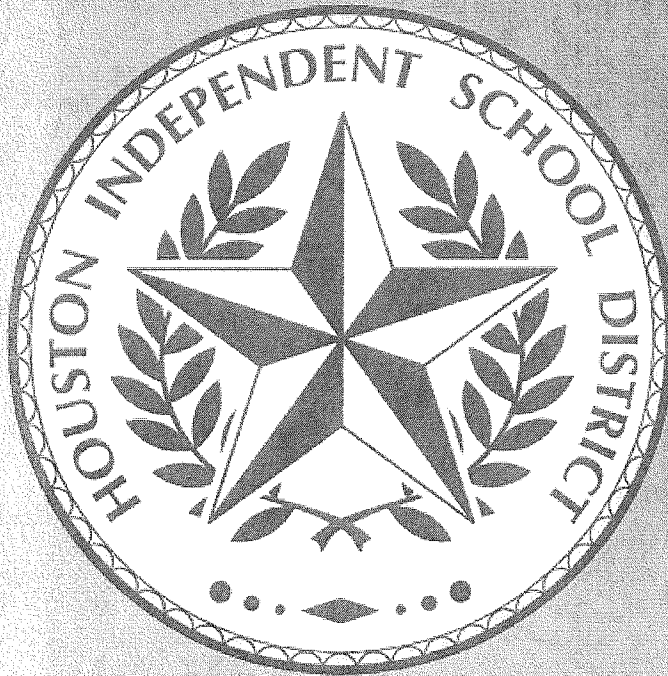


HOUSTON INDEPENDENT SCHOOL DISTRICT



Campus Name **Jack Yates High School**

Campus Number: **020**

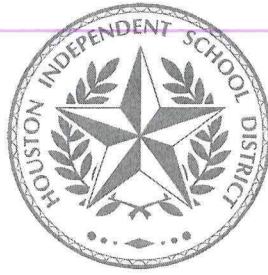
Principal Name: **Ms. Tiffany Guillory**

School Support Officer/Lead Principal Name: **Jonathan Trinh / Dr. Khalilah Campbell**

Area Superintendent Name: **Dr. Felicia Adams**

Area School Office: **Achieve 180**

SCHOOL IMPROVEMENT PLAN 2019-2020



Houston Independent School District

2019 Board of Education

Diana Davila, *President*

Holly Maria Flynn Vilaseca, *First Vice President*

Elizabeth Santos, *Second Vice President*

Sergio Lira, *Secretary*

Sue Deigaard, *Assistant Secretary*

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Dr. Grenita Lathan, *Interim Superintendent of Schools*

Houston Independent School District

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Web site: 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.

MISSION STATEMENT

Jack Yates High School aims to provide students with critical thinking skills, social and emotional support, and high-quality education which encourages students to become active, compassionate, and lifelong learners.

SCHOOL PROFILE

Jack Yates High School is a traditional 4A comprehensive neighborhood school in Houston ISD, strategically positioned between two major universities, Texas Southern University and the University of Houston in the Third Ward Community. Yates is located in a new facility located at 3650 Alabama Street. The campus can hold up to 1,400 scholars and is 100% Wi-Fi, with all classrooms equipped with smart technology and interactive touch boards. The facility includes a state-of-the-art recording studio with streamline technology.

Yates is a Title I school currently serving 802 students. Our student demographics are 88% African American, 10% Hispanic and 1% combined total of American Indians, White and two or more races. Eighty-one percent of our students are economically disadvantaged, and 19% are receiving special education services. During the 2019-2020 school year the campus received a Met Standard rating and successfully met achievement goals in all three domains earning academic distinctions in ELA and Social Studies. More than half of students, 56% performed at the Approaches level or above for all tests administered for the accountability year.

Yates is a magnet school for Communications and is the only one of this kind in Houston ISD. The School of Communications currently offers tracks in Commercial Photography, Print Imaging Technology, TV and Film Production, Graphic Design and Illustration, Digital Radio Broadcasting, Journalism, Maritime Logistics, Junior Reserve Officer Training, and Music Production & Entrepreneurship. Yates is one of two Houston ISD campuses that offer the Maritime Academy with a partnership with Houston Community College-Southeast to award our students with Level 1 Logistics Certification.

Since 1926, Jack Yates High School has been a major force in the Third Ward community and greater Houston area. Lions are proud and thankful for the legacy of Pride, Excellence and Tradition!

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	# 2	Number of Parents (at least 2)	# 2
Number of School-based Staff (Half the number of classroom teachers)	# 3	Number of Community Members (at least 2)	# 2
Number of Non-Instructional Staff	# 1	Number of Business Members	# 1
Click here to enter text.	#	Click here to enter text.	#
Click here to enter text.	#	Click here to enter text.	#

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Tiffany Guillory	Principal Click or tap to enter a date.
Margo Hickman	Classroom Teacher 6/4/2021
Gina Farquharson	Classroom Teacher 6/4/2021
William Butler	School-based Staff 6/4/2021
Pamela Haynes	Non-Instructional Staff 6/5/2021
Don Sutton	Business Member 6/4/2021
Valerie Clouser	Community Member 6/4/2021
Phylliss Guillum	Community Member 6/4/2021
Marlon Watkins	School-based staff 6/4/2021
Triva Calhoun	Parent 6/4/2021
Kristal Collins	Parent 6/4/2021
Kimberly Williams	School-based Staff 6/4/2021

Other Campus Intervention Team members (non-SDMC):

For campuses rated D, F, and/or Comprehensive Support Campuses:

Name	Position
Jonathan Trinh / Dr. Khalilah Campbell	School Support Officer/Lead Principal
Dr. Silvia Macy	Effective Schools Framework (ESF) Facilitator/ Professional Service Provider (PSP) for some campuses still using this model. Click here to enter text.
Juanessa Winkfield	Teacher Development Specialist (TDS)
Barani Goppanan	Other district personnel – position: Data Specialist
Click here to enter text.	Other district personnel – position: Click here to enter text.
Click here to enter text.	Other: Click here to enter text.

NEEDS ASSESSMENT

Narrative of Data Analysis

(causal factors – include % of economically disadvantaged data)

2018-2019 STAAR EOC Assessments Results: (in percentage)

Student Groups	Algebra 1	Biology	English I	English II	US History
All Students	59	70	32	39	87
First-Time Testers	70	76	39	51	91
Re-Testers	13	38	22	20	33
Economically Disadvantaged	50	71	31	40	92

Yates STAAR EOC results for each content area has continued to increase for the past three years. Further, the number of students performing at the meets level has improved. Yates earned two academic distinctions for the 2019 TEA Accountability rating in ELA and Social Studies. Literacy continues to be a concern; there is a lack of peer collaboration, writing across the curriculum, varied reading, reading aloud and special education interventions. Next, Social and emotional concerns are plaguing our students with issues relating to mental health, healthy relationships and overage students with a deficit in grade level skills in reading and math. Lastly, using data sufficiently to address low Lexile scores and how to plan useful lessons to ensure students skills are increasing in reading and problem-solving. Attendance and failure rates must be readdressed with strategies to reduce these areas of concern.

Through Professional Learning Communities (PLC) we will capitalize on collaboration time to increase teacher capacity to facilitate high yield instructional strategies. Our master schedule has been enhanced to include a 45-minute Intervention period (A0 & B0) where our PLCs can utilize data effectuate change in student achievement.

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

The campus leadership did not develop a calendar for monitoring the implementation of campus wide literacy. Teachers did not differentiate through small group instruction to meet the individualized needs of students in math. The campus has improved and implemented more systems and have hired a CCMR representative. On the STAAR EOC assessments, Yates special education students had increases in Algebra, Biology, English I, English II and US History. English as a Second Language (ESL) also increased in student growth in Algebra, English I, English II and US History. While Yates has increased its use of ESL strategies, Yates must continue to enhance its literacy strategies for students with English as a second language. Although we had increases in passing rates with our special education students, we lacked interventions to meet their needs. Moreover, Yates does not have a useful co-teach model in place to ensure that students are achieving mastery to show significant growth. Restructuring our PLC's to provide frequent teacher professional development during the school day will improve instructional delivery in each classroom throughout the school which will result in measured impacts in student achievement. Successful implementation of this initiative will result in establishing a system for teaching and learning thus redefining high expectations for students and staff.

Special Populations 2018-2019 STAAR EOC Results: (Approaches or above percentage)

Student Groups	ELA/Reading	Math	Science	Soc. Studies
ESL	21	47	67	44
Special Education	47	32	45	65

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any domains rated D or F have been addressed:

Performance Domain	Rating	Subject(s) / Measure(s)?	Student Group(s) Contributing to low rating?	Needs addressed in the following SIP Goal(s):												
Texas Accountability System – Domains Rated D or F																
I. Student Achievement	60 D	STAAR Performance 56 College, Career, Military Readiness 67 Graduation Rate 55	African American Hispanic EL	Increase percent of students performing at Approaches, Meets and Masters on the STAAR exam from prior year. <table><tr><td><u>Level</u></td><td><u>2019</u></td><td><u>Goal</u></td></tr><tr><td>App</td><td>56</td><td>65</td></tr><tr><td>Meets</td><td>28</td><td>38</td></tr><tr><td>Masters</td><td>7</td><td>10</td></tr></table>	<u>Level</u>	<u>2019</u>	<u>Goal</u>	App	56	65	Meets	28	38	Masters	7	10
<u>Level</u>	<u>2019</u>	<u>Goal</u>														
App	56	65														
Meets	28	38														
Masters	7	10														
II. School Progress	70 C	Academic Growth 70 C Relative Performance Eco. Dis. 81/8% 66 D	African American SPED	Increase the number of growth points to 274 to achieve a scale score of 83 for first time Algebra I and English II testers. <u>2019 Scale Score 2A</u> 70 <u>Goal</u> 83 274 Growth Points Required												
III. Closing the Gaps	61 D	Closing the Gap 61 D	EL	Increase the Domain scale score from a 61 to 76 by tracking and monitoring the progress of (3) student groups with the largest performance gaps. <ul style="list-style-type: none">• African American• Hispanic• Special Ed <u>2019 Domain III Score</u> 61 <u>Goal</u> 76												

STAFF DEVELOPMENT PLANS – INCLUDE BELOW**Jack Yates High School****2019 – 2020 Professional Development Calendar**

Training	Date	Team Members
Professional Learning Communities PD <u>Focus:</u> I-2 Checks for Understanding 1-3 Differentiation I-8 Student Engagement	Ongoing Aug. 2019 – May 2020 Weekly – Tues. & Thurs. 2 Hours per week	Core Content PLCs CATE PLCs
Achieve 180 PD <u>Focus:</u> Effective Instructional Practices Data Driven Instruction Backward Planning to Support Success	September 11 October 2 November 20 December 1 January 29 February 26 March 11 April 1 April 22	Core Content PLCs
Abydos Literacy PD Strategies using Sheltered Instruction <u>Focus:</u> Improving literacy across the curriculum	August 24 September 7 September 21 September 28 October 29 November 5 November 13 November 18	Open to all Campus PLCs
Early Dismissal PD <u>Focus:</u> Effective Instructional Practices	September 27 October 18 November 8 December 20 January 17 February 14	Core Content PLCs CATE PLCs

FORMATIVE ASSESSMENT PLAN – INCLUDE TYPE AND FREQUENCY

Yates HS 2019 Fall Campus Assessment Calendar (Every 2 Weeks – Fridays)

Renaissance Screener	September 9th
Campus Benchmark 1	September 13th
Campus Benchmark 2	September 27th
Campus Benchmark 3	October 11th
Snapshot 1	October 28th
Campus Benchmark 4	November 15
Campus Benchmark 5	December 6

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 ☒

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

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL) and EIC (LOCAL)

The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before. If this is a renewal waiver, a Waiver Detail Form is required and must be completed.

YES ☐ NO ☒

Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#2-All Schools - HISD Early Dismissal Days Waiver - Attend Full Day Instead of Releasing Early

This waiver allows a school to be exempt from the district early dismissal calendar days of September 27th, October 18th, November 8th, January 17th and February 14th of the 2019-2020 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 ☐ NO ☒

Rationale for Waiver

Click here to enter text.

Metrics of Success

Click here to enter text.

#3-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 ☐ NO ☒

Rationale for Waiver

Click here to enter text.

Metrics of Success

Click here to enter text.

#4-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 Waiver Detail Form is required and must be completed.

YES ☐ NO ☒**Rationale for Waiver**

Click here to enter text.

Metrics of Success

Click here to enter text.

#5-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E)

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 purpose of this waiver is to include 5 or more foreign exchange students per high school. This must be submitted as a general waiver application. 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**

Click here to enter text.

Metrics of Success

Click here to enter text.

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: Click here to enter text. Click here to enter text.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

Title: Click here to enter text.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

Student Achievement: *Reading/Language Arts/Literacy					
*Goal:		Increase the number of students reading and writing at or above grade level through differentiated lessons and small group instruction.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes			
*Summative Evaluation: (Year-End)		English I: Increase students performing at the meets level from 14% to 25% for the 2019-2020 academic year. English II: Increase students performing at the meets level from 10% to 20% for the 2019-2020 academic year.			
*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
100% of ELA teachers will support EOC Tier I Instruction and Interventions through collaborative PLCs to improve instructional practice and increase student outcomes	EOC Collaborative Teams: All ELA teachers will support EOC re-testers through the Intervention Period (A0/B0). Common Lessons based on Accelerated Curriculum and CFAs: The EOC team will create common lessons and assessments with designated supports to meet the targeted needs of EOC testers	ELA Teachers Dean of Students ELA TDS Intervention Specialist Literacy Specialist (Campus) Literacy Specialist (District) Co-Teachers	On-Track Assessments HISD Master Courses Campus Literacy Plan Intervention TEKS Lesson HISD Intervention Course PLC Planning Calendar Power Up Hub Literacy Notebooks Designated Supports Achieve 180 Funding Title 1 Funding	August 2019-May 2020	Do-Now's / Exit Tickets Teacher Created Assessments Informal Observations with Feedback Data from observations, Universal Screener Imagine Learning Edgenuity APEX Student work
100% of ELA teachers will implement small group instruction to meet the	Small Group Instruction: Teachers will facilitate SGI based on student data weekly in all ELA classes.	Teachers Co Teachers TDS Intervention Specialist	Lesson Plans with differentiation strategies Student work artifacts On-Track Assessments	Small Group Focus	Do-Now's / Exit Tickets Teacher Created Assessments Observation Data

10/29/2019 7:30 AM

*State Requirement ** Federal Requirement

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

needs of struggling learners	SGI will include teacher led groups and push-in or pull outs from UH Cougar or YANCYTutors.	Literacy Specialist (Campus) Literacy Specialist (District) UH Cougar Tutors YANCYTutors	Campus Literacy Plan Small Group Mini Lessons Small Group Focus Days Power Up Hub Literacy Notebooks Designated Supports Achieve 180 Funding Title 1 Funding	Every Wednesday & Thursday Sept 2019 – May 2020	Universal Screener Data Edgenuity Data APEX Data Student work District benchmark Data
100% of teachers will implement Literacy Every day Routines to help students grow so that they can read and write on grade level.	Literacy Strategies: Facilitated by Literacy Specialist through A180 and PLC meetings. Reading Strategies: Leveled Texts, Read and Respond Writing: Writing Toolkits and Quick Write Discourse: Academic, students will respond in complete sentences and include academic vocabulary and Higher Order Thinking responses.	Yates Teachers Dean of Students Literacy Specialist (Campus) Literacy Specialist (District) Co-Teachers	Campus Literacy Plan Lead4ward Strategies HISD Literacy Routines Achieve 180 Planning Calendar PLC Planning Calendar Achieve 180 Funding Title I Funding	Sept. 2019 – May 2020	Evidence of literacy practices noted in feedback from walkthroughs

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*State Requirement ** Federal Requirement

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

Student Achievement: *Math					
*Goal:		Increase the number of students performing at the Meets level in math through differentiated lessons and small group instruction.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes			
*Summative Evaluation: (Year-End)		Algebra I: Increase students performing at the meets level from 22% to 30% for the 2019-2020 academic year Algebra I Retest: Increase student performing at approaches level from 14% to 35% for the December 2019 administration Algebra I Retest: Increase student performing at approaches level from 13% to 40% for the May 2020 administration			
*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
Accelerated curriculum and assessments created by Dean / Instructional Specialists to increase approaches mastery for retesters in December	Professional Development in PLC's Intervention period Teacher tutorials Accelerated Curriculum & Instruction	Mathematics Teachers Dean of Students IAT TDS Math Specialist Instructional Technology Specialist Co-Teachers	On-Track Campus Common Assessments Renaissance Universal Screener HISD STAAR Course Lessons HUB UH Cougar Tutors Edgenuity - My Path Region 4 material	August 2019-Dec 2019	Campus Common Assessments Algebra 1 EOC
Accelerated curriculum and assessments created by Dean / Instructional Specialists to	Professional Development in PLC's Intervention period	Mathematics Teachers Dean of Students IAT TDS Math Specialist	On-Track Campus Common Assessments	Jan 2020 - May 2020	Campus Common Assessments Algebra 1 EOC

10/29/2019 7:30 AM

*State Requirement ** Federal Requirement

Sources: TEC 11.253, HISD Board Policy B011 (EGAL) and Every Student Succeeds Act (ESSA)

increase approaches mastery for retesters in May	Teacher tutorials Accelerated Curriculum & Instruction	Instructional Technology Specialist Co-Teachers	Renaissance Universal Screener HISD STAAR Course Lessons HUB UH Cougar Tutors Edgenuity - My Path Region 4 Material		
Strategic Learning Math to fills prerequisite grade 8 skills and support Tier 1 instruction in Algebra 1 classrooms	Professional Development in PLC's Prerequisite skills Block Schedule (88 minutes) Small Group Instruction	Dean of Students Math Teachers Dean of Students IAT TDS Math Specialist Co-Teacher Math TDS	Region 4 Materials Imagine Math Renaissance Universal Screener UH Cougar Tutors OnTrack Assessment	August 2019-May 2020	Common Assessment Algebra 1 EOC
Co-Teachers strategically placed in Algebra 1 and Strategic Learning Math classrooms	Professional Development in PLC's Small Group Instruction Supplemental Aids	Dean of Students Dept Head Special Ed Math Teachers Co-Teachers Math TDS	On-Track Campus Common Assessments Renaissance Universal Screener HISD STAAR Course Lessons HUB UH Cougar Tutors	August 2019-May 2020	Campus Common Assessment District Assessment Algebra 1 EOC
Tier 1 Math Instruction - Double block (88 minutes) provides time for Tier 2 and Tier 3 support	Professional Development in PLC's on small group instruction Differentiated Instructions Gradual Release Model	Dean of Students Math Teachers Co-Teachers Math Specialist	On-Track Campus Common Assessments Renaissance Universal Screener HISD STAAR Course Lessons HUB UH Cougar Tutors Region 4 Material	August 2019 - May 2020	Campus Common Assessment District Assessments Algebra 1 EOC

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*State Requirement ** Federal Requirement

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

			Region 18 Material Imagine Math		
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Student Achievement: *Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)																	
*Goal:		Achieve a minimum of a B rating for the 2020 accountability year.															
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes															
*Summative Evaluation: (Year-End)		Domain I – Increase scale score from a 60 D to a minimum of 70 C. Domain II – Increase 2A scale score from a 70 C to a minimum of 83 B. Domain III – Increase scale score from a 61 D to a minimum of 76 D.															
*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												
Student Achievement Increase percent of students performing at Approaches, Meets and Masters on the STAAR exam from prior year. <table><tr><td>Level</td><td>2019</td><td>Goal</td></tr><tr><td>App</td><td>56</td><td>65</td></tr><tr><td>Meets</td><td>28</td><td>38</td></tr><tr><td>Masters</td><td>7</td><td>10</td></tr></table>	Level	2019	Goal	App	56	65	Meets	28	38	Masters	7	10	Intervention Period A0/B0 added to the master schedule to provide targeted intervention during the day for STAAR retesters. 9 th Grade EOC Block (Eng I & Alg I) Double dose of Tier I instruction for first time English I and Algebra I testers through Reading and Strategic Learning for Math.	Deans Instructional Specialists Data Specialists TDS Intervention Specialist Multilingual Specialist SPED Specialist	Campus Assessment Calendar Campus Assessments Formative Assessments Student work artifacts District Benchmarks PLC meetings 2x per week Achieve 180 meetings Achieve 180 funding	Ongoing Aug. 2019 – May 2020	Monitor mastery from prior year on Campus Assessments District Benchmarks Campus assessment or district assessment every three weeks
Level	2019	Goal															
App	56	65															
Meets	28	38															
Masters	7	10															

10/29/2019 7:30 AM

*State Requirement ** Federal Requirement

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

<p><u>School Progress</u> Track and monitor the progress of all first time Algebra I and English II testers to ensure they meet growth measures.</p> <p><u>2019 Scale Score 2A</u> 70</p> <p>Goal 83 274 Growth Points Required</p> <p><u>2019 Scale Score 2B</u> 66</p> <p>Goal 73</p>	<p><u>Data Tracking</u> Teachers will monitor growth progress through tracking tools and student conferences.</p> <p><u>Small Group Instruction</u> Teachers will facilitate small group instruction based on student needs to support mastery and growth.</p> <p><u>Tutors</u> UH Cougar Tutors and YANCY tutors will provide in class support for small group instruction and push-in / pull outs.</p>	<p>Deans Instructional Specialists Data Specialists TDS Intervention Specialist Multilingual Specialist SPED Specialist</p>	<p>Student Data Trackers Teacher Trackers Ren 360 Data Trackers</p> <p>Campus Assessments Formative Assessments Student work artifacts District Benchmarks</p> <p>PLC meetings 2x per week Achieve 180 meetings Achieve 180 funding</p>	<p>Ongoing Aug. 2019 – May 2020</p>	<p>Monitor growth progress from prior year on Campus Assessments District Benchmarks</p>
<p><u>Closing the Gaps</u> Track and monitor the progress of (3) student groups with the largest performance gaps.</p> <p>African American Hispanic Special Ed</p> <p><u>2019 Domain III Score</u> 61</p> <p>Goal 76</p>	<p><u>Data Tracking</u> Teachers will monitor growth progress through tracking tools and student conferences.</p> <p><u>Small Group Instruction</u> Teachers will facilitate small group instruction based on student needs.</p>	<p>Deans Instructional Specialists Data Specialists TDS Intervention Specialist Multilingual Specialist SPED Specialist</p>	<p>Campus Summary Assessment Reports Campus Data Trackers</p> <p>Campus Assessments Formative Assessments Student work artifacts District Benchmarks</p> <p>PLC meetings 2x per week Achieve 180 meetings Achieve 180 funding</p>	<p>Ongoing Aug. 2019 – May 2020</p>	<p>Monitor mastery from prior year on Campus Assessments District Benchmarks</p>

Student Achievement: Post-Secondary Readiness					
*Goal:		Ensure all graduates exit Yates HS successfully meeting a College and Career Readiness measure.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Expanding Educational Opportunities			
*Summative Evaluation: (Year-End)		10% Increase in the 2020 graduation rate from the prior year. 100% of seniors graduate with a CCMR (College, Career, Military Readiness) indicator point.			
*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
Increase the number of seniors who are on track to graduate in the 2016 cohort.	A0/B0 Intervention Credit Recovery Period – Enroll off track seniors in A0/B0 credit recovery programs. Failsafe Parent Conferences – Monitor academic and attendance progress for seniors of concern and conduct Failsafe conferences to	Counselors Deans Teachers Registrar	Report Cards Failure Reports Transcripts Parent-Teacher Conference Logs Achieve 180 funding Title I funding	Oct. 2019 – May 2020	Monitor student progress every 3 week grading cycle: Student Grades Attendance

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*State Requirement ** Federal Requirement

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

	develop intervention action plans.				
Increase the number of seniors who are college ready by graduation based on the TSI assessment.	College Prep ELA & Math – Increase the number of students enrolled in College Prep to prepare and take the TSI assessment.	Counselors College Prep Teachers Deans	A4W College Prep Eligibility report	Aug. 2019 – May 2020	Monitor student progress toward proficiency on TSI through: Practice Test Benchmark Fall TSI Test Administration
Increase the number of students earning CCMR indicators.	CCMR Tracking – Monitor and conference with seniors and provide supports to ensure they gain a CCMR indicator prior to graduation.	CCMR Specialist Deans Data Specialist	CCMR Cohort Tracker TSI Subscriptions	Aug. 2019 – May 2020	Monitor Tracking Reports and CCMR student conferences every six week grading cycle during the 19-20 year.

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* State Requirement ** Federal Requirement

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

Student Achievement: *Attendance					
*Goal:		Increase the daily attendance rate to 95% overall			
Strategic Priority Alignment: *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			
*Summative Evaluation: (Year-End)		An overview of the attendance for the campus: <ul style="list-style-type: none"> • 5% Increase in attendance by grade level from prior year • 5% Decrease in percentage of students failing to receive credit due to attendance 			
*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
Ensuring that students are informed about all attendance policies and procedures	Disseminate information through homeroom, parent meetings, social media and school website	Truancy Officer Deans SIR Counselors	Social media platforms FACE funding	August 2019 – May 2020	Sign-in sheets Student survey responses
Accurate accountability for attendance in each class period	Use of a special bell during the ADA period	SIR Truancy Officer Deans	GradeSpeed	August 2019 – May 2020	Attendance correction forms submitted
Celebrations / Awards for improved attendance	Celebrate students each grading cycle for perfect attendance	SIR Truancy Officer Deans	Print Shop	October 2019 – May 2020	Percentage of students who attain perfect attendance status
Reduction of students being referred to court for truancy	Place students on attendance contracts before excessive absences occur. Conduct weekly student conferences to discuss attendance.	Truancy Officer SIR Counselors Deans	Attendance Contracts Student Conference Log	Bi-weekly Aug 19 – May 20	Percentage of students being referred to the court.

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*State Requirement ** Federal Requirement

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

Improve Safety, Public Support, and Confidence: *Violence Prevention & Safety <i>(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)</i>					
*Goal:		Improve safety on campus for students and staff.			
Strategic Priority Alignment: *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			
*Summative Evaluation: (Year-End)		Decrease the number of discipline incidents on campus by 10% from the prior year to improve public support, confidence and safety.			
*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
Reduce the number of student suspensions	Discipline Management System- Implement the Discipline Matrix system with SEL referrals and supports. Implement alternatives to suspensions including after school detention, Uniform loaner program and CIS referrals.	Behavior Specialist Deans	Discipline Matrix HISD Code of Conduct Behavior Contracts Uniform Shirts Dress Code	August Pre-Service – May 2020	Discipline Data of Discipline Referrals In School Suspensions Out of School Suspensions After School Detention

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*State Requirement ** Federal Requirement

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

Ensure a culture of safety among staff through 100% completion of district compliance courses	Facilitate learning Labs to complete Violence Prevention & Safety online courses during August Pre-Service professional development.	Deans / Appraisers Teachers Staff	Student Bullying Awareness Child Abuse Prevention Suicide Prevention	Aug 12 – Sept. 30	One Source Transcripts
Improve safety by reducing the number of campus disruptions during the instructional day	Daily duty for teachers to monitor halls and dress code. Daily hall sweeps to minimize opportunities for campus disruptions.	Behavior Specialist Deans Leadership Team Campus Officers	Hall Sweep Log Teacher Duty Schedule	Aug. 2019 – May 2020	Reduction of incidents from prior year evidenced through: Discipline Referrals
Establish a climate of Pride, Excellence and Tradition on campus through mentor programs and advocacy programs.	Mentor Programs – Ascending to Men ROSES Young Ladies of Excellence My Brothers Keepers YWCA Mentor programs will build positive relationships and advocacy for violence prevention programs -Drug Prevention -Bullying Prevention	Mentors Behavior Specialist Communities in Schools	Student Referral Forms	Aug. 2019 – May 2020	Tracking of academic, discipline and attendance data from cohort of students participating in mentor programs.

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* State Requirement ** Federal Requirement

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

Improve Safety, Public Support, and Confidence: *Parent and Community Involvement					
*Goal:		Increase parent and community engagement activities for the 2019-2020 academic year to build public support and confidence.			
Strategic Priority Alignment: *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			
*Summative Evaluation: (Year-End)		Increased involvement with parents and community from prior year as evidenced by attendance records(sign-in sheets)			
*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
Increase parent involvement through PTO meetings.	Meet with PTO President monthly to discuss meeting calendar. Inform parents of meetings via school messenger, website and social media	Ms. Hurst-CIT Ms. Haynes- Clerk	School Messenger Title I funding	September 2019 – May 2019	Review parent sign in sheets monthly and at the end of each of semester, determine if participation increased to determine if objective was met.
Build relationships with parents and community by Conduct Learning Opportunities for parents and community	Collaborate with FACE monthly to schedule workshops. Inform parents of workshops via school	Ms. Hurst, CIT	FACES Catalog School Messenger Title I funding	September 2019- May 2019	Review parent sign in sheets at the end of each semester to determine if objective was met.

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*State Requirement ** Federal Requirement

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

	messenger, website and social media				
Honoring our families by hosting family learning workshops.	Organize events and workshops focusing on our families. Spread the word about events via school messenger, website, social media and attending PTO meetings to discuss planned events.	Ms. Hurst-CIT	FACES Catalog School Messenger Title I funding	September 2019- March 2019	Review parent sign in sheets at the end of the semester to determine if objective was met.

Improve Safety, Public Support, and Confidence: *Coordinated Health Program (ES, MS and K-8 Campuses)

*Goal:		N/A				
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		N/A				
*Summative Evaluation: (Year-End)		N/A				
*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	
N/A	N/A	N/A	N/A	N/A	N/A	

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*State Requirement ** Federal Requirement

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

Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.					
*Goal:		Ensure students who require urgent intervention or intervention demonstrate a minimum of one year of academic growth.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes			
*Summative Evaluation: (Year-End)		Increase the percentage of ELs growing a minimum of one proficiency level from 20% to meet or exceed the TELPAS target of 36%. Improve the reading and math levels of SPED students from the BOY to EOY during the 2019-2020 academic year.			
*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
100% of ELs will grow a minimum of one proficiency level during the school year.	Imagine Learning & Literacy- Sheltered Instruction Coach will train teachers to facilitate Imagine Learning and Literacy to support language development. Campus Literacy EL Assessments- Campus will create and administer literacy assessments	Sheltered Instruction Teachers Deans	Imagine Learning On Track	October 2019 – April 2020	Monitor growth of priority ELPs from: Campus Assessments District Benchmarks

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*State Requirement ** Federal Requirement

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

	for ELS to monitor priority ELPS.				
Increase percentage of Special Education students meeting proficiency standards in reading and math.	<p>Intervention Resources – Teachers will strategically use resources to close gaps among special populations.</p> <p>Read to Achieve Vocabulary.com Edgenuity Imagine Math</p>	<p>Teachers Deans Instructional Specialists</p>	<p>Imagine Math Edgenuity Vocab.com Read to Achieve Achieve 180 funding Title I funding</p>	Sept. 2019 – May 2020	<p>Monitor growth through</p> <p>Ren 360 BOY, MOY, EOY</p> <p>Campus Assessments</p> <p>District Benchmarks</p>

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.**

Identify the needs of all scholars and implement an instructional program that supports targeted populations of students through Tier I instruction and intervention periods focused on improving reading and math skills .
 - **Indicate the programs and resources that are being purchased out of Title I funds.**

Professional Development, Tutors and General Supplies
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. Small Group Instruction
 2. Everyday Literacy Routines
 3. Lead4ward Strategies
 4. Intervention / Enrichment A0/BO Period

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) Parent Teacher Organization (PTO)
- 2) Parent University & Family and Community Engagement (FACES) Learning Sessions
- 3) Parent Outreach Activities: Senior Parent Night, Donuts with Dads, Breakfast with Tiffany
- 4) Academic Outreach Nights – Advanced Academics Night / Literacy Night

Capital Outlay Requested (Y/N)?
--

Choose an item.

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.](#)

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Positions Funded Out of Title I Funds (Please indicate the quantity of each position selected for the school year.)	
<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 type="checkbox"/> Teacher, AVID <input 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
1. In-State Travel	YES
2. Out-of-State Travel	NO
3. Professional Development	YES
4. Field Lessons	YES
5. Contracted Services	YES
6. Tutoring	YES
7. Materials and Supplies	YES

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

*Total amount of State Compensatory Education funds: \$78,899.00

*Personnel funded with State Compensatory Education funds: 1 @ 100%, 1@ 62% and 1 @ 57%

*List names here: Ronald Boutte, Heath Hope, Michael Hickey

*Total number of FTE’s funded with State Compensatory Education funds: 3

*Brief description of how these funds are utilized on your campus: Misc Operating Cost, purchase supplies, computer software for Accelerated Intervention Math

*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.

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*State Requirement ** Federal Requirement

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

Goal Area: *Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: **Nurse Brittany Washington**

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 25, 2019 (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 13, 2019 (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 13, 2019 (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 13, 2019 (include an estimate of number of students that must be screened): Click here to enter text.

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: 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 1, 2019 (include an estimate of number of students that must be screened): Click here to enter text..

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 2019-2020: Note: an unlicensed individual assigned to the school clinic cannot be referred to as "the nurse" which is a protected title. The should be referred to as Unlicensed Assistive Personnel (UAP) 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 2019-2020 school year. (Include the number of AEDs on campus) Click here to enter text.

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