

HOUSTON INDEPENDENT SCHOOL DISTRICT



Campus Name: Wheatley High School

Campus Number: 018

Principal Name: Joseph E. Williams, Sr.

School Support Officer/Lead Principal Name: Jonathan Trinh

Area Superintendent Name: Dr. Felicia Adams

Area School Office: Achieve 180

SCHOOL IMPROVEMENT PLAN 2019-2020



Houston Independent School District

2019 Board of Education

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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.

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

To ensure that all scholars are college and career ready to protect their freedoms and improve our world.

SCHOOL PROFILE

Phillis Wheatley High School has been serving Houston and the Historic Fifth Ward community since 1928. One of Houston's first schools, the campus opened a new building in 2005. Located in the Northeast area of Houston, Wheatley High School is in an urban setting with a rich history and longstanding traditions. It is the cornerstone of Fifth Ward and Denver Harbor communities. Wheatley HS is a comprehensive high school committed to preparing scholars for college, career or military. It provides dual credit and advanced placement classes, career technical education courses that offer industry-based certificates, and fine arts and athletics to serve the whole child. Wheatley High School serves a diverse student population of approximately 800 scholars: 52% African American, 46% Hispanic/Latino, 2% of other nationalities. We have an international population that serves scholars born in Africa, Central and South America. Economically Disadvantaged 94%; Special Education population is 19%; ESL population of 16%; GT at 3%; Mobility Rate at 30%, and Attendance Rate at 86%.

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	# 6	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

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Carla Brown	Classroom Teacher
Tonee Jones	Classroom Teacher

Melodee Thomas	School-based Staff
Falasha Spruiell	School-based Staff
Craig Presley	Business Member
Ted Kemp	Community Member
Art Smith	Community Member
Mr. Brown	Parent
Sandra Sanchez	Parent
Joseph E. Williams, Sr.	Principal
Eric Potts	Classroom Teacher
Willean Stewart	Classroom Teacher
Donnie Walker	Classroom Teacher
Pauline Johnson	Classroom Teacher
Carmen Jimenez	Non-Instructional Staff

Other Campus Intervention Team members (non-SDMC):

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

Name	Position
Jonathan Trinh	School Support Officer/Lead Principal
Patricia Russo	Effective Schools Framework (ESF) Facilitator/ Professional Service Provider (PSP) for some campuses still using this model.
Michele Herod	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to enter
Click here to enter text.	Other district personnel – position: Click here to enter
Click here to enter text.	Other: Click here to enter text.

NEEDS ASSESSMENT

Narrative of Data Analysis

(causal factors – include % of economically disadvantaged data)

Despite receiving a rating of F the 2018-2019 school year, Wheatley had some great gains this academic year. In Domain 1, Wheatley improved +7 points from 50 to 57; in Domain 2 there was improvement from the 2018 year to the 2019 year from 62 to 68 (+6)*; and in Domain 3, Wheatley improved 20 points from 30 to 50. Overall, Wheatley scored at 63, but the maximum score allowed is 59 because 3 of 4 underlying scores were less than 60. (Domain 1, Domain 2B, and Domain 3) * Domain 2B, Wheatley scored at a 59. Specifically, looking at academic achievement in Algebra Wheatley continues to grow and make gains in this area. +3 in approaches (72%), +11 in meets (33%), and +17 in masters (7%). Additionally, Wheatley is maintaining high levels of achievement in U.S. History with +3 improvement in approaches (82%), +9 in meets (50%), and +2 in masters (15%). Wheatley made gains in Biology as well with +12 improvement in approaches (75%), +19 in meets (38%) and +5 in masters (8%). Unfortunately, however in English, data was stagnant and didn't move much. English 1 +1 in approaches (37%) +3 in meets (21%) and +1 in masters (1%). In English II, only +2 improvement in approaches (45%), 0 change in meets (27%), and actual regression -1 in masters (1%) For the 2018 rating, 13 percent of the 2016-2017 Wheatley graduates met on of the CCMR criteria. For the 2019, 26 percent of 2017-2018 graduates met one of the criteria. (preliminary data shows for 2018-2019, we will be right around 50% doubling our number the prior year) For our economically disadvantaged scholars, we unfortunately did not meet any target in Domain 3 for this population in reading, math, graduation rate or CCMR. In summary, we certainly have a lot of work to still do, but we are encouraged by seeing that we are showing growth and adding value to our scholars.

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

Based upon data our priority needs are to increase in all areas of achievement by 11%, increase 10% in growth points earned in ELA and Math, and improve the language proficiencies of our English Language Learners by showing evidence in meeting TELPAS Target of 42%. As it relates to CCMR (College, Career, and Military Readiness) we are doing well in career readiness by greatly improving the #s of our scholars receiving industry based certifications through the many Career Pathways we offer here at Wheatley and with our partner, Barbara Jordan High School. (Information Technology, Auto Tech, Culinary Arts, Welding, Health and Medical Services, and others) However, we are doing a satisfactory job of preparing our scholars for college. Many of our scholars still do poorly on TSI, SAT, ACT or on Advanced Placement Tests, despite doing well in their classes. Thus, it is imperative that we increase the rigor in our classrooms by building the capacity and efficacy of our teachers, so they will prepare our scholars for these college entry exams. We will do this primarily by utilizing our PLCs for collaborative planning. Thus, we will work closely with our teacher development specialists and coaches to plan with teachers to develop the strongest lessons. This will enable backward design planning which will help to align and strengthen lessons taught in the classroom. Instructional support personnel will be consistent with use of data in PLCs in an ongoing manner for corrective instruction action planning. Additionally, we must better serve our English Language Learners, so they may have acquisition of the language and grow in their proficiency. We will improve this by incorporating the English Language Proficiency Standards to literacy routines and implementing Seidnitz best practices. Finally, to improve our instruction serving our Special Education scholars, we are being intentional this year in inclusion teachers collaborating with cooperating teacher, so he/she will better differentiate instruction based upon scholars' needs. As a result, we will see true team teaching in the room. Also, designated supports are being used at the beginning of the year, so scholars will be able to take full advantage of these resources to help them be successful. As an instructional leadership team, we will conduct walkthroughs and observations to ensure effective execution and delivery of these lessons.

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	F	English, Math and Science	African American Hispanic	Yes
II. School Progress	D	English and Math	African American Hispanic	Yes
III. Closing the Gaps	F	TELPAS (Language Proficiency) English, Math, Science, Graduation Rate CCMR	African American Hispanic English Language Learners Special Ed. Econ. Disadvantaged	Yes

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

August Preservice- August 12-23

English Language Learners- August 13
 Job Alikes Day- August 14
 Discipline Management- August 15
 Achieve 180 Job-Alikes Day- August 16
 Literacy Training and IAT/Special Ed. Training- August 20
 TADS Training and Wraparound Services- August 21
 TEACH Training/Envoy- August 22
 CCMR and Attendance- August 23

Weekly PLCS

Achieve 180 PD- on the following Wednesdays

<i>FALL</i>	<i>SEPTEMBER 11, 2019</i>	<i>OCTOBER 2, 2019</i>	<i>OCTOBER 30, 2019</i>	<i>NOVEMBER 20, 2019</i>	<i>DECEMBER 11, 2019</i>
<i>SPRING</i>	<i>JANUARY 29, 2020</i>	<i>FEBRUARY 26, 2020</i>	<i>MARCH 11, 2020</i>	<i>APRIL 1, 2020</i>	<i>APRIL 22, 2020</i>

***ADDITIONAL PD WILL OCCUR DURING 4 SELECT EARLY DISMISSAL DAYS (9/27/19, 11/8/19, 1/17/20, 1/14/20)**

FORMATIVE ASSESSMENT PLAN – INCLUDE TYPE AND FREQUENCY

Exit Tickets conducted daily.

Common Assessments conducted bi-monthly.

September 30-October 3, November 18-November 21, January 27-30

District Snapshot Dates

October 28-November 1

District Benchmarks

December 16-20, February 10-14 (MOCK STAAR- ELA), March 3-4 (MOCK STAAR- Biology and Algebra), April 6 (MOCK STAAR- U. S. History)

11/11/2019 8:32 AM

*State Requirement ** Federal Requirement

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

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.

<p>#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 <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.
<p>#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.</p>	

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.

#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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	
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	
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<p>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.</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

<p>#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.</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	
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.	
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:	<ul style="list-style-type: none"> • 11% increase in achievement for ELA Increase growth points earned in ELA by 10%
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	<ul style="list-style-type: none"> • Teacher Quality/ Retention • Quality first time tier one instruction • Use of Quality Data to Drive Instruction • Leadership Effectiveness
*Summative Evaluation: (Year-End)	<p>At least 50% of all 1st time test takers will score @the approaches level or above Through PLC, teachers are coached on how to ensure students engage in rigorous material throughout the lesson to improve Tier 1 instruction. The implementation of Lead4Ward’s “Flipped PLC” will allow teachers to become content experts to ensure lesson facilitation provides opportunities for the teacher to consistently break complex material into clear, error-free ideas and create opportunities for students to do so.</p> <p>English teachers, TDS, Admin Team, ELA Consultant -Lead4Ward Resources -HUB/ Master course resources -On the Mark Consulting services (ELA Consultant) (8000.00 per month for 10 days a month) -Abydos PRO for English I and II (4250.00) -Abydos PRO training (1500.00)</p>

*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
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<p>At least 50% of all EOC re-testers will score at the Approaches or above; and at least 10% of EOC re-testers will score at the Meets/Masters level on the 2020 ELAR EOC</p>	<p>Teachers have been trained to complete the intellectual preparation necessary to maximize every second with students by using a newly implemented Lesson Preparation Protocol Template.</p> <p>Teachers are required to complete the student work (Output for the day) to create sound learning opportunities with the highest level of rigor and reach all learners. In completing the student work with the highest complexity</p>	<p>English teachers, TDS, Admin Team, ELA Consultant</p>	<p>-HISD EOC Re-tester Curriculum -On the Mark Consulting services (ELA Consultant) (8000.00 per month for 10 days a month) -STELLAR STAAR Techniques to Engage in Learning for EOC English I and II. -Region 4 Reading and Writing Conference (135.00 per teacher X 3 teachers).</p>	<p>August 2019 – May 2020</p>	<p>There will be an increase in the number of students at the Approaches, Meets, and Masters levels in ELA on the district Mock EOCs as compared to the 2020 EOC results.</p>
<p>Build capacity of teachers to consistently provide literacy instruction that would improve students' comprehension skills.</p>	<p>Identify scholars' comprehension baseline and progressively monitor student growth using Renaissance 360 universal screener.</p> <p>Through the collaborative support of an ELA consultant, a campus wide push towards</p>	<p>English teachers, TDS, Admin Team, ELA Consultant</p>	<p>-Read to Achieve and Corrective Reading Materials (provided by Achieve 180 Program) -On the Mark Consulting services (ELA Consultant) (8000.00 per month for 10 days a month)</p>	<p>August 2019 – May 2020 Saturday PD's (8/17, 9/7, 9/21, 9/28)</p>	<p>-Students will show growth on their Renaissance 360 EOY assessment.</p> <p>-Literacy development of all students with a focus on writing.</p>

	fueling literacy cross-curricular with professional development scheduled for all content teachers on 4 Saturdays.				
Meet at least 3 of the 8 student groups in the academic achievement component of Domain 3 closing the gaps.	Leaders will review lesson plans and conduct walkthroughs and provide feedback to ensure that higher order thinking activities are provided in classrooms. Coaching session for teachers with direct feedback.	English teachers, TDS, Admin Team, ELA Consultant	-Teacher Appraisal and Development System Tool -HUB	August 2019 – May 2020	There will be an increase in the number of students at the Meets and Masters levels in all subject areas on the district Mock EOCs as compared to the 2020 EOC results.
Improve differentiation of instruction to ensure teachers are reaching all learners.	Teachers will participate in ongoing professional development centered on conferring with students in both reading and writing. Teachers will participate in a book study during PLC using, “How to Confer with Readers” by Jennifer Serravallo to build their capacity in executing small group instruction.	English teachers, TDS, Admin Team, ELA Consultant	-15 copies of “How to Confer with Readers” by Jennifer Serravallo -15 copies of “The Writing Strategies Book” and “The Reading Strategies Book”. -On the Mark Consulting services (ELA Consultant) (8000.00 per month for 10 days a month)	August 2019 – May 2020	Aggressive monitoring for the intervention classes for effective teaching will occur daily.

Student Achievement: *Math	
*Goal:	<ul style="list-style-type: none"> • 11% increase in achievement for Math • Increase growth points earned in Math by 10%
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Improve Academic Performance
*Summative Evaluation: (Year-End)	Algebra 1 will improve overall student performance: @ 75% Approaches Level, 45% “Meets” Level, 20% “Masters” Level and 50% Algebra 1 Re-testers @ Approaches Level.

*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
Create and implement an assessment calendar that will be carried out with fidelity.	Create an assessment calendar during the summer months that will align to the TEKS taught. The process will be considered backwards planning.	Instructional Coach	Ontrack HISD Elearn for sample lessons Online resources for exemplar strategies including ELL and SPED	August 2019	Weekly check-ups to ensure that they campus is aligned to the district curriculum.
Increase the effectiveness of the Small Group Instruction.	All Math teacher will be trained and modeled on how to effectively manage small group instruction.	Math teachers Instructional coach Administrators Math tutors	Formative and summative assessments; PLC work; data review protocols; evidence from walkthroughs	Sept-May 2020	Monthly (September, November, and February – April) Common Assessments District Snapshots

Increase the amount of growth points we receive for domain 2 of accountability	We will increase the number of students that will score a Meets or Masters on the EOC STAAR exam by 11%	Math teachers Instructional coach Administrators Math tutors	STAAR related questioning on CBA's. Tutor for small group pullouts	Sept-May 2020	Monthly (September, November, and February – April) Common Assessments District Snapshots
Increase the effectiveness of the PLC's	Increase the effectiveness of the PLC's by making sure that they are DATA Driven. Every teacher needs to know the data of the students they are serving.	Math teachers Instructional coach Administrators Math tutors	HISD Elearn for sample lessons Online resources for exemplar strategies including ELL and SPED	Sept-May 2020	Monthly (September, November, and February – April) Common Assessments District Snapshots
Increase the number of meets and masters in our sub-populations	Increase the number of students that are labeled SPED, ECO DIS, African American, Hispanic and ELL in meet and master	Math teachers Instructional Coach Administrators Math tutors	U of H Tutors SPED Inclusion teachers	Sept-May 2020	Monthly (September, November, and February – April) Common Assessments District Snapshots
Improves Math scores on the STAAR test in the approached category from 71% to 75% by improving reading comprehension skills	Close reading, Drop Everything and Read	Math teachers Instructional coach Administrators Math tutors	HISD Elearn for lesson & curriculum documents	Sept-May 2020	Monthly (September, November, and February-April) Common Assessments District Snapshots

Student Achievement: *Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)	
*Goal:	Increase student performance in ELA and focus on student groups in the academic achievement component of domain three closing the gaps. <ul style="list-style-type: none"> • 11% increase in achievement for ELA and Math • Increase growth points earned in ELA and Math by 10%
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	<ul style="list-style-type: none"> • Teacher Quality/ Retention • Quality first time tier one instruction • Use of Quality Data to Drive Instruction • Leadership Effectiveness
*Summative Evaluation: (Year-End)	Performance on End of Course Exams

*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
At least 50% of all 1 st time test takers will score @the approaches level or above; at least 25% of all 1 st time test takers will score at the Meets level or above; and at least 5% of 1 st time tester will score at the masters level on the 2020 ELAR EOC	Teachers will utilize master courses with support of the TDS to ensure that instruction is at the rigor of STAAR EOC. Provide additional intervention for students with SRA Programs: Read to Achieve and Corrective Reading. Also, utilize online resources such as Vocabulary.com .	ELAR Team Consultant TDS, Instructional Coach Principal	Read to Achieve and Corrective Reading Materials (provided by Achieve 180 Program)	August 2019 – April 2020	Literacy development of all students with a focus on writing.

Meet at least 5 of the 16 student groups in the academic achievement component of Domain 3 closing the gaps.	Leaders will review lesson plans and conduct walkthroughs and provide feedback to ensure that higher order thinking activities are provided in classrooms. Coaching session for teachers with direct feedback	Math, English teachers, TDS, Admin Team,	Teacher Appraisal and Development System Tool HUB	August 2019 – May 2020	There will be an increase in the number of students at the meets and masters levels in all subject areas on the district Mock EOCs as compared to the 2020 EOC results.
90% of all students are given the opportunity to earn at least one industry-based certification at each grade level	CTE teacher will submit the names and certification that students earned each 6 weeks after the 1 st two six weeks. Increase teacher	CTE Teachers, District CTE Specialist, Admin Team,	Industry certification assessment, Practice assessments	August 2019 – May 2020	The number of students with industry-based certification at each grade level.
50% of all English language learners will show progress in the speaking, listening, reading and writing on the TELPAS	Teachers will be provided with Shelter instruction Observation Protocol (SIOP) training.	DDI; TDS; Instructional Coaches; Admin; Teachers; Multilingual department	Practice assessments, Microphone and headphone for each student to practice the listening and speaking	August 2019 – March 2020	Student performance on Mock TELPAS exams as check point and the score for TELPAS 2020

Student Achievement: Post-Secondary Readiness	
*Goal:	Increase the number of students who are College, Career and Military Ready who meet the criteria set forth by Post-Secondary partnership(s) and Texas Education Agency. 75% of graduating seniors will meet a CCMR indicator.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	<ul style="list-style-type: none"> • Teacher Quality/ Retention • Quality first time tier one instruction • Use of Quality Data to Drive Instruction • Leadership Effectiveness
*Summative Evaluation: (Year-End)	Summative Evaluation: (Year-End) Dual Credit: A) 80% of participating students will complete courses with a GPA>2.0 as evidenced by the EOY grade report. B) The number of students participating (enrollment) in CCR-Dual Credit courses will increase by 5% for the 2019-2020. College Prep ELA: (Remediation) 80% of December EL re-testers will meet standards as evidenced on 2019 Fall Administration of the EOC. (Enrichment/Advancement) 100% of March ELA re-testers will meet standards as evidenced on the 2020 Spring administration of the EOC. TSI: 90% of students identified to participate in the 2020 administration of TSI will meet one indicator standard for CCMR.

*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
At least 70% of identified students will enroll in offered Dual Credit courses 80% of enrolled students will complete courses with a 2.0 GPA as evidenced by the EOY grade report	Identification of students eligible for participation in the Dual Credit Program	Melodee Thomas 11th / 12th Grade Counselor HCC (Partnership) P16 College Success Coordinator HCC (Partnership) Instructor	Cost for Dual credit courses;	August 2019 – May 2020	State of End of Course
Grow / Strengthen the Dual Credit program by	Offer > 2 Dual Credit Dual Credit program by increasing the	Melodee Thomas 11th / 12th Grade Counselor HCC		August 2019 – May 2020	Performance test & EOC

increasing the number 2019 -2020 term	number of enrollees by 5% for 2020 – 2021 term	(Partnership) P16College Success Coordinator Campus College Access Coordinator- Winfred Barnes			
Students not currently enrolled in ELA intervention course will receive TSI Prep through scheduled ELA class for the 2019 -2020 academic term.	TSI Prep	11th /12th Grade Level Counselor ELA III & ELA IV teachers		September 2019 – April 2021	TSI Test Results
90% of all students will have the opportunity to earn an industry-based certification	Techers will give certification exams at each level of program	CTE Teachers	Certification exams, prep materials	Dec - May	The number of students at each grade level with complete certification exams.

Student Achievement: *Attendance	
*Goal:	Increase student attendance to 94%.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	<ul style="list-style-type: none"> • Increase academic performance • Improve campus culture • Use of Quality Data to Drive success
*Summative Evaluation: (Year-End)	Chancery, summary reports, and assessment data

*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
Parent and student surveys will reflect satisfaction with campus culture	Wheatley will be a welcoming and inviting campus	Wheatley staff and teachers	Parent surveys, student online HUB surveys	August 2019 – May 2020	Meet 95% survey participation Meet 90% satisfaction rate on surveys
Student participation in clubs will increase student attendance to school	Engage scholars in the campus	Teachers and staff	Teachers, folklorico skirts, craft materials, tech equipment	August 2019 – May 2020	Meet attendance goal of 94%
Provide wraparound services, thinkery, counseling, and restorative circles to support those scholars with excessive absences	Teachers and Staff will connect with at-risk students	Spruiell, Wraparound Resource Specialist Melodee Thomas, IAT Chair, Dr. Allen, counselors, grade level administrator	Purple Data Dashboard Sign Now	August 2019 – May 2020	Decrease ISS, OSS and meet 94% attendance goal
Celebrate attendance achievement with 3 week goals	Motivate attendance and arrival to school at 8:30 start time.	Rose Ross Grade level administrators Attendance committee	Tangible Items Tickets for items at lunch (hot Cheetos, honey buns, etc.)	August 2019 – May 2020	Meet attendance goal of 94%

			Chancery, On-track		
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Improve Safety, Public Support, and Confidence:

Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex

*Goal:	To ensure all faculty, staff and students have a safe and support school environment.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	School Climate, Family and Community Engagement
*Summative Evaluation: (Year-End)	To impact school climate by reducing the number of level 3 infraction by 20%

*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 Teen violence, gun violence and increase conflict resolution	Teen and Police course is embedded in the school day	All	General Funds for materials and supplies	August 2019 – May 2020	Chancery data for violent incidents and course performance
Educate scholars on the different types of mental health	1. Mental Health First Aid Legacy Health Clinic 5 th Ward	All	N/A	December 2018	Purple Data Dashboard
Educate scholars and staff on restorative practices	Implement Restorative In-School Suspension system	All	N/A	August 2019 – May 2020	Documentation of mediations by assigned staff and Chancery data for In-School Suspensions
Institute discipline procedures to reduce discipline infractions that	1. Tiered tardy policy 2. Classroom management support	All	N/A	August 2019 – May 2020	Chancery data for discipline infractions

impact classroom instruction	3. Dress Code expectations 4. Staff supervision for campus safety				
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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:	To ensure all faculty, staff and scholars are safe in our school setting and equipped to provide support to all.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Educate scholar’s awareness and knowledge in the areas of bullying, suicide, substance abuse, child abuse, and dating teen and gun violence.
*Summative Evaluation: (Year-End)	Chancery data and risk-management reports.

*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
Educate scholars on the negative impact of substance abuse.	1. Red Ribbon Week Campaign Ever-Fi- Prescription drug safety lessons.	All	\$1,000 General Funds / Title 1	October 2019	1. Surveys Chancery data for drug related incidents.

Help to establish a supportive and safe School climate where all students are equipped with the tools to identify and prevent bullying.	<ol style="list-style-type: none"> 1. Bullying Awareness Campaign Schoolwide assembly/Guest Speaker	All	\$1,500 General Funds / Title	October 2019	<ol style="list-style-type: none"> 1. Counseling Referrals 2. Chancery data for incidents of bullying 3. Restorative Practice/Stay Aware Agreements
Assist scholars in recognizing the warning signs of suicide and empower them to speak up and report it.	<ol style="list-style-type: none"> 1. Suicide hotline cards 2. Mental Health first Aid 3. Say Something campaign Outside referral to LPC/Psychotherapist	All	\$500 General Funds / Title	April 2020	<ol style="list-style-type: none"> 1. Counselor Referrals/SAF 2. Increased number of Self Referrals Notification and alerts from external communication source
Educate scholars on Student Safety: Teen violence, gun violence and conflict resolution.	<ol style="list-style-type: none"> 1. T.A.P.S 2. Say Something Campaign 3. Restorative Practices Guest Speakers	All	\$1,500 General Funds / Title	May 2020	<ol style="list-style-type: none"> 1. Students participation with the Say Something App 2. Chancery/Purple data for violent related incidents. Decrease in suspensions with violent behavior
Educate scholars on characteristics of healthy and unhealthy relationships.	<ol style="list-style-type: none"> 1. Presentations from outside agencies. 2. Restorative Practices Stay Away Agreements	All	\$1,000 General Funds / Title	April 2020	<ol style="list-style-type: none"> 1. Chancery data on a decrease in nonviolent incidents Counselor referrals
Raise awareness of the unacceptability of child abuse, and promote the notion that stopping	<ol style="list-style-type: none"> 1 Parenting Classes Mandatory CPS reporting	All	\$1,500 General Funds / Title	January 2020	<ol style="list-style-type: none"> 1 Student Follow up 2 Parent participation in classes

child abuse is everyone's responsibility.					
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Improve Safety, Public Support, and Confidence: *Parent and Community Involvement	
*Goal:	To have a 25% increase of the number of parents participating in parent university and other family nights.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	<ul style="list-style-type: none"> Expanding Educational Opportunities Ensuring Student Health, Safety and Well-Being Transforming Academic Outcomes Increasing Organizational Efficiency Cultivating Team HISD Talent
*Summative Evaluation: (Year-End)	Surveys/ Data from 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
15% Increase parent and community participation.	Host Community Fairs, Parent Groups and Seminars Outreach endeavors	Wraparound, ALL	Community Partnerships, Food, Flyers, Posters, Gifts cards, and Metro Cards.	May 2010- ongoing	Utilization of feedback forms.
Enhance accessibility to community programs for parents	Partner with more community organization to bring various services to the campus.	Wraparound, ALL, Community Organizations	Community Partnerships, HISD Vouchers.	May 2010- ongoing	Assessment of provider reports.

Enhance knowledge and student awareness about Health and Wellness topics	Provide more documentation and resources for students. Connect student to school-based organizations which focuses on the aforementioned topics, as well as promote positive interactions.	Wraparound, All, Community Organizations	Brochures, books, and referrals.	May 2010- ongoing	Utilize Purplesense and monitor data on school based programs.
Enhance the self-esteem of the scholars	Create more positive, enlightening and enjoyable events for students as co-curriculum activities.		T-shirts for fundraisers, Prizes for contests, gifts for most improved students snacks/ food for events, giveaways	May 2010- ongoing	Utilize Purplesense and monitor data on school based programs.

Improve Safety, Public Support, and Confidence: *Coordinated Health Program (ES, MS and K-8 Campuses)	
*Goal:	To ensure that any students that are need medical needs are serviced i.e.. glass, physicals, asthma management
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	<ul style="list-style-type: none"> • Increase parent contact • Health Screening • Mental Health Screening
*Summative Evaluation: (Year-End)	100% of the students have current immunizations; 75% of student return consent forms for Burbank Clinic and Vision Partnership.

*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
Based on vision screening 50% of students that require glass will participate in Vision Partnership	Contact parents of students that have failed the vision screening	Nurse	Bus;	Sept.- Dec.	Number of students consent forms completed and the number of students that actually participate in vision program
Based on health screening 75% of student will receive need medical services from Burbank Clinic	Contact parents to inform them of the resource the clinic can provide	Nurse	Bus	Sept. - May	Number of students that return consent forms
100% Immunizations complete		Nurse	School data base	Sept. - May	Number of students with immunization record on file

Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.

*Goal:	To meet academic achievement and growth targets in Domain 3 for special education, English Language Learners, and Economically Disadvantaged scholars. Additionally, we will meet TELPAS target of 42%.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	<ul style="list-style-type: none"> • Master schedule includes embedded time and resources for Tier 2, Tier 3 and Dyslexic students' interventions. • Case Managers will be trained on properly documenting graduation coding for special education students. • The Special Education Department will be at 100% compliance with coding students for graduation in Chancery. • Students on the Unique Curriculum will be administered the STAAR ALT 2 released test during the same time that General Ed is administering their DLA or Snapshots. • Improve Academic Performance of EL students in course work • Align writing goals with TELPAS rubric Align Speaking and listening goals with the TELPAS rubric • Improvement of EL performance on TELPAS • Improve Academic Performance of EL students on ELA, Biology, Algebra, and U.S. History EOC

	Improve Academic Performance of Special Education students in academic course work and on EOC
*Summative Evaluation: (Year-End)	<ul style="list-style-type: none"> • Achievement of 50% > of EL students will exhibit one year of academic growth on TELPAS • Beginning ELs will improve overall student performance on the ELA I and ELA II EOC: 50% Approaches level, 20% Meets level, and 10% Masters level • Intermediate ELs will improve overall student performance on the ELA I and ELA II EOC: 60% Approaches level, 20% Meets level, and 10% Masters level • Advanced ELs will improve overall student performance on the ELA I and ELA II EOC: 60% Approaches level, 40% Meets level, and 10% Masters level • Advanced High ELs will improve overall student performance on the ELA I and ELA II EOC: 70% Approaches level, 50% Meets level, and 20% Masters level • Re-testers will improve overall performance on the ELA I and II EOC: 45% reaching Approaches Level

*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
90% of Identified dyslexic students will receive individualized services pertaining to their comprehensive dyslexic level.	The campus aligns intervention personnel and resources for students' targeted deficit skill(s).	Dyslexia Specialist	Neuhaus/Instructional Material 504 Funds	September-May	90% of Identified dyslexic students will receive individualized services pertaining to their comprehensive dyslexic level.

All Special Education Case Managers will receive training on Graduation ARDs, Graduation Coding, and procedures on submitting documentation to Mrs. Green.	The Special Education Dept. will hold PLC's to facilitate on-going training for graduation procedures and coding.	Special Education Dept. Chair	Special Education	September - May	All Special Education Case Managers will receive training on Graduation ARDs, Graduation Coding, and procedures on submitting documentation to Mrs. Green.
100% of special education students graduation coding will be documented correctly in Chancery.	The Special Ed. Department Chair, Registrar, and Case Managers will collaborate to make sure that the correct graduation coding is documented in the ARD/IEP as well as in Chancery.	Special Education Dept. Chair and Registrar	Special Education	September - May	100% of special education students graduation coding will be documented correctly in Chancery.
Students on the Unique Curriculum will be administered the STAAR ALT 2 released test during the same time that General Ed. Is administering their DLA's or Snapshots.	The Special Ed. Department Chair, SLL, and PSI teachers will meet to discuss planning for a				Students on the Unique Curriculum will be administered the STAAR ALT 2 released test during the same time that General Ed. Is administering their DLA's or Snapshots.
Teachers will correctly identify each of their EL student and adjust lessons accordingly	Teachers will analyze EL data for their students and identify the EL level and supports required for that level of EL	All teachers with the support of administration and the multi-lingual department	- 2019 TELPAS scores and access to writing - RTI handbook by Seidlitz ELPS flip book	Sept 2019 – Apr 2020	<ul style="list-style-type: none"> • PLC data talks • Use of ELPS on lesson plans Monitoring of EL student progress
Students will demonstrate achievement on tasks by knowing which	Teacher Collaboration for student Designated Support Assignments/Allocations	ELA Team (Teachers and Administrators, TDS, Instructional Coach	- Designated supports per content (dictionaries, other designated supports) - PLC Documentation	Sept 2019 – Apr 2020	<ul style="list-style-type: none"> • Progress monitoring • EOC performance

designated support to use and correctly use it with the appropriate task			- Department developed Collaboration forms		for Spring 2020 Weekly PLC documentation of planning efforts
EL student writing samples will exhibit growth in writing mechanics across the curriculum.	Campus wide writing Initiative: Specific to EL students (target group)	All teachers and Administrators, TDS, Instructional Coach	- TELPAS writing rubric - Writing Portfolio - District Training - Campus support	Aug 2019- Feb 2020	<ul style="list-style-type: none"> • Writing samples in writing portfolio TELPAS Spring 2020
Student writing samples in ELA, Math, Science, Social Studies will exhibit growth in writing mechanics across the curriculum.	Campus wide writing initiative with scoring rubrics (content specific and TELPAS rubrics)	All teachers, Instructional Coach	<ul style="list-style-type: none"> • Content Specific rubrics • TELPAS rubric • Writing Portfolios 	Aug 2019- Feb 2020	<ul style="list-style-type: none"> • Writing samples in writing portfolio • PLC writing data talks • TELPAS Spring 2020
Teachers will use rubrics to provide specific feedback to student writing. Students will demonstrate improvement in writing based on teacher feedback.	Campus-wide feedback to student writing using rubrics	All teachers with the support of administration, instructional specialist, and TDS	<ul style="list-style-type: none"> • Feedback rubric • Monitoring form 	Aug 2019- Feb 2020	<ul style="list-style-type: none"> • Writing samples in writing portfolio • PLC writing data talks • TELPAS Spring 2020 •
Teachers will integrate structured conversations and opportunities for	Campus-wide integration of routines to require speaking and listening (TELPAS	All teachers with the support of administration, instructional specialist, and TDS	<ul style="list-style-type: none"> • TELPAS speaking and listening rubrics • Digital recording devices 	Aug 2019- May 2020	<ul style="list-style-type: none"> • PLC data talks • Weekly ESOL recording

students to record monologues. Students will demonstrate progress in speech and listening skills	speaking and listening rubrics)		<ul style="list-style-type: none"> • Monitoring form • 		<ul style="list-style-type: none"> • Recordings from all contents • TELPAS 2020
Newly enrolled ELL Students are given the online <i>LAS Links Form A</i> to provide diagnostic data of knowledge.	Identification of new EL enrollees and newly identified students	<ul style="list-style-type: none"> • Registrar • SIR LPAC Committee Members	<ul style="list-style-type: none"> • Campus Data Management • Blue Cards, Red folders 	Aug 2019- MAY 2020	Daily check-ins with offices, testing 2 nd and 4 th week of the month <ul style="list-style-type: none"> •

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 1 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.**

Our priority needs at Wheatley High School are improving Tier 1 instruction in English, but also improving Tier 2 and 3 support by providing small group instruction to address individual needs. Additionally, we must better serve our English Language Learners, so they may have acquisition of the language and grow in their proficiency. We will improve this by incorporating the English Language Proficiency Standards to literacy routines and implementing Seidlitz best practices. Finally, we must better prepare scholars for college by providing more rigorous instruction, so they may perform better on TSI, SAT, ACT, etc.

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

Our STAAR Prep programs are being funded out of Title I to provide scholars additional instruction. Also, reading and test preparation materials are being purchased with Title 1 funds to support scholars in mastering the TEKS standards.

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. Data-Driven Instruction- will drive backward design planning where teachers will analyze data and plan lesson plans based upon expected outcomes.
 2. Differentiated Instruction- small group instruction such as guided reading to hone in on and address specific individual needs. (such as comprehension)
 3. Professional Learning Communities- content area/department collaborative planning sessions that will help to build capacity and efficacy in our teachers.
 4. Extra Instruction- scholars who are below grade level in reading will receive additional instruction using strategic reading and writing best practices.

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) Open House
- 2) Parent University
- 3) College Readiness Night
- 4) Family Friendly School

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.

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 checked="" type="checkbox"/> Teacher Specialist <input checked="" 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 checked="" 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 checked="" type="checkbox"/> *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels
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Indicate “Yes” or “No” below if your campus’ Title I funds will be utilized to fund the following items:

Item	Yes or No
1. In-State Travel	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: \$\$77,738

*Personnel funded with State Compensatory Education funds: Math Teacher at 70% of salary \$43,600.20 and ESL Teacher at 37% of salary \$20,409.94

*List names here: John Craven and Denise Lacy

*Total number of FTE's funded with State Compensatory Education funds: 2

*Brief description of how these funds are utilized on your campus: Aside from funding these two positions, \$2,000 are allocated for supplies and maintenance, \$5,000 for reading materials, \$5,609 are allocated for general supplies, \$5,000 for testing materials, \$13,500 for rentals/operating leases and \$118,826 for misc. contracted services.

*State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE.

*For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

Goal Area: *Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Nurse Carolyn Jackson

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: N/A

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: N/A

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: N/A

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: N/A

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: Nurse Carolyn Jackson

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. This should be referred to as Unlicensed Assistive Personnel (UAP)

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. Nurse Carolyn Jackson

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.](#)