

SDMC 1 Meeting Agenda

September 1, 2021



TEAM NORMS

- We will maintain a positive tone at our meetings
- We will begin and end our meetings on time and stay fully engaged throughout each meeting.
- We will listen respectfully and consider matters from another's perspective.

AGENDA - Purpose / Goal(s) for this meeting:

- Welcome – Introductions
- SDMC Members
- Celebrations
- Checking – In
- Data Review
- School Improvement Plan 2021 - 2022
- **Items for next SDMC**

Celebrations

1. We were recognized by HISD as one of the schools with **Family Friendly School GOLD Award** again.
 - a. It's a campus where principals, faculty, and staff have proven their dedication and commitment to working with families toward a common goal: achieving academic success for their students. A Family Friendly school builds relationships with family and community, links family events to students' learning, supports parents' advocacy, and honors families' diversity.
2. MCHS at Fraga were selected to **receive ESSER funds** to implement
 - a. fully AVID (Advancement Via Individual Determination) year 1 and
 - i. in-school academic support program to prepare students for college eligibility and success.
 - b. Continue with our Effective School Framework best practices targeting
 - i. Lever 1: Strong School Leadership and Planning
 - ii. Lever 5: Effective Instruction & Data Driven Instruction
3. Full time 2 therapist and partnership with Journey Through Life to mentor
4. School enrollment is at 129

Upcoming Events

- Sep 1: SDMC from 3:40 – 4:40 review of SIP
- Sep 6: Labor Day
- Sep 9 - Open House

Virtually

5:30 to 7:30

-Email to Mr. Santos: your syllabus, picture, information about your classes (See template)




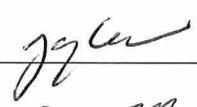

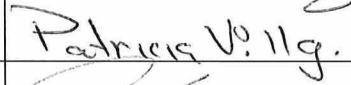

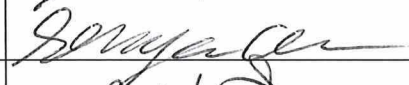


- Sep 16 – Fall Holiday
- Sep 17 – Teacher service day

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Team Members Present – Sign In Sheet

Name	Role	Signature
Mr. Santos	Facilitator:	
Ms. Garcia	Timekeeper:	
Mr. Martin	Recorder:	
Rachael Walsor	Fac Teacher	
Hai Trien	Teacher	
John Tan	Teacher	
Maria Martinez	Padres	
Patricia Villa	Padres	
Jack Maples	Teacher	
SaMaya Allen	Sr. Academic Tutor	
Estefani Garcia	Wraparound Specialist	
Roberto Leyva	Campus Instruction Technologist	

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MEETING MINUTES (To be completed by the recorder):

Discussion / Decision Summary:

- **Celebrations**

1. Attendance & Virtual Process Qualifications
2. Parent Involvement – Fraga is a GOLD School

--We can do parent meetings by grade level due to our enrollment.

--Demographics Summary: Tells us about our students respecting demographics, such as ethnicity.

--Student Learning Strengths: We concentrate on the basic schools to ensure our students' success.

-- Including learning skills such as critical thinking, organization, time management, writing, reading, how to control emotions, etc.

--Skills that are transferable to future career and the community

--Data Documentation

--School Improvement Planning Data Review

--Including district goals, campus goals, CCMR goals, Covid-19 factors, and planning and decision-making data.

--Student Groups

--STAAR

--LEP

--etc.

--Behavior and other indicators

--Completion rates, etc.

--Parent Community Data

--Support Systems and Other Data

--Board Goals

--Board Goal 1 – English

--STAAR Data Goals

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- English I, English II, etc.
- Problem of Practice/Root Cause
- Summative Evaluation
- Protocols during Lesson Planning and Instruction – Gradual Release

--Board Goal 2 – Mathematics

- Planning with the end in mind
- PLC

--Board Goal 3 – CCMR's –College and Career Readiness

- Improvement last year
 - The crowd cheers for the mathematics department!

--Board Goal 4 – Special Population

- Concentration on Special Ed
- Two students

--SIP Goals

- CCMR Goal
 - Microsoft Certification
 - TSI
 - Etc.

--Attendance Goal

- Communication is key.
- Ms. De La Rosa is contacting everyone who is absent and keeping a log on each student.
- If student stays home due to sickness—including Covid—log into the HUB.

--Parent and Community Involvement

- Percentage: 50% by 2022 will receive acknowledgment for participating in their school's education by meeting with their teacher, counselor, etc.
- Sign-in sheet to record parent involvement
- Attendance of campus events
- Encourage PTA formation, will continue to meet with perspective parents.

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--Special Populations and Multilingual Students

--Goal: at least 50% move one level up by 2022.

--Sheltered Instruction Strategies

--Visuals

--Sentence Stems

--35+/- multilingual students – I and II

--Budget

--Payroll, contracted services, operating costs, Capital Outlay Accounts

--Personnel – 90% of the funds are for extra duty pay tutorials, Saturday school, tutors and instructional support team through

--Title I School Wide Elements

--Federal

--No Questions? Thoughts?

Everyone with agreement on the goals and strategies for School Improvement Plan.

<u>Action Steps (Next PLC)</u>	<u>Person Responsible:</u>
Parents asked about classes for parents -	Mr. Santos will follow up with Ms. Garcia, Wraparound Specialist Ms. Navarro from HCC programs

Date of next meeting: Dec 15, 2021 3:45 to 4:45

Houston Independent School District
485 Middle College High School at HCC Fraga
2021-2022 Campus Improvement Plan



Mission Statement

At MCHS Felix Fraga, all students will obtain their high school diploma in a supportive, flexible academic environment, while building habits and skills to help them be successful in any post-secondary academic institution or the workforce.

Vision

Students at Middle College High School at HCC Felix Fraga will be empowered to enter the workforce or postsecondary institutions through engaging and relevant instruction in a supportive and encouraging academic community.

HISD Student Assessment MEASURING KNOWLEDGE. SUPPORTING GROWTH.

485 Middle College HS - Fraga

Area: East

HISD CONFIDENTIAL - INTERNAL USE ONLY. Student Assessment Department HMW/Teledyne

Ethnicity Legend: A=Asian, B=Black, H=Hispanic, I=American Indian, N/A=Not Available, P=Hawaiian or Pacific Islander, T=2+ Ethnicities, W=White

Enrollment Data			Enrollment Data Cont...			Attendance & Discipline						
Enrollment	20-21	19-20	Grade	20-21	19-20	Attendance	20-21	19-20	18-19			
Campus	83	84	09	18	46	Campus	96.53%	93.44%	90.14%			
Ethnicity	20-21	19-20	10	39	24	Discipline	19-20					
B	3	5	11	24	14		Campus	Gender				
H	80	79	12	2				F	M			
SWD	20-21	19-20	ELL			ISS <td>4</td> <td>3</td> <td>1</td>	4	3	1			
#SWD	4	5	Yes	22	18	OSS <td>8</td> <td></td> <td>8</td>	8		8			
%SWD	5%	6%	No	61	66	Other	7	4	3			
EcoDis	20-21	19-20				Ethnicity- Discipline	19-20					
#Eco	75	76					ISS	OSS	Exp	Alt	Oth	
%Eco	90%	90%					0	3	0	0	2	
						H	4	5	0	0	5	
						Gender		20-21	19-20			
						F		47	45			
						M		36	39			



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SCHOOL IMPROVEMENT PLAN 2021 – 2022

EXECUTIVE SUMMARY

Middle College High School at Fraga is administrated by Principal Jose R. Santos and is part of the Houston ISD East Area. MCHS High School at Fraga is located inside the Houston Community College Felix Fraga Suite 205 and we currently have 11 classrooms on the 2nd floor of HCC Felix Fraga Campus. Hour School hours are from 8 am to 3:40pm. Middle College has three primary populations. First, MCHS at Fraga is also for students needing a small environment because the traditional high school setting is/was not an effective model. Secondly, we serve students that are on track to graduate but have a life circumstance that limits their ability to thrive in the traditional high school and an earlier transition to college would be beneficial. Finally, we seek to support underserved students that have historically limited access to higher education and without additional support may never transition to college

MCHS at HCC Fraga will concentrate on creating a system to **increasing the CCMR** - College, Career and Military Readiness for the 2021 2022 school year. Students will be scheduled in our new Marketing & Retail -Career and Technology pathways. Our Counselor will meet with our students and parents to review their personal graduation plan, goals and after high school interest. Sessions will be created to develop a broad understanding of post high school college and career options; fostering the value of reading and the power of writing in our students; and providing additional support for academic success through face to face, online tutorials and/or Saturdays.

Second area of focus to increase Domain 1. By 2022, at least 50% of students tested will receive Meets Level Performance and at least 20% of the students tested will receive master's on the English I EOC. By 2022, at least 75% of students tested will receive Meets Level Performance and at least 20% of the students tested will receive master's on the English 2 EOC. By 2022, at least 55% of students tested will receive Meets Level Performance and at least 25% of the students tested will receive master's on the Algebra 1 EOC. By 2022, at least 70% of students tested will receive Meets Level Performance and at least 37% of the students tested will receive master's on the Biology EOC. By 2022, at least 70% of students tested will receive Meets Level Performance and at least 52% of the students tested will receive master's on the US History EOC.

Instructional Practice and Culture

Middle College HS at HCC Fraga will concentrate on Objective-driven daily lesson plans with formative assessments, Data-Driven instruction and Compelling and aligned vision, mission, values focused on a safe environment and high expectations. The desire outcome is first, for our teachers to create lesson plans with formative assessments a week in advance so that they can receive feedback and have time to gather materials for the week. Secondly, they will be able to use data to academic success by moving students from approaches to meets, from meets to masters, and increasing high school graduation.



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Attendance

2021-2022 MCHS at Fraga attendance goal is of 95%. In an effort to maintain our attendance rate from last year, despite of the COVID 19 pandemic and social emotional challenges. Our Student at a Center Team will continue to actively monitor attendance and identify students with excessive absences and will provide support.

Parent Involvement

The parent component is critical to the success of our school. We ensure that we communicate with parents through multiple mediums. MCHS at HCC Fraga send out calls to remind parents and students about important and upcoming events. The school website is constantly updated to reflect upcoming events and can be used a resource. The school also has a Twitter account to spread information and share upcoming events. We also have monthly coffee with the principal to share information and give parents an avenue to informally communicate with the administrative team.



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NEEDS ASSESSMENT

*****Demographics Summary**

Middle College High School is administrated by Principal Jose R. Santos and is part of the Houston ISD East Area. MCHS High School at HCC Fraga is located inside the Houston Community College Felix Fraga Suite 205 and we currently have 10 classrooms on the 2nd floor of HCC Felix Fraga Campus. Hour School hours are from 8 am to 3:40pm. Middle College has three primary populations. First, MCHS at Fraga is also for students needing a small environment because the traditional high school setting is/was not an effective model. Secondly, we serve students that are on track to graduate but have a life circumstance that limits their ability to thrive in the traditional high school and an earlier transition to college would be beneficial. Finally, we seek to support underserved students that have historically limited access to higher education and without additional support may never transition to college.

Total students: 129; 9th grade: 38; 10th Grade: 34; 11th Grade: 37 & 12th Grade: 20; Student Gender: Male students: 63; Female students:66; Student Ethnicity: Hispanic: 95%; African American: 5%; Student to Teacher Ration: 1 to 18; Staff: 1 Principal, 1 Teacher Specialist, 1 Campus Educational Technologist (CET), 1 Counselor, 1 Chair, Spcl Ed, 1 Wraparound Specialist; 8 Teachers; 1 SIR Clerk, 1 General Clerk, 3 Hourly Lecture; Staff Ethnicity: African American: 33%, White: 28%, Hispanic: 22%; Asian: 17%.

Demographic Strengths

Middle College High School at Fraga is a unique and challenging environment for students. Our goal is to build a team that includes teachers, parents, and students in order to achieve academic success. Students, with support from home, will traditionally have more confidence and increased academic success. Student understand that he/she is ultimately responsible for their success. MCHS at Fraga will provide resources and support but the student is responsible for using the resources and asking for help.

Student Learning Strengths

Students at Middle College HS at Fraga go through an interview process where they understand the benefits of the programs and support. Students making a commitment to improve in their academics and habits. Students spend time trying to overcome a weakness, such as poor reading skills and leveraging their academic strengths. MCHS at Fraga concentrate on building academic traits and skills that serve students as a strong foundation to excel academically. Academic strengths include: critical thinking, organization, time management, collaboration, inquiry, writing, reading, delayed gratification, and impulse control. They are transferrable to knowledge-based careers that require strong critical thinking and problem-solving skills.

Student Learning Summary



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Students will increase their academic knowledge by taking ownership of their education and creating a learning goals with their teachers. Student and teachers will keep track of the progress and will support the students by conducting pull outs, tutorials, and/or Saturday school. Students will be engaged in their learning by participating, utilize the resources to research gather synthesize, create information, volunteer to questions, and /or ask appropriate questions during the lesson. Students will display active effort in learning activities during independent and group work. Additionally, students will demonstrate respect towards their learning by actively listening, and participating to each other and to the teacher.

*****Student Learning Problems of Practice**

1. Problem of Practice

2019 assessment data (post COVID) shows that 50% of students are essentially not performing at the level necessary to meet state standards. Classroom observations suggest that teachers are not strategically checking for understanding. The staff is interested in implementing CFUs that are more focused and intentional.

Root Cause

Often when teachers check for understanding, they ask low-level questions, at any point in the lesson, and are satisfied if anyone answers. We will be concentrate on gather evidence on: 1) use of high order thinking questions in student responses, 2) high expectations in student participation in the lesson and 3) evidence on analyzing how do we know that all students understand the lesson?

2. Problem of Practice

Building a community of learners by focusing on student group work. Due to COVID-19 students who were learning virtually will need to adjust to in person learning. Students who were virtually had low student achievement and lack of motivation. Lack of student interest/learning suggest that we need to investigate a different instructional approach.

Root Cause

Are lesson plans created for student interaction? How are students working in groups? How is the teacher supporting and guiding the lesson?

3. Problem of Practice

The principal and instructional specialists meet with teachers during PLCs to review data, plans, assessments, professional development and practice a lesson before delivery. However, the campus is small with only one teacher per content.



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Root Cause

Teachers collaborating and planning with other teachers with in the same content area?

4. Problem of Practice

Current assessment data shows that all students are essentially not performing at the level necessary to meet state standards. Classroom observations suggest that teachers are not strategically checking for understanding. The staff is interested in implementing CFUs that are more focused and intentional.

Root Cause

Often when teachers check for understanding, they ask low-level questions, at any point in the lesson, and are satisfied if anyone answers. We will gather evidence on: 1) use of high order thinking questions in student responses, 2) high expectations in student participation in the lesson and 3) evidence on analyzing how do we know that all students understand the lesson?

*****Data Documentation**

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

Student Data Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates



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- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent / Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback



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Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Other additional data



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BOARD GOALS

Board Goal 1

ELAR The percentage of 3rd grade students performing at students reading and writing 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.

MCHS 2020-2022 STAAR Data:

	Approaches	Meets	Masters
2021 – 2022 Goal STAAR Eng 1	90%	50%	20%
2020 – 2021 STAAR Eng 1	70%	33%	4%
2021 – 2022 Goal STAAR Eng 2	98%	75%	20%
STAAR Eng2	97%	71%	12%

STAAR English 1 Goal

By 2022, at least 50% of students tested in STAAR English 1 will receive Meets Level Performance and at least 20% of the students tested will receive Masters on the English I EOC.

STAAR English 2 Goal

By 2022, at least 75% of students tested will receive Meets Level Performance and at least 20% of the students tested will receive Masters on the English 2 EOC.

Problem of Practice/Root Cause: An analysis of the work we provide to our students has indicated that it is not as rigorous as state standards demand; however, we have found it difficult to increase our demands on students without putting them at risk of failure. As a staff, we are striving to successfully up the rigor in our classrooms while providing the support to students needed for them to be successful.

Summative Evaluation:

- Exceeded Goal
- Met Goal
- Significant Progress made toward meeting Goal
- Some progress made toward meeting Goal
- No Progress made toward meeting Goal

Measurable Objective	Strategy	Staff Member Responsible	Resources	Timeline	Milestones
Teachers will develop lesson plans and create assessments	To gain more implementation ideas, teachers will participate in	ELA Team (Teachers and Administrator), On-call TDS,	Teachers collect formative assessment data from OnTrack,	September 2021 - May 2022	Weekly PLC documentation of planning efforts, PLC review quality of



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containing higher-order thinking questions and deliver lessons using a variety of instructional strategies to increase rigor and relevance.	professional development activities focused on creating rigorous work for students while also promoting student engagement. Teachers will also participate in PLC led by the instructional specialist to help guide the planning process, and the specialist will review lesson plans for evidence of rigor and relevance.	Instructional Specialist, and Principal	Renaissance 360, Imagine Language and Literacy, and Apex to make instructional decisions. Teachers will also use the HISD prescribed curriculum, Lead4ward Instructional Playlist, WICOR, Bloom's Taxonomy, and Costa's Levels of Questioning to increase rigor in student assignments and assessments		formative assessments, instructional specialist review and provide feedback on lesson plans, bi-weekly progress monitoring using CBA's and district snapshots
Teachers will utilize protocols for dialogue during their instruction as evidenced by lesson plans and observations.	Teachers will be practice CIF/Lead 4 ward protocols for dialogue every 4 weeks. Teachers will be observed implementing the dialogue protocols during teacher rounds. Teachers will be provided feedback during PLC and individual conferences.	Principal, All teachers, Teacher Specialist, Campus Education Technologist	CIF Protocols, Lead4ward resources	September 2021 - May 2022	Every 4 weeks, teachers will present their reflection on how their dialogue protocol went in their instruction. Teacher specialist and Principal will document written and verbal feedback to teacher
PLC period for English I /English 2 teachers	To provide time during the day for teachers to review data and determine what to teach/reteach	Principal. Teacher Specialist	HISD TDS, HUB Master Course, HISD Curriculum Manager	September 2021 - May 2022	Review of bi-weekly students' work, assessments, data, BCA's

Next Year's Recommendation:



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- Planning
 - Instructional coaches will continue the instructional guidance and coaching during PLC.
 - Learning: At Bats, Professional Development: Led4Ward, HISD curriculum resources, Sheltered Instruction, Literacy Skills, WICOR.
 - Data Review, reflections, and planning
- Intervention
 - Continue to provide interventions to Tier 2, 3, STAAR Eng1, Eng 2, Bio, Alg 1, US Hist, Multilingual Students during the school day, after school tutorials, Saturday schools, and planned bootcamps.
 - Monitor of students' progress every 3 weeks by analyzing CBAs and progress report grades, and attendance.
 - Continue to provide SEL intervention sessions to students experiencing Social & Mental challenges.
 - Create a plan for continuing education and transition.
- Communication
 - Continue to contact parents in regards their students individualize plan for success.

Board Goal 2

MATH The percentage of 3rd 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.

MCHS 2020-2022 STAAR Data:

	Approaches	Meets	Masters
2021 – 2022 Goal STAAR Alg 1	100%	55%	25%
2020 – 2021 STAAR Alg 1	93%	46%	20%

Problem of Practice/Root Cause: An analysis of the work we provide to our students has indicated that it is not as rigorous as state standards demand; however, we have found it difficult to increase our demands on students without putting them at risk of failure. As a staff, we are striving to successfully up the rigor in our classrooms while providing the support to students needed for them to be successful.

Goal: By 2022, at least 55% of students tested will receive Meets Level Performance and at least 25% of the students tested will receive Masters on the Algebra 1 EOC.

Summative Evaluation:

- Exceeded Goal
- Met Goal
- Significant Progress made toward meeting Goal
- Some progress made toward meeting Goal
- No Progress made toward meeting Goal



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Measurable Objective	Strategy	Staff Member Responsible	Resources	Timeline	Milestones
PLC period for Math/Algebra I teachers	To provide time during the day for teachers to review data and determine what to teach/reteach	Principal, Teacher Specialist	HISD TDS, HUB Master Course, HISD Curriculum Manager	Sep 2021 to June 2022	Review of bi-weekly students' work, assessments, data, CBA's
Math teacher will identify targets for EOC for each student and use small group instruction to integrate targeted instruction for each group twice a week.	Math teacher will use EOC and formative assessment data to identify targets for each student. Math teacher will group students as "Masters" or "Meets".	Principal, Math teacher, Teacher Specialist,	OnTrack reports, EOC TEKS data tracker, Lead4Ward, Master course HUB lessons, Region 4 and SAT resources	Sep 2021 to June 2022	Teacher will document small group students on weekly lesson plans
All students will know their progress towards EOC master's level through data conferences with teachers after snapshots, DLAs and formative assessments	All teachers will collect and track student EOC data including previous scores, snapshot and DLA scores by TEKS. Teachers will share data with students and set goals with students for the EOC exam at the end of the year.	Principal, Math teacher, Teacher Specialist, Campus Testing Coordinator	Data conference protocol, OnTrack reports, EOC TEK data tracker	Sep 2021 to June 2022	Once a month during PLC talks, teachers will present student progress towards Master level on EOC. Teachers will document student conference in gradebook and lesson plans.

Next Year's Recommendation:

- See recommendation for BOARD GOAL 1
- 1) PLC period for Math/Algebra I teachers; 2) Math teacher will identify targets for EOC for each student and use small group instruction to integrate targeted instruction for each group twice a week.; 3) Math teacher will identify targets for EOC for each student and use small group instruction to integrate targeted instruction for each group twice a week.



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Board Goal 3

SCHOOL PROGRESS 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.

MCHS 2020-2022 STAAR Data:

CCMR Criteria	Goal 2021-2022	2020-2021	2019-2020
Total Graduates		24 = 96%	60 = 88%
Total Seniors 2020 -2021		25	
Continue Senior		1	
Early Grad		2	
Dec Grad 2020		1	
5+ year Grad		1	
June 2021 Grad		20	
Summer 2021 Grad		0	
Total credit for CCMR criteria		23 = 92%	20 = 30%
Met TSI criteria for ELA/Reading & Math		3	3
Met criterion score on an AP exam in any subject		7	11
At least 3 hours (ELA or Math) or 9 hours in any subject		3	2
Earned at least 3 hours of university credit		3	0
Earned an industry-based certification from approved list		20	0
Graduate with Completed IEP and Workforce Readiness		0	0
Special Education Graduates with Advanced Diplomas RRHSP, DAP, FHSP-E, or FHSP_DLA		0	2

By 2022, at least 70% of students will receive their college readiness indicator performance by completing their Microsoft certification, achieving their TSI Math and English, completing 9 hours of dual credit course in a non- academic area, or and completing 3 hours in a dual credit course level course in English or Math.

Summative Evaluation:

- Exceeded Goal
- Met Goal
- Significant Progress made toward meeting Goal
- Some progress made toward meeting Goal
- No Progress made toward meeting Goal

Next Year's Recommendation:

Review CCMR plan and systems to **increasing the College and Career achievement** for the 2021 2022 school year. Students will be scheduled in our new Marketing & Retail -Career and Technology pathways. Our Counselor will meet with our students and parents to review their personal graduation



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plan, goals and after high school interest. Sessions will be created to develop a broad understanding of post high school college and career options

Board Goal 4

CLOSING THE GAPS 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.

MCHS 2020-2022 STAAR Data:

	Total students	Approaches	Meets	Masters	2019-2020 Exempt
2020 – 2021 STAAR Alg 1	2		2 = 100%		
2020 – 2021 STAAR Eng 1	2	2 – 100%			
2020 – 2021 STAAR Eng 2	2				2 – 100%

Summative Evaluation:

- Exceeded Goal
- Met Goal
- Significant Progress made toward meeting Goal
- Some progress made toward meeting Goal
- No Progress made toward meeting Goal

Next Year's Recommendation:

Special Education students received support and met expectation in English. We will continue to monitor our students needs and provide support on academic and non-academic needs.



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SIP GOALS 2021-2022

CCMR Goal

By 2022, at least 70% of students will receive their college readiness indicator performance by completing their Microsoft certification, achieving their TSI Math and English, completing 9 hours of dual credit course in a non- academic area, or and completing 3 hours in a dual credit course level course in English or Math.

STAAR English 1 Goal

By 2022, at least 50% of students tested in STAAR English 1 will receive Meets Level Performance and at least 20% of the students tested will receive Masters on the English I EOC.

STAAR English 2 Goal

By 2022, at least 75% of students tested will receive Meets Level Performance and at least 20% of the students tested will receive Masters on the English 2 EOC.

STAAR Algebra 1 Goal

By 2022, at least 55% of students tested will receive Meets Level Performance and at least 25% of the students tested will receive Masters on the Algebra 1 EOC.

STAAR Biology Goal

By 2022, at least 70% of students tested will receive Meets Level Performance and at least 37% of the students tested will receive Masters on the Biology EOC.

STAAR US History Goal

By 2022, at least 70% of students tested will receive Meets Level Performance and at least 52% of the students tested will receive Masters on the Algebra 1 EOC.



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Attendance Goal

Our SMART goal is to monitor students' attendance and provide support to reach 95% rate by the end of the school year.

Problem of Practice/Root Cause: Due to COVID 19 pandemic we were forced to incorporate in person instruction and monitor the students qualifying for virtual instruction. This is a new challenge for everyone because 70% of the population was accustomed to virtual learning instruction. Some students are having difficulty re-adjusting from a virtual instruction routine at home, others have difficulties with family logistic challenges. As we transition back to in person learning, there will be parents and students hesitant to send their students to school because of the unknown of getting contaminated with COVID 19 or other home logistics.

Summative Evaluation:

- Exceeded Goal
- Met Goal
- Significant Progress made toward meeting Goal
- Some progress made toward meeting Goal
- No Progress made toward meeting Goal

Board Goal Alignment: Goal 4 - The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

Measurable Objective	Strategy	Staff Member Responsible	Resources	Timeline	Milestones
Communication with students and parents about attendance	Creation of an Attendance Team to address low attendance with families	Principal, Teacher Specialist, Attendance Clerk, Counselor,	Power school attendance data, A4E attendance reports, Attendance Specialist, District	September 2021 - June 2022	Evaluation of students and intervention during Student at Center Meetings and evaluation of group



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		wraparound specialist, nurse	Graduation Success Office		teacher meetings with students.
Number of students participating in attendance credit recovery program.	Attendance incentives provided to students.	Principal, Teacher Specialist, Attendance Clerk	Sign in sheets, APEX Online, Community service enrichment experience	September 2021 - June 2022	Number of students recovering credits.
Group committee intervention meeting with students and parents	Teachers, counselor, wraparound specialist, administrator will meet with student and parent during office hours to talk about make up work and next steps. During this conversation we will also discuss support systems and resources needed.	Principal, Teacher Specialist, Attendance Clerk, Counselor, wraparound specialists, Teachers	TEAMS, attendance records, grade assignments, make up work assignments with due dates, list of support, recording from TEAMS, A4E Attendance analyzer report.	September 2021 - June 2022	Student attendance increasing from A4E

Next Year's Recommendation:

We will continue monitoring our students tardiness and absences , then will provide opportunities to make up missed instructional time. 1) Communication with students and parents about attendance, 2) Number of students participating in attendance credit recovery program. 3) Group committee intervention meeting with students and parents.

Parent & Community Involvement

Goal: By 2022, at least of 80% of our parents will receive acknowledgement for participating in their schools education by meeting with their teacher, counselor, wraparound specialist, therapist, nurse or/and attending parent meeting sessions in person or virtually.

Problem of Practice/Root Cause: COVID 19 pandemic has created a distance from parents when we transferred to a virtual instruction. This is a new challenge for everyone because most of the parents and community members were accustomed to in face communication and are afraid of getting infected with COVID 19.



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Summative Evaluation:

- Exceeded Goal
- Met Goal
- Significant Progress made toward meeting Goal
- Some progress made toward meeting Goal
- No Progress made toward meeting Goal

District Strategic Goal Alignment: Goal 2 - The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career, Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

Measurable Objective	Strategy	Staff Member Responsible	Resources	Timeline	Milestones
All parents who attend a school event will sign in and those sign in sheets will be reflected in Power School system.	Title 1 Coordinator will use electronic sign in sheet such as TEAMS download attendance and/or Microsoft Virtual Sign in Sheet. SIR clerk will code the parent attendance at the event on Power School.	Principal, Title 1 Coordinator, SIR Clerk	Power School, TEAMS, Microsoft sign in sheet, stipend for Title 1 coordinator.	Sep 2021 - May 2022	The number of parent involvement activity will be recorded and will not decrease from 75% of the parents having attended one event.
The number of opportunities for parents to attend a campus event through meaningful activities and appropriate community resources.	Increase the number of opportunities parents can be involved with the school such as through parent committees, volunteer opportunities, community partner presentations on subjects of interest to parents, and student performance/project showcase. Invite	Principal, Title 1 Coordinator, SIR Clerk, FACE mentor	FACE parent resource page, Sunshine Committee, Parent Interest Survey, Sign in sheets, Agendas	Sep 2021 - May 2022	Measure parent attendance quarterly. The number of parent involvement activity will be recorded and will not decrease from 75% of the parents having attended one event.



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	community partners to school wide events, family monthly meetings and appropriate content area classes. Recognize parents and community partners for their involvement in school events/activities.				
Encourage parents to form a PTO or PTA	create a committee of parents and teachers and support staff to meet every month to review next steps.	Principal, Title 1 Coordinator, SIR Clerk, FACE mentor, parents	snacks, PTO forms, TEAMS, Google PTO drive/digital binder, contact list, PTO mentor	Sep 2021 - May 2022	Measure parent attendance quarterly. The number of parent involvement activity will be recorded and will not decrease from 75% of the parents having attended one event.

Next Year's Recommendation: 1) All parents who attend a school event will sign in and those sign in sheets will be reflected in Power School system. **2)** The number of opportunities for parents to attend a campus event through meaningful activities and appropriate community resources. **3)** Encourage parents to form a PTO or PTA.

Special Population/ Multilingual Students

Goal: by 2022, at least 50% of multilingual students will progress at least 1 level in their TELPAS by providing intervention during school hours and monitoring student progress.

Problem of Practice: COVID 19 pandemic has created another barrier with students needing additional support. Students need the structure and one to one support to continue to achieve weekly goals.

Summative Evaluation:

- Exceeded Goal
- Met Goal
- Significant Progress made toward meeting Goal
- Some progress made toward meeting Goal
- No Progress made toward meeting Goal



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District Strategic Goal Alignment: Goal 4 The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

SMART Goal: 18 English Learners will progress at least 1 level in their TELPAS and we will increase the percentage of graduates to 92%

Measurable Objective	Strategy	Staff Member Responsible	Resources	Timeline	Milestones
100% of teachers will implement sheltered instruction and best practices for differentiation	PD on SI strategies	Principal, Teacher Specialist, teachers	HISD Multilingual department; HUB Master Course, visual world walls	Sep 2021 - May 2022	Review of observation and walkthroughs and lesson plans.
PLC period for English I and English II teachers	To provide time during the day for teachers to review data and determine what to teach/reteach	Principal, Teacher Specialist, teachers	ESF Coach, HISD TDS, HUB Master Course, Lesson Plans, Discourse activities	Aug 2021 - May 2022	Review of exit tickets and CBAs to see the impact of the lesson.
Improve instruction for ELs students in all areas	Creation of PLC for tutors who will then research instructional strategies to be implemented in all classes	Principal, Teacher Specialist, Teacher	HUB, TEAMS, Ren360, TELPAS practice assessments	Sep 2021 - June 2022	Review of TELPAS practice snapshot assessment

Next Year's Recommendation:



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1) 100% of teachers will implement sheltered instruction and best practices for differentiation, 2) PLC period for English I and English II teachers & 3) Improve instruction for ELs students in all areas.

STATE COMPENSATORY

*****Budget Object**

Total Budget Cost:

- 6100 Payroll Cost
 -
- 6200 Professional and Contracted Services
 -
- 6300 Supplies and Services
 -
- 6400 Other Operating Costs
 -
- 6600 Capital Outlay Accounts
 -

*****Personnel**

Santos, Jose – Principal Tamika Sullivan, Teacher Specialist Horne, Andrew - Counselor, Secondary Leyva, Roberto - Campus Education Technologist Allen, Samaya D - Sr Academic Tutor for Marketing Alfaro, Sheyla L - Sr Academic Tutor for Science Cooper, Rubeneisha L – CTE, Business Edu / Marketing Eubanks, Aleida - Science Teacher Hoang, Judy - Hourly Lecture Maples, Jack – Social Studies Teacher Martin, Nathaniel - English Teacher	Morgan, Alexandra D - Tchr, PE, Health / Fine Arts Tano, John - Math Teacher Trieu, Hai V - Math Teacher Walston, Rachael – English Teacher De La Rosa, Maria G Front Desk - General Clerk III Uresti, Victoria - Student Information Rep Garcia, Estefani E - Wraparound Resource Specialist Berry, Michelle – ATO Ambassadors/ Therapist Fuentes, John – ATO Ambassadors/ Therapist Nurse – TBD
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ESSA TITLE 1

*****Title 1 School Wide Elements**

1.1 Comprehensive needs Assessment

Due to the COVID-19 and the unexpected transitions to an immediate virtual learning environment for the Spring Semester of the 2019 - 2020 school year, we will reference the Instructional Goals and Assessment Data for the 2018 - 2019 school year approved by TEA and HISD. Although we met standards in all domains, our STAAR achievement data indicates that reading comprehension, writing, and mathematics must continue to be the focus of our school improvement plan. We will provide ongoing professional development in order to support English Language Learners and Special Education students. Our teachers need professional development in developing literacy across the content areas and differentiating instruction by text level and student product. Though we met standard in Domain 3, our graduation rate needs to improve.

ELA instruction should include both literary and informational texts and students should practice writing compositions throughout the year. Literacy will be a focus in all subject areas and teachers will be coached on how to integrate reading writing and speaking into their lesson plans.

From this data, it is evident that instruction should focus on the basics of linear functions spiraled in throughout the year, including making connections between linear and quadratic functions. In addition, writing and solving linear functions involves students' ability to read and interpret word problems or problem situations.

In addition, a process for tracking student data from prior year testing and targeted instruction should be implemented to move the students to their target level of growth. Especially in ELA where students struggle to meet grade-level or above standard.

By removing barriers and obstacles, which impact attendance, student attendance should increase. We will provide Metro passes. The implementation of restorative practices allows us to provide support for students. Additional student support will be provided by the district's Social Emotional Learning department who will also facilitate professional development to staff and provide additional support in the areas of restorative practices and de-escalation strategies.

We will provide opportunities for students to prepare for post-secondary success through TSI, AP exams, dual credit exams, and military options, and we will continue to look for other opportunities.

We will offer various programs and extensive opportunities for students to explore community colleges and four-year colleges through college expos and tours. Students will explore careers through field experiences, guest speakers, and attending career expos.



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2.1 Campus Improvement Plan development with appropriate stakeholders

We will purchase course-specific instructional manipulatives and learning aids for hands-on learning experiences, such as graphing calculators, dictionaries, electronic thesauri, and Spanish-English dictionaries. We will also consider purchasing various other classroom supplies, student materials for science projects, test prep, and intervention. In addition, Title 1 funds will be used to pay for transportation for content-related field experiences, teacher and staff registration fees for content-related professional development, teacher and staff extra duty pay for tutorials, school-wide parent and family engagement events, home visits, and teacher support for grading APEX online courses. Title 1 funds will also be used to hire academic tutors to assist with intervention for all EOC retesters, and tier 2 and tier 3 students.

*****Title 1 Personnel**

- Alfaro, Sheyla L - Sr Academic Tutor for Science

STAAR GOALS

	Approaches	Meets	Masters
2021 – 2022 Goal STAAR English 1	90%	50%	20%
2020 – 2021 STAAR English 1	70%	33%	4%
2021 – 2022 Goal STAAR English 2	98%	75%	20%
STAAR English 2	97%	71%	12%
2021 – 2022 Goal STAAR Algebra 1	100%	55%	25%
2020 – 2021 STAAR Algebra 1	93%	46%	20%
2021 – 2022 Goal STAAR Biology	100%	70%	37%
2020 – 2021 STAAR Biology	96%	60%	33%
2021 – 2022 Goal STAAR US History	100%	70%	52%
2020 – 2021 STAAR US History	96%	67%	48%

2021-2022 Professional Development Plan*

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 09	In Person Multipurpose Room 360	8:00AM – 3PM *Welcome Back! *Introductions *Middle College Vision *Keys/Laptops distribution *Interventions/ HB4545 Acceleration **12PM – 1PM Lunch Provided ** *Team Building- Reflection & Initiatives -AVID introduction – WICOR -Student Data Talks -Cornell Notes -Lesson Plans Selecting Template 2 weeks in advanced *Online Compliance Courses Planning – Looking ahead!	Presentation Temporary Laptops for Staff. Waiting for HISD for Faculty Laptops. Review of expectation when Interventions & HB4545 Why, Who, When Team building Reflection posters WICOR presentation Data Documents in MS Word, OnTrack Lesson plan template / Google Drive for Staff	Alignment with Interventions and Support Alignment with literacy, academic discourse, and essential skills Alignment with best practices and TIP 5.1 & 5.3

			HISD OneSource – Required Online Trainings	
Aug. 16	In Person Multipurpose Room 160	<p>8:00AM – 3:40PM CAMPUS PD</p> <p>(Admin Team) *Compass Personality Activity</p> <p>*School Data *Department Goals</p> <p>12:30 – 1:15 Lunch</p> <p>(Mr. Leyva) *PLC / Lesson Planning *Backwards Design *Semester Assessments *Yearly Calendar of Units/TEKS *Instructional Cycle *Intervention/ Enrichment/ Acceleration/Clubs</p> <p>(Ms. Sullivan) *Substitute E-Binder/HUB Assignments updated (Mr. Santos) *Feeder Pattern Collaboration/Planning (Ms. Walston) *Resources: HUB/Lead4Ward/Ontrack</p> <p>(Mr. Santos) *TADS Update</p> <p>(Admin Team) *Effective School Framework best practices</p>	<p>Personality Description of personalities</p> <p>2020-2021 Accountability data</p> <p>Lesson Plans Sheltered Instruction / Breaking Down the Objective Lead4Ward HISD HUB Master Courses</p> <p>HUB</p>	<p>Alignment with SEL</p> <p>Alignment with data reflection, setting goals, taking ownership of the plan.</p> <p>Alignment of Sheltered Instruction and planning process using Lead4Ward, and District Resources.</p> <p>Alignment of District Resources</p>

			TADS Presentation and Team building exercise	Alignment of PLC planning, Collaboration & Learning, Reflection of Data, Tier 1 instruction, and Intentions.
Aug. 17	In Person Multipurpose Room 160	<p>8:00AM – 3:40PM CAMPUS PD</p> <p>(Admin Team) *Faculty Handbook</p> <p>*Review of HISD “Ready, Set, Go!” Safety plan for the 2021 2022 school year</p> <p>12:30 – 1:15 Lunch</p> <p>(Mr. Horne & Ms. Garcia) *Socio Emotional Learning *Wrap Around Services *ATO (Mr. Alvarez & Ms. Berry)</p> <p>*Title 1 / Attendance / Call Logs</p> <p>*Home Visits (Mr. Horne)</p> <p>(Admin Team) *Create Classroom Management Plan including strategies -Supportive documents: call logs, failure justification, individualized plan, etc...)</p> <p>*Review of student’s data/Lesson Planning</p> <p>*TEAMS Links Training</p>	<p>Faculty Handbook</p> <p>HISD Ready set Go Plan 1</p> <p>SEL presentation and activity</p> <p>Title 1 presentations, parent contact logs, after school/tutorials student sign in sheets</p>	<p>Alignment of instructional expectations and routines.</p> <p>Alignment with SEL plan and district support.</p> <p>Alignment with recording participation during after school, after school.</p>

			Lesson Plans / Google Drive review	Alignment of Lesson planning / PLC
Aug. 18	Teachers organizing their classrooms and completing HUB pages to align their lesson plans.	8AM – 6:30PM TEACHER PREP DAY 12:30 – 1:15 Lunch 5PM – 6:30PM Parent Meeting – Meet the Teachers (Virtual Event)	Supplies and resources for all teachers	Alignment with resources
Aug. 19	Virtually Teachers in their classrooms	8AM – 3:45PM DISTRICT WIDE PD JOB A LIKE District Pre-Service Link 1) Browse and select all interested/possible courses, then --COURSES-- English / ELA Mathematics Science Social Studies Health & Physical Education Literacy – ESL Then, Look at the options provided by High School District Virtual Courses	OneSource Course sign-in HISD TEAMS Links ZOOM Links Other resources provided by the HISD presenter.	District Trainings are aligned with district support related to curriculum, literacy, Social Emotional Learning, Lead4Ward, Sheltered

				Instruction, Data Driven PLC, Effective PLC, etc...
Aug. 20	In Person Classroom 256	<p>8AM – 3:40PM CAMPUS PD</p> <p>(Ms. Sullivan) 101 Safety *Risk Management & Safety Drill Training</p> <p>(Ms. Uresti & Ms. De La Rosa) *First Day/ First Week Procedures</p> <p>12:30 – 1:15 Lunch</p> <p>(Mr. Horne) College and Career *AVID School Wide Culture *Naviance</p> <p>*Student Lead, Clubs & Organization</p> <p>(Admin Team) *After school Tutorials Schedule</p> <p>*Lesson Planning</p>	<p>Safety Plan</p> <p>First Day of School handouts and power point</p> <p>HISD HUB → Digital resources → Naviance</p>	<p>Alignment with attendance, school culture, tier 1 instruction</p>
Sept. 17	In Person and Virtually Classroom 256	<p>HISD TEACHER SERVICE DAY (NO STUDENTS) FOCUS AREAS FOR 2021-22: SPECIAL EDUCATION SUPPORT AND INTERVENTION SUPPORT</p> <p>The Teacher Service day format has been adjusted to include two segments focusing on HB4545 implementation strategies/planning and interventions that accelerate student achievement.</p>		

		<div> <div> Afternoon 12:15 - 3:45 </div> <div> Professional Learning Time** Includes two (2) 1.5-hour PD session options; refer to topics below. </div> </div>		
		<p>** Refer to houstonisd.org/eLearning for online PD offerings (1.5 hr/sessions). Catalog of courses will be posted by Monday, September 13th. Participation in central courses should be pre-approved by campus leadership to attend. Pre-registration in OneSource is required for PD sessions at least 1 hour prior to session start. Links to join online sessions will be included in the OneSource Registration Confirmation email. HISD Professional Learning Series Link: eLearning / Sept. 17 Inservice (houstonisd.org)</p>		
Oct. 4	In Person and Virtually Classroom 256	<p>HISD TEACHER SERVICE DAY (NO STUDENTS) FOCUS AREAS FOR 2021-22: SPECIAL EDUCATION SUPPORT AND INTERVENTION SUPPORT</p> <p>The Teacher Service day format has been adjusted to include two segments focusing on HB4545 implementation strategies/planning and interventions that accelerate student achievement.</p> <ol style="list-style-type: none"> 1. Campus Planning Time and 2. Professional Learning - During the Professional Learning segment, campuses can choose to engage in campus-based professional development, central priority topics/sessions or a combination. <p>Please review the courses and send your training session to Mr. Santos.</p> <ul style="list-style-type: none"> • Recommended areas of concentration connecting to our School Improvement Plan <ol style="list-style-type: none"> 1. PD Recommended by Content Area 2. Sheltered Instruction 		

		<div><div><div>3. Lead4Ward</div><div>4. SEL</div><div>5. Interventions / HB4545 Acceleration / tutorials</div><div>6. Data Review / Reflection / PLC</div><div>7. WICOR – Writing, Inquiry, Collaboration, Organization, & Reading</div><div>8. Naviance</div></div><table><tr><td></td><td>High School*</td></tr><tr><td>Morning 8:00 - 11:30</td><td>Campus Planning Time Whole staff and/or PLCs Room 256</td></tr><tr><td>11:30 - 12:15</td><td>----- LUNCH BREAK -----</td></tr><tr><td>Afternoon 12:15 - 3:45</td><td>Professional Learning Time** Includes two (2) 1.5-hour PD session options; refer to topics below.</td></tr></table></div>		High School*	Morning 8:00 - 11:30	Campus Planning Time Whole staff and/or PLCs Room 256	11:30 - 12:15	----- LUNCH BREAK -----	Afternoon 12:15 - 3:45	Professional Learning Time** Includes two (2) 1.5-hour PD session options; refer to topics below.	OneSource, Link to HISD Online Classes	Alignment with Planning, Content Area, Sheltered Instruction, Lead4Ward, SEL Interventions, HB4545 Acceleration, Data Review, Reflection, PLC, WICOR – Writing, Inquiry, Collaboration, Organization, & Reading, Naviance
	High School*											
Morning 8:00 - 11:30	Campus Planning Time Whole staff and/or PLCs Room 256											
11:30 - 12:15	----- LUNCH BREAK -----											
Afternoon 12:15 - 3:45	Professional Learning Time** Includes two (2) 1.5-hour PD session options; refer to topics below.											
Feb. 21	In Person and Virtually Classroom 256	<div><div><div><div>HISD TEACHER SERVICE DAY (NO STUDENTS)</div><div>FOCUS AREAS FOR 2021-22: SPECIAL EDUCATION SUPPORT AND INTERVENTION SUPPORT</div></div><div><div>The Teacher Service day format has been adjusted to include two segments focusing on HB4545 implementation strategies/planning and interventions that accelerate student achievement.</div><div><div>1. Campus Planning Time and</div><div>2. Professional Learning - During the Professional Learning segment, campuses can choose to engage in campus-based professional development, central priority topics/sessions or a combination.</div></div></div></div></div>										

	<p>Please review the courses and send your training session to Mr. Santos.</p> <ul style="list-style-type: none">Recommended areas of concentration connecting to our School Improvement Plan<ol style="list-style-type: none">PD Recommended by Content AreaSheltered InstructionLead4WardSELInterventions / HB4545 Acceleration / tutorialsData Review / Reflection / PLCWICOR – Writing, Inquiry, Collaboration, Organization, & ReadingNaviance										
	<table><tr><td></td><td>High School*</td></tr><tr><td>Morning 8:00 - 11:30</td><td>Campus Planning Time Whole staff and/or PLCs Room 256</td></tr><tr><td>11:30 - 12:15</td><td>----- LUNCH BREAK -----</td></tr><tr><td>Afternoon 12:15 - 3:45</td><td>Professional Learning Time** Includes two (2) 1.5-hour PD session options; refer to topics below.</td></tr></table>		High School*	Morning 8:00 - 11:30	Campus Planning Time Whole staff and/or PLCs Room 256	11:30 - 12:15	----- LUNCH BREAK -----	Afternoon 12:15 - 3:45	Professional Learning Time** Includes two (2) 1.5-hour PD session options; refer to topics below.	OneSource, Link to HISD Online Classes	Alignment with Planning, Content Area, Sheltered Instruction, Lead4Ward, SEL Interventions, HB4545 Acceleration, Data Review, Reflection, PLC, WICOR – Writing, Inquiry, Collaboration, Organization, & Reading, Naviance
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* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.