

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2019-2020

Campus Name: Jenard Gross Elementary

Principal: Tracie Hart-Jackson

Executive Summary:

Jenard Gross Elementary is located in the Southwest part of Houston. Initially Gross was a private middle school and then purchased by The Houston Independent School District. Our doors opened as an Elementary School in August 2001. Jenard Gross Elementary School has approximately 657 students. It is an ethnically diverse school where 50% of the students are African American, 48% Hispanic, 1% Asian/Pacific Islander, and 1% White. The Bilingual and ESL program represents 38% percent of our population. During the 2017-2018 school year 87.3% of our students qualified for free and reduced lunch and 84.4% were considered at-risk. Gross Elementary has a transitional bilingual program that provides Spanish instruction through third grade. Our professional staff consists of 31 highly qualified classroom teachers, 1 resource teacher, 2 self-contained SPED teachers, 4 ancillary teachers, 1 school counselor, 1 Title I teacher, 2 professional staff, and 2.5 campus administrators. The faculty is comprised of approximately 72% African-American, 22% Hispanic, and 2% White, and 4% other

Jenard Gross will effectively support teachers by using data collected from walk-throughs, observations, and calibration walks to determine systemic and individual needs. In order to increase support student's academic success we will provide training and coaching to teachers as it relates to planning, implementation, and evaluation of each part of the lesson cycle. The purpose is to increase rigor and focus on targeted instruction in all content areas. In order to assist teachers with vertical planning to ensure consistency across the content we are implementing vertical alignment teams and providing support for the implementation of consistent targeted small group instruction. We will also increase collaborative planning time for grade level PLCs and utilize the support of teacher specialists, academic tutors, outside consultants, District Teacher Development Specialist, District DDI Specialist and interventionist to increase/ improve academic achievement for all students. Students will experience an overall improvement and understanding of learning objectives by ensuring the lesson cycle is presented in a logical sequential order, using differentiated instruction and researched-based practices to increase academic rigor.

In order to improve safety and increase parental awareness, anti-bullying and cyber bullying lessons and messages will be provided throughout the year. In these messages, students will be informed of the actions that should be taken to obtain assistance and intervention in response to bullying. Parents or guardians of victims of bullying and students who engage in bullying will be notified within a reasonable amount of time after the incidents. Through the Student Code of Conduct, and our campus discipline plan, teachers will use proactive strategies with students to decrease discipline incidents. Our school counselor will provide interactive lessons that focus on conflict resolution and building self-esteem. We will also use school-wide assemblies, classroom lessons, and small group sessions to educate students on the proper ways to resolve and respond to conflict in a socially appropriate manner. Teachers will modify their classroom discipline to meet the needs of the special education students assigned to them; including systems for positive reinforcement. It is our mission to provide parents with additional access to technology and resources and tools to feel better equipped to be a full partner in the educational process.