

# Houston Independent School District

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## School Improvement Plan

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2021-2022





## Houston Independent School District

### 2021 Board of Education

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### Houston Independent School District

Hattie Mae White Educational Support Center

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Houston, Texas 77092-8501

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## **HISD Roadmap to Success for Every Student Strategic Priorities for 2021-2022 and Beyond**

### **Expanding Education 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 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.

### **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.

## Board of Education Goals

**Goal 1:** The percentage of 3<sup>rd</sup> grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.


**Goal 2:** The percentage of 3<sup>rd</sup> grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 3:** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.

**Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

## SIP Guidance and Resources


**Each school must submit annually a School Improvement Plan (SIP) for approval by the Board of Education.**

 **PLAN4LEARNING** – Note that the Plan4Learning term for School Improvement Plan (SIP) is Campus Improvement Plan (CIP). These are the same thing.


**Important!! If you have questions about the content of the SIP, please work with your SSO/Lead Principal or the corresponding department for each goal.**

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

**MISSION STATEMENT:** This section includes the mission statement on the shared beliefs of the educational staff, parents, and community members. The mission statement should evolve from the school's vision. It is a concise statement of the purpose and function of the school that can be easily understood and adopted by all students, parents, educational staff, and community members. It is intended to set a broad standard by which the activities of the District or school may be consistently guided over time.

 **PLAN4LEARNING** - The mission and vision statements are located on the Plan Setup page. Hover over the Gear in the upper right-hand corner of your screen and click on Plan Setup.

**SCHOOL PROFILE:** This section describes the school and what makes it unique. The student population's characteristics, the school's location, and special programs are a few of the items that may be included.


 **PLAN4LEARNING** - The school profile is included in the four summary areas in the comprehensive needs assessment (CNA). The four summary areas are demographics, student learning, perceptions and processes/programs. The school profile is part of the CNA and not a separate page.

**SHARED DECISION MAKING:** This section provides a description of the school's Shared Decision-Making Committee (SDMC). The SDMC serves as the key committee in the *Campus Intervention Team* to assist the campus principal with the development, review, and revision of the SIP. The SDMC must approve the portions of the campus plan addressing campus staff development needs. The SDMC for secondary schools must analyze information related to dropout prevention and use the information in developing the SIP. The final draft of the SIP should be submitted to the SDMC. The SDMC will review the SIP with parents, community members, and the professional staff. After all revisions are made and the principal approves the plan, the SDMC will present the plan to the professional staff for a vote of approval. **Two-thirds of the professional staff must approve the plan by secret ballot.** The following information about the committee must be included:

- The organizational structure of the school's SDMC including subcommittees, membership, and operating procedures of the subcommittees and should include the meeting schedule for both the SDMC and subcommittees. The SDMC shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.
- The procedures and processes for addressing SDMC action items and decision making.
- An outline of the method of submitting items for the agenda which indicates whether submission procedures are the same or different for school personnel, parents, and community representatives. This section should describe the method of communicating SDMC decisions to non-SDMC members, including other school staff members, parents, and community members.
- A list of the total number of members by category as stipulated in policy. Membership must include parents, community and business representatives, and school-based professional staff.
- **SDMC meetings must occur at least quarterly on all campuses. 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 on the campus website. The campus website homepage must include the link to the SDMC page for easy access.**
- **Campuses must post SDMC agenda and minutes to campus website within 10 days following**


meeting.

- **Principals will need to login to the Certification of Compliance to verify that all their information for each quarterly meeting is on the campus website.**

 **PLAN4LEARNING** - Enter your SDMC committee under the committee setup button in the main menu bar located on the left side of your screen. Note that you can include a list of committee members and their roles when you print your plan. (Look for the “print with plan” checkbox on the committee page.) You can also print a sign-in sheet for your SDMC meetings from the committee screen. Click on “Create Meeting” to print the sign in sheet. Set up as many committees as you need for various planning groups.

### **NEEDS ASSESSMENT, DATA ANALYSIS & DETERMINATION OF PROBLEMS and ROOT CAUSES:**

The Campus Needs Assessment (CNA) is the first step in developing a schoolwide or school improvement plan. There are five steps to successfully completing a CNA – (1) Create a campus improvement team, (2) Collect, organize, and analyze data, (3) Identify and prioritize problems of practice, (4) Find the root cause, and (5) Complete the needs assessment summary.

 **PLAN4LEARNING** - Under Needs Assessment, click on Summary. Add the date your needs assessment was revised. Select Demographics and enter your Summary (school profile), strengths and problems of practice with a root cause. Next, complete the other three areas: Student Learning, Processes and Programs and Perceptions.

Data analysis, priority needs, and the determination of root causes are a combined process which begins with the gathering and comprehensive review of the following types of data:


- State and local assessment results and item analysis performance
  - Approaches Grade Level Standard
  - Meets Grade Level Standard
  - Masters Grade Level Standards
  - STAAR Progress Measure
  - Achievement gaps
  - Participation rates
- Performance in the state accountability domains
- Report card grades failure rate
- Attendance and discipline data
- Curriculum guides (campus level alignment, use of embedded EL strategies, etc.)
- Walkthrough forms and feedback
- Lesson plans (check for effective coverage of objectives and effective assessments)
- Data from feeder schools (are there any related patterns of need?)
- Master schedule (class sizes, maximized learning time, variety, flexibility, use of space, etc.)
- Campus RTI practices for Accelerated Instructional Plans and other interventions (are these documents up-to-date, readily available, included in PLC discussions, etc.)
- Parent involvement
- Graduation rates / dropout rates
- College, Career, and Military indicators
- Other relevant data

Topics covered will include an analysis of:


- past trend data
- discussion of contributing factors,
- linkage between examination of data and development of effective strategies,
- English and Spanish STAAR/EOC results,
- Use and intended outcomes for any policy waivers approved for the campus
- Any information regarding additional objectives

**NOTE: Due to the Covid 19 Pandemic, 2020 - 2021 accountability data is not available. All campuses will maintain the same accountability rating for the 2021-2022 school year as was rated for the 2019-2020 school year.**

**PROFESSIONAL DEVELOPMENT PLANS:** Professional development plans should provide a summary of the staff development days and topics approved by the SDMC which support the Goals & Objectives. Campus PD plans MUST: calendar PD by dates or by month, specify the topic for the PD, and specify alignment to SIP goal/s. In addition, campus PD plan can also include the PD platform, including all staff, PLC/department and/or virtual, and include person responsible for organizing, creating, and/or delivering the PD.

-  PLAN4LEARNING - There is not a separate section for Professional Development Plans. Professional Development should be embedded in the plan as strategies. Additionally, a separate Professional Development Plan template is located in the Addendums. (Hover over the Gear and then click on Addendums.) To complete, open the template and download it. The template is in Microsoft Word. When completed, save the template on your computer and then upload it back into Plan4Learning as an Addendum. Note: If you want the Professional Development Plan to print as part of your SIP, you must save it in Plan4Learning as a PDF. Only PDFs will print with the SIP.


**WAIVERS SECTION:** School waivers which were approved by Cabinet and/or the Board of Education must be included in the plan along with the rationale for the waiver and the metrics of success.

-  PLAN4LEARNING – School waivers will be uploaded as an Addendum. There is not a waiver template in Plan4Learning.


## PREPARING FOR GOALS:

Based on the Campus Needs Assessment (CNA) involving Data Analysis, a Determination of Root Causes, as well as requirements of a School Improvement Plan, Goals, Objectives, Strategies, and Action Plans must be developed to address the root cause and/or identified needs. All schools will develop these components for the following areas:

- Reading/Language Arts/Literacy
- Math
- Texas Accountability System – Performance in the state accountability domains (Mandatory, D or F)
- Attendance
- Safety (which includes Bullying, Child Abuse, Sexual Abuse, Drug, Alcohol, Tobacco, & Suicide Prevention as well as Dating Violence Awareness).
- Discipline
- Parent and Community Involvement
- Coordinated Health Program (Elementary, Middle and K-8 Campuses)
- Special Populations – Special Education, Gifted and Talented, EL, Economically Disadvantaged, Dyslexia, At-risk, etc.

 **PLAN4LEARNING** – The areas above typically align with the four CNA areas in Plan4Learning in this way:

- Demographics – Attendance, Discipline, Special Populations
- Student Learning – Reading/Language Arts/Literacy, Math, Texas Accountability System
- Perceptions – Safety, Parent and Community Involvement
- Processes and Programs – Coordinated Health Program

 Please note that this is general guidance. Data almost always overlaps in more than one CNA area. Organize your data under the CNA area that makes the most sense for your school and circumstances. The Questions to Consider document located under the Needs Assessment button in Plan4Learning will provide additional information.

Campuses which did not meet or barely met (domain grade of D or F) standards for a domain should address those areas in preparation for high standards.

The next section on Goals, Objectives, Strategies, and Action Plans will provide more details on developing these goal areas. Goals should also include a summative evaluation measure.

### ***SIP Sample Resources and Links***

[Annual Dropout Rates](#)  
[AP/IB](#)  
[Cohort Dropout Rates](#)  
[Cohort Graduation Rates](#)  
[Grade Level Retention](#)  
[HISD Program Evaluations](#)  
[Performance Based](#)  
[Monitoring Analysis](#)  
[System](#)  
[SAT/ACT](#)  
[TEA Program Evaluations](#)  
[HISD Dashboards](#)



## SIP Part 2: Goals, Objectives, Strategies and Action Plans – Planning, Implementing, Monitoring

**GOALS:** The **Goal** is the changed outcome the campus is planning to accomplish.

- Each campus goal will be listed under a board goal. The campus goal will also be linked to a strategic priority.
  - 📦 PLAN4LEARNING – The board goals are prepopulated in the software. The campus leader enters the campus goal and then clicks in the appropriate check box to link to a strategic priority.
- The 5 Strategic Priorities include:
  - Expanding Educational Opportunities
  - Ensuring Student Health, Safety and Well-Being
  - Transforming Academic Outreach
  - Increasing Organizational Efficiency
  - Cultivating Team HISD Talent
- The SIP requires **SMART Goals** (Specific, Measurable, Achievable, Reasonable Time Bound), measurable objectives based on the **Needs Assessment, three Formative Reviews, and a year-end Summative Evaluation.**
- Campuses **must** address any unmet accountability standard or domain.
- **All goal areas below, that are specific to your campus grade levels, must be addressed.**

### Board Goals:

#### **Board Goal 1 – ELAR**

- Reading, Language Arts and Literacy

#### **Board Goal 2 – Math**

- Mathematics

#### **Board Goal 3 – School Progress**

- College, Career and Military Readiness
  - Dropout Prevention / Graduation Rate Improvement (MS, HS)
  - Ninth Grade Promotion (HS)
  - Advanced Course / Dual Credit Enrollment (HS)
  - AP/IB Exams Participation and Scores (HS)
  - PSAT/SAT/ACT Participation and Scores (HS)
  - College Readiness (ES, MS, HS)

#### **Board Goal 4 – Special Education**

- Closing the Gaps

#### **Board Goal 5 – N/A Additional Campus Goals.**

- 📦 PLAN4LEARNING - There are only 4 Board Goals. Because of Plan4Learning’s coding hierarchy, every campus goal is located at the second level, under the first level of Board Goals. Board Goal 5 is not an actual Board Goal. It is only a “holding place” to allow additional campus goals.

### Campus Goal Areas: Improve Safety, Public Support, and Confidence – including Safety & Violence Prevention

- **Goal 1: Attendance**
- **Goal 2: Discipline Management**
  - DAEP Referrals
  - Special Education In-school Suspension
  - Special Education Out-of-School Suspension
- **Goal 3: Violence Prevention**
  - Bullying Prevention
  - Child Abuse & Sexual Abuse Prevention
  - Dating Violence Awareness
  - Drug, Tobacco, Alcohol Prevention
  - Suicide Prevention

**Campus Goal Areas: Special Population Goals & Strategies**

- **Goal 4: Special Education Program**
- **Goal 5: Special Populations**
  - **Dyslexia**
  - **At-Risk**
  - **Gifted and Talented**
    - STAAR/EOC Participation
    - Representation
      - Overall
      - African-American
      - Hispanic
      - EL
      - Placement in Instructional Setting 40/41
  - **Economically Disadvantaged**
    - STAAR/EOC Participation
  - **English Learners**
    - STAAR/EOC Participation
    - TELPAS Reading and Composite Scores

**Campus Goal Area: Safe Environments**

- **Goal 6: Parent and Community Engagement**
- **Goal 7: Mandated Health Services**
- **Goal 8: Coordinated Health Programs (ES, MS and K-8 Campuses)**


**Additional Campus Goal:**

- **Goal 9: Other Unmet (optional)**


**MEASURABLE OBJECTIVES:** What measurable change(s) is the strategy intended to yield? This relates to the Evaluation. Measurable objectives are short-term and medium-term goals that Specific, Measurable, Achievable, Reasonable, and Time Bound (**SMART**).

**STRATEGIES:** Strategies range from general approaches to particular interventions depending on the scope of the need being addressed. Strategies are **WHAT** you will do to achieve the objective. Do not include an inventory of regular yearly campus procedures or activities concerning the goal.


**RESPONSIBILITY:** A campus-based employee under the supervision of the principal should be identified as the responsible person for implementation and monitoring of the strategy despite any involvement with contracted services, partnering agencies, district support personnel or other external entities.

-  PLAN4LEARNING – It is best to assign only one (or two in some situations) campus-based employee as responsible. This person will bring information to each Formative Review meeting to explain progress on the strategy’s implementation.


**RESOURCES (INCLUDING FUNDING SOURCES AND DOLLAR AMOUNTS):** Resources include existing or needed funding sources, supplies, trainings, and support. The final campus budget plan should support the resources needed for the SIP. The dollar amount of the resources is included in this section.

-  PLAN4LEARNING – In the strategy, click on Funding Sources. In the Resources Needed box, type in what you are planning to spend money on. If it involves an FTE, put in how many (.5, 1, etc.). Then, click on the funding source box and choose the appropriate fund. Next, choose the correct commitment item (payroll, contracted services, supplies and materials, etc.) The dollar amount you type in should be a rounded planning amount instead of an exact cost.

**TIMELINE:** The timeline refers to specific dates during the academic calendar year in which the strategy is implemented. There is not a specific box to list dates. Important dates will be listed in the strategy description. Progress monitoring will occur in these months: October, February and April. The Summative Evaluation will be conducted in June.

-  PLAN4LEARNING – Be sure that your strategy timelines align with the date listed in your Measurable Objectives. Texas Education Code 11.252(7) says there must be timelines for ongoing monitoring of the implementation of each improvement strategy. Completing the Formative Review meetings in Plan4Learning meets the requirements for timelines and takes the place of a typical box listing timelines.

**FORMATIVE REVIEW:** The formative review consists of progress monitoring related to the implementation and progress of the strategies. If the strategies are well chosen and tightly align with the measurable objectives, and the measurable objectives align with the campus goals, the campus should reach the campus goal when the strategies are fully implemented with integrity. The formative review, inclusive of quantitative and qualitative data, provides an indication of progress towards objective and goal attainment. If progress is not occurring as expected, adjustments to the implementation should be made.

-  PLAN4LEARNING - Conduct the three Formative Reviews and the year-end Summative Evaluation by clicking on Goals, then Formative and Summative Reviews.

**ACTION STEPS:** The action steps refer to the specific tasks and actions that will be executed for each strategy. The action steps describe HOW the strategy will be completed to accomplish the objective.

-  PLAN4LEARNING – In the Action Steps box, number each action.

## SIP Part 2: House Bill 3 Early Literacy, Early Math, and CCMR

Under HB3 school boards are now required to adopt plans to achieve goals in early childhood literacy and mathematics proficiency and college, career, and military readiness (CCMR). Based on the board-adopted district goals, campuses must:

- Have specific, quantifiable, annual goals for five years that include targets for each student group measured in Domain 3 of the state accountability system
- Create a plan to meet the campus goals
- Post the district's annual report on progress toward the goals on the campus website

The Board adopted goals in November 2020 for STAAR performance at the Meets Grade Level Standard for 3<sup>rd</sup> grade for both reading and math and for College, Career, and Military Readiness (CCMR) of high school graduates.

The Department of Research and Accountability has generated targets for each campus that reflect the growth expectations in the Board goals. These targets were approved by the Board in January 2021. The old School Improvement Plan template included 3 tabs to accommodate the HB3-required goals and plans. (In Plan4Learning, you will see them as Board Goals 1, 2, and 3.) These targets were set for each year, and for each student group under Closing the Gaps Domain for each elementary, multi-grade, and high school campus. Research and Accountability team members will upload the targets documents into the Addendum section for each campus and the district prior to the Board approval date fall 2021.

- Submission of SIP executive summaries for Board approval will continue as in prior years.
- HB3 campus plans with measurable objectives will require Board approval by October 14, 2021. **Be sure to click the HB3 button in the measurable objectives area.**
- Middle School campuses will complete the CCMR measurable objectives and strategies in Plan4Learning.
- Due to the impact of Covid-19, plans for 2021-2022 should emphasize accelerating learning to mitigate loss.
- Plans for the HB3 goals related to 3<sup>rd</sup> grade reading and math should include strategies that address the primary grades to support progress toward the 5-year goal.
- Plans for the HB3 goals can incorporate strategies already included in the SIP as part of other goals if the HB3 plans eventually impact 3<sup>rd</sup> grade reading or math or CCMR.

## Special Funding Goals

This section includes various elements required by law to be included in the SIP.

### Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance –

Title I schools must have the **entire** School Improvement Plan translated in the language(s) of parents of enrolled students. Translated School Improvement Plans must be placed in the campus' Title I bin as well as made available in the front office. Although it is "best practice" to have the SIP's available in all languages (as spoken by the parents represented at your campus), the External Funding Department highly suggests where there is at least 10% of any parent population who speak such language(s) that the document must be translated in those languages.

**Each campus is responsible for their own translation(s) utilizing the suggested processes below:** Schools may use professional (campus) bilingual staff to translate the School Improvement Plan. At the bottom of the translated document(s) be sure to add the following disclaimer.

**DISCLAIMER:**

The (\_\_\_\_\_ language) version is a translation of the original document for information purposes only. In case of any discrepancies, the original (English) version, will prevail.

**OR**

Schools may utilize the services of a translation agency. See below the list of approved vendors as **of June 8, 2021**. **We suggest you contact at least three vendors and request a quote and select the vendor that best meets your needs.** If you have last year's translation, submit it to the vendor as an example (wording).

**Approved HISD Vendors for Interpretation & Translation**


1. Alliance for Multicultural Community Services – Houston (832) 483-9786 [Interpretation (oral) and Translation (written)]
2. Cal Interpreting & Translations, Inc. – (888) 737-9009 ext. 204 [Interpretation (oral) and Translation (written)]
3. Crabtree Interpreting Services – (281) 849-8506 (ASL interpretation)
4. Interpreters Unlimited – (800) 726-9891 ([Interpretation (oral) and Translation (written)])
5. Language USA, Inc. – (713) 783-3800 ([Interpretation (oral) and Translation (written)])
6. Masterword Services, Inc. – (281) 589-0810 ext. 8957 ([Interpretation (oral) and Translation (written)]) including over-the-phone and ASL
7. Universe Technical Translation – (713) 827-8800 ([Interpretation (oral) and Translation (written)]) including over-the-phone and ASL
8. Validate Me! LLC – (956) 459-9596 (Translations)
9. Visual Language Professionals – (832) 655-4434 (Interpretations)
10. Zab, LLC –UT - (915) 342-0044 (Translations)

**State Compensatory Education:** Compensatory Education is defined as programs or services designed to improve and enhance the regular education program for student in at-risk situations. The purpose is to increase the academic achievement of identified students in at-risk situations and reduce the dropout rate. This section of the SIP includes the following information:

- An account of full-time equivalents, (i.e. personnel funded with Compensatory Education funds), including the number of staff members paid with Compensatory Education funds in the school's budget and a list by title of the number of full-time equivalents for each staff member,
- A list of the total State Compensatory Education funds found in the school's budget,
- A summary of the State Compensatory Education funded programs and services.

Specific plans for serving students must be included in the strategies in Plan4Learning. Be sure to include the resources needed and funding.

**Mandated Health Services:** This section is **mandatory** and must be completed in the Plan4Learning (SIP) template.

-  PLAN4LEARNING – The Mandated Health Services are located in Plan4Learning under the Additional Campus Goals (see Board Goal 5). Look at Campus Goal #7. There are 7 different Measurable Objectives that must be completed.

## ***SIP Part 2 Sample Resources and Links***

[TEA Bilingual Education](#)

[TEA CTE](#)

[Coordinated Health Programs](#)

[HISD Counseling](#)

[HISD Psychological Services](#)

[TEA Dropout Prevention FAQs](#)

[TEA Gifted & Talented Education](#)

[HISD Multilingual Department](#)

[HISD Migrant Education Program](#)

[Pregnancy, Education and Parenting](#)

[Texas School Safety Center](#)

[Student Success Initiative](#)

[HISD Afterschool Programs](#)

[HISD Career Readiness](#)

[HISD College Readiness](#)

[HISD Curriculum](#)

[Student Assistance - Dropout Prevention](#)

[HISD Title I](#)

[HISD Family and Community Engagement](#)

[Homeless and Foster Care](#)

[HISD Leadership Development](#)

[HISD Professional Development](#)

[HISD Strategic Partnerships](#)

[TEA Migrant Education](#)

## School Improvement Plan - Template

Plan4Learning is the new SIP software. You can access it at [www.plan4learning.com](http://www.plan4learning.com). Use your full HISD email as your username and your temporary password is hisd. If you have logged in before, the software made you change your password. If you forget your password, use the “forgot password” link.

## Executive Summary & Signature Page

### *Executive Summary - Located in Plan4Learning*

The Executive Summary gives a one-page brief description of the school’s culture and ongoing developments by condensing the more detailed reports in SIP Part 1. It is located in Plan4Learning and prints as a separate document. The following information must be included:

- A brief description of the school, students, and community
- A description of the areas in need of improvement (based on data analysis/needs assessment) that will be addressed in the SIP
- A list of measurable objectives, which correlates to those presented in SIP Part 2.
- A brief description of the major initiatives/strategies that will be implemented

**The Executive Summary page is submitted to the HISD Board of Education as part of the public hearing (scheduled during a General Meeting) during which time the Board votes on approval of the School Improvement Plans. Please take extra care to ensure this page is error-free and contains all the information above—it is a public document.**

- 📁 PLAN4LEARNING – **You will no longer need to add** the school name and campus #, principal’s name, and School Office (Elementary Area, Middle or High)

You will no longer need to upload this page in SharePoint. The Executive Summary from each school will be pulled from Plan4Learning as a district report.

### *SIP Approval Signature Page -Separate PDF Document*

The SIP Signature page consists of a compliance statement and attestation of the principal that the correct guidelines for development of the SIP were followed at the campus. The Approval page requires signatures from multiple persons at the campus before submission to the Schools Office for final signatures.

- 📁 PLAN4LEARNING – The SIP Signature page template is located in the Addendums. Download and print the template. Secure the necessary signatures. If you want a copy available to print with your SIP, scan your document and save it as a PDF. Upload it back into the Addendums. You can check the box when you want it to print with your SIP or uncheck the box if you just want to store the signature page.

The SIP Approval Signature page should be submitted to the Schools Area Office after all signatures have been obtained




## SIP DEVELOPMENT TIMELINE

TIMELINE ACTION STEPS	DUE DATE
<ol style="list-style-type: none"> <li>1. During the development of the SIP the SSO should work with the principal to review and approve the final document.</li> <li>2. The SDMC completes SIP development, advises, and approves SIP at an SDMC meeting for presentation to the faculty for a 2/3 vote of approval.</li> <li>3. Principal gathers campus signatures after faculty approval.</li> </ol>	
School Improvement Plan finalized and submitted for approval	<b>Monday, August 30, 2021</b>
SSO logs in to Plan4Learning to complete formal online approval for the SIP and for the Executive Summary. The SSO clicks the approve button on the home page dashboard.	Complete by <b>Tuesday, September 7, 2021</b>
Area Superintendents can log in Plan4Learning to read and review plans prior to signing the signature page.	Complete review prior to <b>Monday, September 13, 2021</b>
All signatures for the Signature Page are obtained by the principal and sent to the area office staff.	<b>Monday, September 20, 2021</b>
Area office directors must verify all documentation has been uploaded to Plan4Learning	<b>Monday, September 20, 2021</b>
SIPs presented for approval at public hearing during HISD School Board Meeting	<b>Thursday, October 14, 2021</b>
Post SIP to school website	<b>Friday, October 29, 2021</b>


## Appendix

The following information is given to assist in completing the SIP Template. Specifically, guidance is provided for Plan4Learning.

**Waivers Tab:** School waivers which were approved by Cabinet and/or the Board of Education must be included in the plan along with the rationale for the waiver and the metrics of success. Select **YES** on the dropdown for the waiver that is applicable for your campus. In the Rational section provide a description of the rationale for requesting the waiver. In the Metrics section provide a description for the metrics that will be used as a measure for the waiver.

 PLAN4LEARNING - Upload the school waiver as an addendum in Plan4Learning.

**Student Outcome Data Trends Tab:** As part of the CNA, input data for the campus by grade level, subject tested, and students' performance starting with 2017 through 2019. In the "trends" column indicate trends noted based on the comparison of results over time. Use this information to complete the root cause analysis.

 PLAN4LEARNING - If desired, this data can be uploaded as an addendum. Include findings as part of the CNA summary.


The following questions can serve as prompts as the planning team discusses the collected data:

- What are the strengths and problems of practice in the current school program?
- Does the evidence gathered support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need to know?
- What priorities does the information suggest?

Possible Sources of evidence:

- Data Analysis, Needs Assessment and the determination of root causes are a combined process which begins with the gathering and comprehensive review of the following types of data:
- State and local assessment results and item analysis
- Progress toward the Approaches Grade Level Standard
- Progress toward the Meets Grade Level Standard
- Progress toward the Masters Grade Level Standard
- Achievement gaps
- Participation rates
- Performance in the state accountability domains
- Report card grades failure rate
- Attendance and discipline data
- Curriculum guides (campus level alignment, use of embedded EL strategies, etc.)
- Walkthrough forms and feedback
- Lesson plans (check for effective coverage of objectives and effective assessments)
- Data from feeder schools (are there any related patterns of need?)
- Master schedule (class sizes, maximized learning time, variety, flexibility, use of space, etc.)
- Campus RTI practices for Accelerated Instructional Plans and other interventions (are these documents up-to-date, readily available, included in PLC discussions, etc.)
- Parent involvement
- Graduation rates / dropout rates
- Post-secondary / college readiness indicators
- Other relevant data

**Campus Goals:** This section is where attendance and discipline data will be completed starting with 2018 through 2020 data. In the “trends” column indicate trends noted based on the comparison of results over time. Use the trends data to determine a root cause and establish goals, strategies, and action plans to address the attendance and/or discipline data.

-  **PLAN4LEARNING** – The CNA in Plan4Learning contains a summary of what the committee learns after disaggregating data. Actual data are not included, but can be uploaded as an addendum.

**Board Goals 1, 2, & 3:** Under HB3 school boards are now required to adopt plans to achieve goals in early childhood literacy and mathematics proficiency and college, career, and military readiness (CCMR). See pages 8- 9 in SIP Guidance Document for specific criteria. Plans for the HB3 goals related to 3rd grade reading and math should include strategies that address the primary grades to support progress toward the 5-year goal.

For each HB3 requirement that requires completion, create a SMART (Specific, Measurable, Attainable, Relevant, Time bound) goal and measurable objective. Create, strategies that address the root cause and action steps for implementation so the strategy helps the campus achieve the goal.

Board Goal Areas 1 and 2 should be completed for reading, and math; Campus Goal Area 9 for any other unmet tested content area (i.e. science or social studies). Based upon the CNA and root cause analysis for prioritized issues, SMART goals will be developed with measurable objectives, strategies and action steps for implementation for each strategy to achieve the goal.

**The Actions:** The action part of your plan refers to the specific strategies and action steps that will be executed to reach the measurable objectives and goals. The actions specify HOW the strategy will be fulfilled. Table 1 provides guidance for creating strategies and action steps.

**Table 1**

<b>Overview</b>	<p>Great actions:</p> <ul style="list-style-type: none"> <li>• Determine what you will need to hit the measurable objectives and the goal.</li> <li>• Think about the timeline needed to implement strategies and the timeline set in the objectives and goal. Make sure they align. .</li> <li>• Identify people with whom you will need to coordinate and will rely on to contribute.</li> </ul>
<b>Implementation</b>	<ol style="list-style-type: none"> <li>1. Clarify your goal.               <ol style="list-style-type: none"> <li>a. Ensure it is specific, measurable, attainable, relevant, and timely.</li> </ol> </li> <li>2. Build a list of tasks               <ol style="list-style-type: none"> <li>a. Write down all action steps that you may need to achieve the goal.</li> </ol> </li> <li>3. Organize your list into strategies and add the action steps to the strategies.               <ol style="list-style-type: none"> <li>a. Decide on the order of the action steps.</li> <li>b. Rearrange your actions and ideas into a sequential order.</li> <li>c. Review this list and see if there are any ways to simplify it further.</li> </ol> </li> </ol>
<b>Follow Up</b>	<ol style="list-style-type: none"> <li>1. Monitor the execution of your plan and complete the Formative Reviews in Plan4Learning               <ol style="list-style-type: none"> <li>a. Constantly evaluate the progress of your plan.</li> <li>b. Manage the key people and be mindful of deadlines.</li> <li>c. Adjust and optimize your plan if necessary.</li> </ol> </li> <li>2. Measure your success through the Summative Evaluation in Plan4Learning.               <ol style="list-style-type: none"> <li>a. Has your action plan achieved the outcomes of your SMART goal?</li> </ol> </li> </ol>

**Professional Development Plan:** Professional development plans should provide a summary of the staff development days and topics approved by the SDMC which support the Goals & Objectives. See Table below for example Professional Development Plans. The Professional Development Plan template can be found in Plan4Learning in the Addendums.

Professional Development Plans **MUST:**

- Calendar PD by dates or by month
- Specify the topic for the PD
- Specify alignment to SIP goal/s

Professional Development Plans **CAN:**

- Include PD platform, including virtual
- Include person responsible

Professional Development Plan				
PD Dates	PD Format	PD Topic	Resources	SIP Goal Alignment
Aug. 16	WG TEAMS (recorded for staff to reference)	Celebrations, State of the School, Learning Continuity Plan, Wrap Around Updates, Emergency Plan, Handbook	Presenter(s): A-Team Materials: Computer, ABC Faculty and Staff Team in MS to access presentation	Goal 1: Strategies 1-3 Goal 2: Strategies 1-4 Goal 3: Strategies 1
Aug. 17	WG TEAMS (recorded for staff to reference)	First Day of Instruction, ELPS Integration and Sheltered Instruction, TADS	Presenter(s): A-Team Materials: Computer, Piney Point Faculty and Staff Team in MS to access presentation files	Goal 1: Strategies 1-3 Goal 2: Strategies 1-4 Goal 3: Strategies 1-8
Aug. 18		Teacher Prep Day		
Aug. 19	WG TEAMS (HISD PD)	Job Alike - District-Wide PD  Academic PD Reading Academy Job Alike Choice Sessions Pre-K	Presenter(s): HISD Materials: computer, presentation files	Goal 1: Strategies 1-3
Aug. 20	SP	HISD assigned Online Trainings	Presenter(s): HISD Materials: OneSource Courses, computer	Goal 2: Strategy 1
Sept. 17	WG	Effective co-teach/inclusion teaching practices	Presenter(s): HISD Materials: OneSource	Goal 2: Strategy 1

			Courses, computer	
Oct. 4	SP	Reading Academy sessions	Presenter(s): HISD Materials: OneSource Courses, computer	Goal 2: Strategy 1
Feb. 21	WG	Data Dig-BOY Ren 360 and MOY BRR, small group and Tier III group planning	Presenter(s): A- Team Materials: REN 360 and BRR reports	Goal 1: Strategies 1-3 Goal 3: Strategies 1-8