### SDMC Meeting
### Sign-in Sheet
### September 17, 2018

<table>
<thead>
<tr>
<th>Members Present</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Morales</td>
<td>Magnet Parent</td>
</tr>
<tr>
<td>Cindy Long-Wa</td>
<td>Zoned Parent</td>
</tr>
<tr>
<td>Cotrice Mayo</td>
<td>PTO President</td>
</tr>
<tr>
<td>Tiana Sanchez</td>
<td>Teacher</td>
</tr>
<tr>
<td>Michael Giesie</td>
<td>TCHR</td>
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<tr>
<td>Rich Pastore</td>
<td>Vanguard Parent</td>
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<tr>
<td>Wendy Tilford</td>
<td>Business Partner</td>
</tr>
<tr>
<td>Katie Bradarich</td>
<td>Principal</td>
</tr>
<tr>
<td>Jose H. Cordova</td>
<td>Teacher Specialist</td>
</tr>
<tr>
<td>Charliita Blossom</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guests Present</th>
<th>Purpose</th>
</tr>
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</tbody>
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Roll Call (gain signatures of all present)

Approve agenda for scheduled SDMC meeting

Specific Agenda Items

➤ **School Improvement Plan**
  o Review
  o SIP Approval

➤ **Dress Code**
  o How we got here:
    o Student committee gathered with parameters
    o Student committee surveyed students to learn why they don’t follow
    o Student committee has a plan and is ready to launch

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

➤ **Master Schedule Challenges**
  o Budget cuts impact on schedule
  o Teachers and Admin agree not working
  o Key challenge going forward is using time differently
  o 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
  - September 27, 2018- Parent University
  - Starting Coffee with Principal and Brown Baggin’ (dinner) with Dr. B.
  - 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
MISSION STATEMENT

At Lanier Middle School, we provide a relevant rigorous academic curriculum in order to encourage students to become well-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 the shadow of the magnificent Astrodome. The school is situated on a beautiful campus that includes a library, a science laboratory, an art room, and a gymnasium. The campus is fully equipped with state-of-the-art technology, including wireless internet access and interactive whiteboards in all classrooms. The campus is wheelchair accessible, and there are designated parking spaces for people with disabilities. The school is surrounded by a mix of residential and commercial areas, providing a diverse and dynamic environment for learning.

The school has a diverse student body, with students representing a wide range of cultural and linguistic backgrounds. The school community is committed to fostering an inclusive and welcoming environment where all students feel valued and supported. The school staff consists of experienced educators and support staff, all dedicated to the success of every student.

Approximately 28.7% of Lanier's students qualify for free or reduced-price meals, and 25.7% of our students are classified as economically disadvantaged. Students who are classified as ELs (English Language Learners) make up 3.84% of our student body. For the 2018-2019 school year, Lanier's special education population accounts for 3.3% of our students.

Lanier's enrollment is 77% African American, 17% Hispanic, 6% White, and 3% other. Approximately 24% of our students are English Language Learners, and 9% of our students are English Learners.

The student-teacher ratio is 15:1, ensuring that each student receives individualized attention and support. The school has a dedicated team of instructional and support staff, including teachers, counselors, and support personnel, all committed to the success of each student.

The school's curriculum is designed to prepare students for success in college and career. Lanier offers a comprehensive academic program, including Advanced Placement courses, International Baccalaureate programs, and dual enrollment opportunities.

The school community is committed to fostering a safe and supportive learning environment, where students can achieve their full potential. The school's mission is to inspire every student to reach their highest level of academic attainment and personal growth.

SHARED DECISION MAKING (sample language provided — modify as needed)

Organizational Structure

The Campus Improvement 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. The model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer (SSO) or Lead Principal is a member of the Campus Improvement 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 collaborative, 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 SDM component of the CIT is the shared decision-making body. Professional staff representatives are selected by the faculty. Principal determines number of classroom teachers, then assigns half that number to school-based staff. This process is done to ensure that the committee has a representative mix of instructional staff, one business and community member at least two parents at least two community members. Parents are elected by the PTO, PTA or PAC membership.

The Council meets monthly as needed to discuss issues brought by the administration, staff, parents, and 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 SDM functions under the direction of the Principal. Members of the SDM attend SDM 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 recommended resolutions to the SOMC, create ad hoc committees by consensus of the SOMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SOMC. The SDM 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 recommends products of the community, SOMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision Making Process

Consensus is the ultimate goal of the SOMC. 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 SOMC. The SOMC 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. A general agreement is not reached, further study of the issue will occur and alternatives will be presented until an 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
NEEDS ASSESSMENT

Narrative of Data Analysis, Problems and Root Causes (causal factors — include % of economically disadvantaged data)

Needs Assessment Summary: Lander 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, Lander Middle School is performing well but not in areas where improvement can be made, specifically in 8th grade reading and 7th grade Writing. Our Hispanic, IEP, Special Education, and Economically Disadvantaged student groups have been identified as areas for improvement especially in reading, writing and math. Lander Middle School has seen an increase of our student population, which increases the need for on level curriculum and instruction support. Lander’s demographics have remained relatively stable at 70% 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 student administrators will meet after each assessment to have data discussions, complete data trackers, and adjust lessons to address areas 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 EES, Parent and community involvement and perception is very important. To increase the awareness of Lander Middle School we will improve the perception parents and students about the improvement of our facility by continuing the beautification committee. Participate in feeder school offers, gather awareness efforts and PTO meetings. Administration will meet with Parents and Community to keep all informed. Students being included everyday has been a focus in research to be visibly 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 evaluate the end of the year. Students are a priority in the Houston Independent School District. Lander Middle School is working to decrease bad choices made by students. Students have put into place the following: Asthma that Lander Middle is a place for kids by continuing to include OSS in the school day and creating a safe place for students to report bullying. Parental involvement that will discuss topics related to internet safety, cyber bullying and bullying.

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 Rote 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 visits of highly effective teachers in math and on 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 5, 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 student administrators will meet after each assessment to have data discussions, complete data trackers, and adjust lessons to address areas 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 EES, Parent and community involvement and perception is very important. To increase the awareness of Lander Middle School we will improve the perception parents and students about the improvement of our facility by continuing the beautification committee. Participate in feeder school offers, gather awareness efforts and PTO meetings. Administration will meet with Parents and Community to keep all informed. Students being included everyday has been a focus in research to be visibly 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 evaluate the end of the year. Students are a priority in the Houston Independent School District. Lander Middle School is working to decrease bad choices made by students. Students have put into place the following: Asthma that Lander Middle is a place for kids by continuing to include OSS in the school day and creating a safe place for students to report bullying. Parental involvement that will discuss topics related to internet safety, cyber bullying and bullying.

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.

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

All Schools - HISD Early Dismissal Days Waiver of Local Board Policy 8L00470 and Board Approved 2016-2018 Academic Calendar

This waiver allows a school to be exempt from the district early dismissal calendar days of September 25th, October 19th, November 9th, January 18th and February 15th of the 2018-2019 school year. Students can attend school all full days instead of observing 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 attended schedule change that is brought about by this waiver.

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

Rationale for Waiver

Metrics of Success

All Schools - Nine (9) Week Grading Cycle - Grading Cycle Waiver of local board Policy 8L00461

The purpose of this waiver is to use a nine week grading cycle. This will provide teachers with additional instructional time to prepare and review student progress reports, while also providing students more time to improve their grades following the distribution of progress reports. The nine week grading cycle will replace the traditional nine week grading cycle with parents. This waiver is necessary for the improvement of student learning and achievement.

All Schools - Nine (9) Week Grading Cycle - Grading Cycle Waiver of local board Policy 8L00461

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

Rationale for Waiver

Metrics of Success
SIP Part 2: Goals & Objectives

GOALS: Faced with a Priority Need and the Critical Success Factor(s), the Goal is the change 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 level, must be addressed.

Goal Area A: Increase Student Achievement
1. Reading/Language Arts/Literacy
2. Mathematics
3. Texas Accountability System
4. First Secondary Readiness
   a. Dropout Prevention / Graduation Rate Improvement (MISO)
   b. Ninth-Grade Promotion (H9)
   c. Advanced Course / Dual Credit Equivalency (H9)
   d. Reading/Language Arts Participation and Scores (H9)
   e. English Language Learners Participation and Scores (H9)
   f. College Readiness (H9, H15, H45)
5. Attendance

Goal Area B: 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. DLP Referrals
   b. Special Education In-school Suspension
   c. Special Education Out-of-School Suspension
   d. Parent and Community Involvement
   e. Coordinated Health Program

Goal Area C: 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 60/40
   d. Economically Disadvantaged
      a. STAAR/EOC Participation
      b. English Language Learners
         a. STAAR/EOC Participation
         b. TEAPAS Reading and Composite Scores
      c. Dyslexia Program
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<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
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<tbody>
<tr>
<td>Data 1</td>
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<td>Data 4</td>
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<td>Data 6</td>
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<td>Data 7</td>
<td>Data 8</td>
<td>Data 9</td>
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Additional text or tables can be included as needed.
### GOAL AREA 1: Student Achievement; Domain - Student Achievement/School Progress/Closing the Gap (mandatory, if not met)

**Priority Need:**
- Attendance

**Critical Success Factor(s):**
- Improve teacher climate

**Goal:**
- To maintain a 90% drop-in rate or attendance rate will remain in the 90-94% range.

**Summary Evaluation:**
- 104 of 104 attendance factors

<table>
<thead>
<tr>
<th>Measureable Objective</th>
<th>Strategy</th>
<th>Title of Staff Member Responsible</th>
<th>Resources - Include funding sources (e.g., Title I, Title III, State Comp., Ed., Bilingual, CTE, etc.)</th>
<th>Timeline</th>
<th>Formative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve at or above 90% attendance rate daily (for less than 10% students absent).</td>
<td>Use 44+F dashboard to monitor student attendance and contact parents when students have more than 10% absent.</td>
<td>Attendance Clerk, Principal, Counselor</td>
<td>Weekly August 2018 - May 2019</td>
<td>Improved attendance rate remains at 90% attendance rate. Increase in number of students attending daily and contact parents when students are absent.</td>
<td></td>
</tr>
<tr>
<td>To reduce the number of students with early departures by 5%.</td>
<td>Automated alert to follow students with 5% absences.</td>
<td>Attendance Clerk, Assistant Principals</td>
<td>August 2018 - May 2019</td>
<td>Daily Call Out</td>
<td>Monthly attendance rate improved.</td>
</tr>
<tr>
<td>To reduce the percentage of students with tardy slips</td>
<td>Grade level principal</td>
<td>Grade level principal</td>
<td>August 2018 - May 2019</td>
<td>Monthly attendance report</td>
<td>Monthly attendance report</td>
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</tbody>
</table>

### GOAL AREA 2: Student Achievement; Post-Secondary Readiness

**Priority Need:**
- Low, great for success.

**Critical Success Factor(s):**
- Improve in school climate

**Goal:**
- To increase the post-secondary readiness index by a minimum of 2% for the 2018-2019 school year.

**Summary Evaluation:**
- 104 of 104 attendance factors

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<tbody>
<tr>
<td>100% of students must receive a performance score at least 70% in each benchmark and overall composite.</td>
<td>Counseling, School Counselors, CTE, guidance counselors.</td>
<td>District Benchmark Committee</td>
<td>August 2018 - May 2019</td>
<td>District Benchmark Committee</td>
<td>Benchmark Committee</td>
</tr>
</tbody>
</table>

### GOAL AREA 3: Student Achievement; Attendance

**Priority Need:**
- Attendance

**Critical Success Factor(s):**
- Improve in school climate

**Goal:**
- To maintain a 90% drop-in rate or attendance rate will remain in the 90-94% range.

**Summary Evaluation:**
- 104 of 104 attendance factors

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<td>To reduce the percentage of students with tardy slips</td>
<td>Grade level principal</td>
<td>Grade level principal</td>
<td>August 2018 - May 2019</td>
<td>Monthly attendance report</td>
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10/17/2018 10:04 AM

10/17/2018 10:10 AM

10/17/2018 10:20 AM
**Goal Area 2: Improve Safety, Public Support, and Confidence: Violence Prevention & Safety**

- **Critical Success Factor(s):**
  - Violence Prevention & Safety
  - The entire community views Lassen Middle School as a safe learning environment.

**Summative Evaluation:**

<table>
<thead>
<tr>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Title of Staff Member Responsible</th>
<th>Resources - Include funding sources (i.e. Title I, Title III, homeless programs, Special Ed., CTE, etc.)</th>
<th>Timeline</th>
<th>Formative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students will participate in bullying prevention education throughout the school year.</td>
<td>Annual training includes a &quot;Fire Plan&quot; for each school, continuing to include SEL in the school day which creates a safe place for students to report bullying.</td>
<td>Classroom teachers, GCC staff, School Site Council, Community Members, Students</td>
<td>Leadership Team: GCC, teachers, guidance counselors, school site council, community members, students.</td>
<td>August 2018 - May 2019</td>
<td>Formative evaluation includes monitoring student reports, teacher observations, and school site council feedback.</td>
</tr>
<tr>
<td>100% of students will participate in violence prevention education.</td>
<td>Leadership Team: GCC, teachers, guidance counselors, school site council, community members, students.</td>
<td></td>
<td>Leadership Team: GCC, teachers, guidance counselors, school site council, community members, students.</td>
<td>August 2018 - May 2019</td>
<td>Increase of violence prevention education.</td>
</tr>
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</table>
3. Parent and Family Engagement: Campuses shall jointly develop, distribute to, and involve 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, list the items below. No. Please note, all capital outlay requests must receive approval from TEA prior to purchase.

---

**Goal Area: State Compensatory Education**

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 ETE'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 credited in the Resources column of the SIF 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.

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**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 25, 2018 (include an estimated 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 estimated 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 estimated number of students that must be screened): [Click here to enter text].

4. Type 2 Diabetes Screening at Grades: 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 estimated 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 estimated number of students that must be screened): [Click here to enter text].

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**Positions Funded Out of Title I Funds**

(For Title I funds report the quantities of each position selected for the school year.)

- Teacher, Intervention (General)
- All grade levels
- Teacher, Intervention (Math)
- All grade levels
- Teacher, Intervention (Reading)
- All grade levels
- Teacher, Intervention (Science)
- All grade levels
- Teacher, Class Size Reduction (English)
- All grade levels
- Teacher, Class Size Reduction (Bilingual)
- All grade levels
- Teacher, Class Size Reduction (All core content areas)
- All grade levels
- Teacher, Class Size Reduction (All core content areas)
- All secondary levels

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

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

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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 allergies: [Click here to enter text].

Person responsible for furnishing emergency medications for students with such medical conditions: [Click here to enter text].

If your campus does not have a certified school nurse or screener, please explain how you will meet this requirement for the 2018-2019 school year: [Click here to enter text].

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

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

If your campus does not have a certified school nurse or screener, please explain how you will meet this requirement for the 2018-2019 school year: [Click here to enter text].

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