacy in the Middle, and Writer's Workshop Implementation in grades 6, 7 and 8 for students not meeting Approaches Grade Level Performance on STAAR. Students will analyze individual assessment results and have an understanding of their strengths and weaknesses. Teachers and content administrators will meet after each campus assessment to have data discussions, complete data trackers, and adjust lessons to address area of weakness. Department time will be used to analyze assessments for rigor and relevance. Formative assessment must consistently be at the same or higher level of rigor as the TEKS. Parent and community involvement and perception is very important. To increase the positive awareness of Lanier Middle School we will: Improve the perception parents and students have about the improvement of our facilities by continuing the beautification committee. Participate in feeder school coffees, magnet awareness nights and PTO meetings. Administration will meet with Parents and Community to keep all informed. Students being in class everyday has been found in research to be vitally important to student learning. To increase student attendance, we have implemented the following strategies: Incorporate attendance incentives and create an exit survey for all students to complete at the end of the year wherein they state their intentions for the following school year. Use A4E Dashboard to monitor student attendance and contact parents whose students have more than three absences. Automated call out to all students absent each day, attendance letters to students missing excessively, referral of students with absenteeism to Truancy Officer. Safety of students is a priority in the Houston Independent School District. Lanier Middle School is working to decrease bad choices made by students. Lanier has put into place the following: Affirm that Lanier Middle is a no place for hate school by continuing to include GSG in the school day and creating a safe-place for students to report bullying. Parental Sessions that will discuss topics related to Internet safety, cyber bullying and bullying.

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Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Domain	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)? (Barely met would be the cut point for a domain score of D.	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
II. School Progress	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing the Gaps	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

Lanier Middle School is an International Baccalaureate Middle Years Program School. In addition to the district and state standards, Lanier teacher incorporate the aims and objectives of the IBMYP. Teachers attend professional development that focuses on student centered instruction, incorporation of international mindedness in the classroom, higher level thinking, criterion related assessment, objective driven unit planning, and the incorporation of varied differentiated instructional practices such as problem based learning, collaborative learning, project based learning, and real world application. Appraisers hold regular conferences with teachers to discuss the alignment of professional development with best instructional practices, aims, and objectives. Teachers and administrators have attended updated IBMYP training for all subject groups. Four teachers on campus serve as site visitors, consultants, and workshop leaders. A full-time IB Coordinator is a member of the campus leadership team. Since Lanier is a GT Vanguard Magnet School, there is not a particular field of study on which to focus. Therefore, our primary aim is to accelerate beyond grade level. Students in the sixth grade work at a sixth and seventh-grade level, seventh grade students work at a seventh and eighth grade level, and eighth grade students work at an eighth and ninth grade level while addressing both grade level's student expectations. The coursework is project-intensive. Teachers take the curriculum and apply it to real-world scenarios that require students to employ Bloom's higher level thinking skills: analysis, comparison, supporting, and inventing, just to name a few. Due in large part to the rigorous and relevant education our students receive, high school teachers consistently tell us that our Lanier students arrive much better prepared than those from other schools. The IBMYP program not only helps to take our Vanguard program to the next level, but has created a community committed to service learning. Last year alone our GSG Leadership helped Lanier earn its No Place for Hate designation given by the Anti-Defamation League (ADL) for the seventh year in a row.

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SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2018-2019 school year. Yes ☐ No ☒

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

All Schools - HSD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2018-2019 Academic Calendar	
This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 19th, November 9th, January 18th and February 15th of the 2018-2019 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Rationale for Waiver	
Metrics of Success	

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

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

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

Yes ☐ No ☒

Rationale for Waiver

Metrics of Success

High Schools - Foreign Exchange Student Waiver (State General Waiver)

The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application.

- Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e).

- The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application.

- The districts and charter schools are required to enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

Yes ☐ No ☒

Rationale for Waiver

Metrics of Success

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

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

Title:

Yes ☐ No ☐

Rationale for Waiver

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Metrics of Success	
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Title:

Yes ☐ No ☐

Rationale for Waiver

Metrics of Success

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GOAL AREA 1: Student Achievement – Reading/Language Arts/Literacy

Priority Need:	Strengthen writing performance
Critical Success Factor(s):	Academic
Goal:	Increase the number of students demonstrating writing proficiency at the mastery level on STAAR to 55%
Summative Evaluation: (Year-End)	By 2019 at least 55% of all students tested will receive Mastery Academic Performance in STAAR Writing.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Based on 2018 STAAR, writing will show at least a 5% gain in mastery, to 55%	Utilize structures and strategies that support academic writing. Use integrated, project-based learning to improve engagement	Administration Department Chair ELA Teachers	Collaboratively designed units and lessons Integrated projects	August 2018 - May 2019	BOY/MOY/EOY Assessment Common Assessments Campus Based Benchmark STAAR
96% of reading students will attain Approaches Grade level performance as measured on STAAR reading test.	Identified 6 th , 7 th and 8 th grade students will receive additional reading support by campus Strategic Reading and Writing intervention teacher every other day	Administration SRW teacher/Dyslexia Interventionist	Master Schedule SRW resources (HUB) Lesson Plans District Dyslexia Training Renaissance 360 Study Island Achieve3000 Teacher Designed Lessons	August 2018 - May 2019	BOY/MOY/EOY Assessment Common Assessments Campus Based Benchmark STAAR
100% of teachers will perform at Meets or Masters grade level as measured by HOD Teacher Appraisal and Development rubric guidelines for	Classroom/peer visits of highly effective teacher in literacy on and off campus. Highly effective reading teachers will model rigorous lessons and lesson planning for	Literacy Teachers Department Chair/Instructional Excellence Coach Administration TAOS	Classroom walkthroughs and observations Positive achievement growth on benchmarks and formative assessments	Department Planning Time 2 times a week. Protocols on using data in lesson planning Department Head Meetings once a month.	BOY/MOY/EOY Assessment Common Assessments Campus Based Benchmark STAAR

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SIP Part 2: Goals & Objectives

GOALS: Faced with a Priority Need and the Critical Success Factor(s), the Goal is the changed outcome the campus is planning to accomplish. The SIP requires SMART Goals, including measurable objectives based on the Needs Assessment and a year-end Summative Evaluation. Campuses must address any unmet accountability standard or domain. All goal areas below, that are specific to your campus grade levels, must be addressed.

Goal Area I: Increase Student Achievement

1. Reading/Language Arts/Literacy
2. Mathematics
3. Texas Accountability System
4. Post-Secondary Readiness
 - a. Dropout Prevention / Graduation Rate Improvement (MS,HS)
 - b. Ninth Grade Promotion (HS)
 - c. Advanced Course / Dual Credit Enrollment (HS)
 - d. AP/IB Exams Participation and Scores (HS)
 - e. PSAT/SAT/ACT Participation and Scores (HS)
 - f. College Readiness (ES,MS,HS)
5. Attendance

Goal Area II: Improve Safety, Public Support, and Confidence – Safety & Violence Prevention

- a. Bullying Prevention
- b. Child Abuse & Sexual Abuse Prevention
- c. Dating Violence Awareness
- d. Drug, Tobacco, Alcohol Prevention
- e. Suicide Prevention
- f. Discipline Management – Safe Environments
 - a. DAEP Referrals
 - b. Special Education In-school Suspension
 - c. Special Education Out-of-School Suspension
- g. Parent and Community Involvement
- h. Coordinated Health Program

Goal Area III: Special Population Goals & Strategies – include funding sources in the Resource Column for Special Populations

- a. Gifted & Talented Program
- b. Special Education Program
 - a. STAAR/EOC Participation
 - b. Representation
 - i. Overall
 - ii. African-American
 - iii. Hispanic
 - iv. EL
 - c. Placement in Instructional Setting 40/41
- c. Economically Disadvantaged
 - a. STAAR/EOC Participation
- d. English Language Learners
 - a. STAAR/EOC Participation
 - b. TELPAS Reading and Composite Scores
- e. Dyslexia Program

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GOAL AREA 1: Student Achievement: Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)

Priority Need:	Attendance				
Critical Success Factor(s):	Improve School Climate				
Goal:	To maintain a 0% dropout rate our attendance rate will remain in the 97.6- 98.6 range.				
Summative Evaluation: (Year-End)	End of year attendance numbers				
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
To remain at or above 98.6 % attendance rate each day (less than 30 students absent)	Use AAE Dashboard to monitor student attendance and contact parents whose students have more than two absences.	Attendance Clerk Principal Dean Counselor	AAE Chancery	Weekly August 2018 – May 2019	Improved attendance rate, weekly Decrease in amount of target students appearing on monthly report Maintain attendance rate at 98.6%
To reduce the number of students with early departures by 5%.	Automated call out to all students absent each day, attendance letters to students with excessive absences, referral of students with absenteeism to Truancy Officer. Limit participation in extracurricular activities based on strategic attendance monitoring.	Attendance Clerk Dean Assistant Principals	Chancery Gradespeed	August 2018 May 2019 Daily Call Out	Monthly attendance report; maintain attendance rate to 98.6%
To reduce the percentage of students	Monitored tracking system and	Grade Level Administrators	AAE	August 2018 May 2019	Monthly attendance report; maintain

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with 3 to 5 absences by 5%.	administrator/student accountability for students with 5 or more absences	Dean Counselor	Attendance Tracker	Weekly (Admin Meetings)	attendance rate to 98.6%
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GOAL AREA 1: Student Achievement: Post-Secondary Readiness

Priority Need:	Low, given our success				
Critical Success Factor(s):	Maintaining high academic standards through rigor and relevance				
Goal:	To increase our post-secondary readiness index by a minimum of 1% for the 2018-2019 school year.				
Summative Evaluation: (Year-End)	TTA final report on index 4				
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
100% of students must receive Renaissance screening, district benchmarks and campus common assessments.	Utilizing district benchmarks and campus created/TEK-aligned common assessments.	Cary Cooper, Jose Cordova and Stacey Whitmore	OnTrack and campus-based instructional specialists	August 2018 - May 2019	District Benchmarks and Campus Common Assessments

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GOAL AREA 1: Student Achievement: Attendance

Priority Need:	Attendance				
Critical Success Factor(s):	Improve School Climate				
Goal:	To maintain a 0% dropout rate our attendance rate will remain in the 97.6- 98.6 range.				
Summative Evaluation: (Year-End)	End of year attendance numbers				
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
To remain at or above 98.6 % attendance rate each day (less than 30 students absent)	Use AAE Dashboard to monitor student attendance and contact parents whose students have more than two absences.	Attendance Clerk Principal Dean Counselor	AAE Chancery	Weekly August 2018 – May 2019	Improved attendance rate, weekly Decrease in amount of target students appearing on monthly report Maintain attendance rate at 98.6%
To reduce the number of students with early departures by 5%.	Automated call out to all students absent each day, attendance letters to students with excessive absences, referral of students with absenteeism to Truancy Officer. Limit participation in extracurricular activities based on strategic attendance monitoring.	Attendance Clerk Dean Assistant Principals	Chancery Gradespeed	August 2018 May 2019 Daily Call Out	Monthly attendance report; maintain attendance rate to 98.6%

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To reduce the percentage of students with 3 to 5 absences by 5%.	Monitored tracking system and administrator/student accountability for students with 5 or more absences	Grade-Level Administrators Dean Counselor	A4E Attendance Tracker	August 2018-May 2019 Weekly (Admin Meetings)	Monthly attendance report; maintain attendance rate to 98.6%
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Goal Area 2: Improve Safety, Public Support, and Confidence:					
Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex					
Priority Need:	Not an issue at Lanier				
Critical Success Factor(s):					
Goal:					
Summative Evaluation: (Year-End)					

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation

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GOAL AREA 2: Improve Safety, Public Support, and Confidence: Violence Prevention & Safety
(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)

Priority Need:	School Safety				
Critical Success Factor(s):	Violence Prevention & Safety				
Goal:	The school community views Lanier Middle School as a safe learning environment				
Summative Evaluation: (Year-End)					
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
100% of students will participate in Bully Prevention education throughout the school year.	Affirm that Lanier Middle is a "No Place for Hate" school by continuing to include GSG in the school day which creates a safe place for students to report bullying. Annual Talent and Tolerance Show Bully Prevention Assembly	Counselor Teachers Principal GSG Leaders and Leadership Teacher Student Council Sponsor Students	Leadership Class GSG Curriculum No Place for Hate Activities IB Learner Profile Bully Prevention videos	August 2018-May 2019	No Place for Hate designation for 2018-2019 Monitor discipline referrals in Chancery for bullying Monthly review of counselor referral log
100% of students will participate in suicide prevention education.	Leadership teacher will create and model lessons for student delivery in Guidance Support Groups. GSG leaders will deliver lessons and facilitate discussions and activities	Leadership Teacher Counselor GSG Leaders	Leadership Class GSG Curriculum No Place for Hate Activities IB Learner	August 2018-May 2019	Increase of suicide prevention education.

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For the 2018-2019, discipline referrals for drug, alcohol, and tobacco will remain at zero.	All students will participate in Drug, Tobacco, and Alcohol Prevention education through Guidance Support Groups, health classes, and grade-level assemblies.	School Counselor Leadership Teacher GSG Leaders School Nurse Health Teacher	Leadership Class GSG Curriculum Health Curriculum Student assembly program and videos IB Learner Profile	August 2018-May 2019	Each grading period, discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
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[illegible]

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Coordinated Health Program (CS, MS and K-8 Campuses)

[illegible]

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Parent and Community Involvement

LOCAL AREA 2: Improve safety, public support, and confidence: Parent and Community Involvement	Priority Need: Parent and Community Involvement	Critical Success Factor(s): Increase Family and Community Engagement	Goal and Performance Evaluation: Increase parent involvement for the 2017-2018 school year
	Club, Activity, Athletics, and Arts		

Monthly reports December 2018 – May 2019	Review vaccination for all current students on Chemistry	Weekly reports to parents whose children need updated	Vaccinations	Create and implement emergency plan for 100% of students diagnosed as at risk for a life threatening event within 30 days of school starting	For the 2018-2019, 100% of the learner staff will complete H1N1 compliance training	Start members' complete district required training	Layer Staff	Debusone	September 2017	100% completion of the mandated online compliance training
	Review parents & contact parents if proper forms have not been submitted for each student by the doctor	Emergency plan for complete and emergency plan for identified students and the students' teacher	School Nurse	Emergency plan for complete and emergency plan for identified students and the students' teacher	For the 2018-2019, 100% of the learner staff will complete H1N1 compliance training	Start members' complete district required training	Layer Staff	Debusone	September 2017	100% completion of the mandated online compliance training
			Chancery	Emergency plan for complete and emergency plan for identified students and the students' teacher	For the 2018-2019, 100% of the learner staff will complete H1N1 compliance training	Start members' complete district required training	Layer Staff	Debusone	September 2017	100% completion of the mandated online compliance training
			August 2018	Emergency plan for complete and emergency plan for identified students and the students' teacher	For the 2018-2019, 100% of the learner staff will complete H1N1 compliance training	Start members' complete district required training	Layer Staff	Debusone	September 2017	100% completion of the mandated online compliance training
			May	Emergency plan for complete and emergency plan for identified students and the students' teacher	For the 2018-2019, 100% of the learner staff will complete H1N1 compliance training	Start members' complete district required training	Layer Staff	Debusone	September 2017	100% completion of the mandated online compliance training

GOAL AREA 3: Special Populations: Special Ed., Gifted and Talented, EL, Economically Disadvantaged, Dyslexia, At-Risk, etc.

Priority Need:	Academic
Critical Success Factor(s):	Special Populations Focus
Goal and Summative Evaluation:	For 2018-2019, the percent of special education students meeting performance standards on the state assessment will be at or above 80%.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – Include funding sources (i.e., GT, Title I, State Comp. Ed., Bilingual/ESL, Special Ed., etc.)	Timeline	Milestones/ Formative Evaluation
100% of Special Education (non-SLL) student will be mainstreamed and participate in the STAAR exams.	The depth, complexity, and pacing of instruction (differentiation strategies) will be evidenced by administrative walk-throughs.	Teachers Aides Administrators Case Workers	TADS, Walkthrough tracking system, Kurzweil	2018-2019 School Year	100% of Special Education (non-SLL) students will be mainstreamed and participate in the STAAR exams.
Provided differentiated instruction and specific interventions to address individual learning needs of students with disabilities.	Neuhaus Classroom walkthroughs and observations, Kurzweil, Benchmark tests, Language!	Teachers Aides Administrators Case Workers	Model Reading Intervention Classroom, Language Live!, Literacy in the Middle Classroom Librarians	Results of the STAAR will be reviewed to determine if ARD/IEP goals and objectives were met.	100% of Special Education (non-SLL) students will be mainstreamed and participate in the STAAR exams. For 2018-2019 provisions for identification, assessment and instructional services to students having or suspected of having dyslexia or a related disorder, and the provisions for dyslexia teachers and parents

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Lanier will provide modified instructional services through the implementation of the Vanguard Standards (Standards 5, 6, 7, 8) and the G/T Curriculum Framework. Lanier G/T students will be scheduled into four core Pre AP or IB/MYP classes each year. Teachers serving G/T identified student will receive the required 30 hours of initial training and the required annual 6 hour update.	The depth, complexity, and pacing of instruction (differentiation strategies) will be evidenced by administrative walk-throughs, and student work samples.	Teachers	IB Standards and Practices, IB Unit Planners,	For 2018-2019 Gifted/Talented (G/T) identified student scores will increase by 5%.	Students identified as G/T shall be expected to score above grade level on the district norm referenced assessment. 1877 Special Education/504 students will be expected to show annual growth on these or related assessments. Students enrolled in AP and IB classes which have corresponding College Board and IB exams shall take the corresponding AP or IB exams.
100% of EL students will demonstrate 1 year's growth on their TELPAS composite score.	Walkthroughs and observations, EL Strategies, Reading Intervention, Writer's Workshop	Teachers Administrators	ReadingSmart, iStation, Study Island	2018-2019	Boy Assessment Common Assessments EQY Assessment TELPAS
100% of Economically Disadvantaged students will demonstrate 1	Walkthroughs and observations, Common Assessments	Teachers Administrators	1-3 [Differentiation in the classroom], Literacy in the Middle (small group instruction)	2018-2019	BOY Assessment Common Assessments Benchmark Assessment EQY Assessment

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year's growth on their STAAR exams.					STAAR
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SIP Part 3: Special Funding Goals

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

Note: As a Schoolwide Title 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 Educational Agency (LEA).

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

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

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

- 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. _____
2. _____
3. _____
4. _____

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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)
- 2)
- 3)
- 4)

Capital Outlay Requested (Y/N)?

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

Positions Funded Out of Title I Funds (Please indicate the quantity of each position selected for the school year.)

<ul style="list-style-type: none"> — Parent Engagement Rep — Tutor, Academic (Hourly) — Tutor, Associate (Hourly) — Tutor, Sr. Academic — Counselor (must have rationale that shows duties are supplemental to the regular school program) — Social Worker (must have rationale that shows duties are supplemental to the regular school program) — Psychologist (must have rationale that shows duties are supplemental to the regular school program) — Coach, Graduation — Teacher, AVID — Teacher Specialist — Instructional Specialist — Teacher, Intervention (Hourly) — All grade levels - [General] — Teacher, Intervention (Hourly) — All grade levels - [Math] — Teacher, Intervention (Hourly) — All grade levels - [Reading] — Teacher, Intervention (Hourly) — All grade levels - [Science] 	<ul style="list-style-type: none"> — Teacher, Intervention [General] — All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Math] — All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Reading] — All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Science] — All grade levels (Cannot be primary teacher of record) — *Teacher, Class-Size Reduction [General] — All elementary grade levels — *Teacher, Class-Size Reduction [Bilingual] — All elementary grade levels — *Teacher, Class-Size Reduction [ESL] — All elementary grade levels — *Teacher, Class-Size Reduction [All core content areas] — All secondary grade levels
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Indicate "Yes" or "No" below if your campus' Title I funds will be utilized to fund the following items:

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

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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: [Click here to enter text.](#)

Total number of FTE's funded with State Compensatory Education funds: [Click here to enter text.](#)

Brief description of how these funds are utilized on your campus: [Click here to enter text.](#)

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: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 26, 2018 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

5. Spinal Screening by Age: Girls - Ages 10-12 and Boys - Age 13

Person Responsible for screening, data entry, completing referral forms, and submitting state report: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis: [Click here to enter text.](#)

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 2018-2019: [Click here to enter text.](#)

7. AED (Automated External Defibrillators) Monthly Maintenance Check

Person certified in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually: [Click here to enter text.](#)

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 2018-2019 school year. (Include the number of AEDs on campus: [Click here to enter text.](#)

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