

Houston Independent School District

School Improvement Plan

2020-2021



Campus Name:	Cornelius ES
Campus Number:	133
Principal Name:	Zaira Gomez
School Support Officer Name:	Diego C alderon
Area Superintendent Name:	Kenneth Davis
Area School Office:	South

Mission Statement

Cornelius Science Academy is a dynamic, outstanding school. Our goal is to provide a quality education to the future leaders of our country and world. We wish to instill a successful, hard-working attitude in our students and desire to assist our children in becoming productive citizens. We envision a bright future for each and every child we teach and help make that dream a reality daily through our constant hard work in the classroom and beyond. We hold high expectations for our pupils and believe that if better is possible then, good is not enough.

School Profile

John Paul Cornelius Elementary is an exemplary magnet school for students in the areas of science and mathematics and was established in 1960 in the historic southeast Houston. The surrounding school community is a middle-income neighborhood with a multicultural, English and non-English speaking population. The school community is eighty percent Hispanic, eighteen percent African-American, one percent White, and one percent Asian/Pacific Islander. Twenty-five percent of the school community is magnet and seventy-five percent of the school community

Shared Decision Making

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.

Membership Composition of the SDMC

Number of Classroom Teachers	#5	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

Name of SDMC Member	Position (add date term expires)
Cathleen Sanchez	Classroom Teacher (2022)
Anna Contreras	Classroom Teacher (2021)
Natasha Putman	School-Based Staff Member
Eduardo Rodriguez	Business Partner
Anbel Cantu	Community Member
Mary Guerrero	Parent
Zaira Gomez	Principal

This information is from 2019-2020 SY. It may change if the Board adopts new goals

Mission

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Goal 1

The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

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.

Goal 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

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.

Strategic Priorities

Ensuring Student Health, Safety and Well-being

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Transforming Educational Opportunities

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

Increasing Organizational Efficiency

The departments that support HISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Cultivating Team HISD Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

SIP Guidance and Resources

- [SIP Guidance Document](#)
- [Executive Summary Page](#)
- [Signature Page](#)
- [Helpful Resources](#)

Links on this page will be accessible
8/1/2020

School waivers from Board Policy/Guidelines

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2020-2021.

Yes/No Dropdown

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

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

Yes/No Dropdown

Rationale for Waiver	Description
Metrics of Success	Description

CUSTOM WAIVERS – Complete for any custom waivers that were approved.

Title of Custom Waiver:
Description:

Yes/No Dropdown

Rationale for Waiver	Description
Metrics of Success	Description

Title of Custom Waiver:
Description:

Yes

Rationale for Waiver	Description
Metrics of Success	Description

Domain Score Reflection		
This section contains guiding questions to help the campus develop accountability goals for the year.		
Domain 1 Reflection		
Domain 1 Scale Score	83	
Distance from 70	13	-70
Domain 1 Goal Scale Score	94	
Resources:	Accountability Manual Chapter 2	
Consider the following questions to determine the goal for this Domain:		
What changes to the percent of students at Approaches, Meets, and Masters will you need to see to achieve your goal?		
Level	2019 Values	New Value
Approaches	84	85
Meets	52	60
Masters	29	40
What changes to CCMR and/or graduation rate will you need to see to achieve your goal?		
Component	2019 Values	New Value
CCMR Raw Score	N/A	N/A
Graduation Rate Raw Score	N/A	N/A
Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?		
Domain 1 will be positively impacted by targeting and monitoring every student's academic progress at every level. Improving the percentages of approaches, meets, and masters in Domain 1 will consequently positively impact Domain 2, student progress, and Domain 3, closing the gaps because the focus is on every student's academic needs.		
Domain 2 Reflection		
Domain 2a Scale Score	90	
Distance from 70	20	-70
Domain 2a Goal Scale Score	95	
Domain 2b Scale Score	80	
Distance from 70	20	-70
Domain 2b Goal Scale Score	95	
Resources:	Accountability Manual Chapter 3 & 4 Review performance look-up table	
Consider the following questions to determine the goal for this Domain:		
What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal?		
2018 Value	New Value	
82	90	
How many more growth points (approximately) would the campus need to receive to achieve this academic growth raw score?		
Goal academic growth raw score	Approximate total number of assessments	Approximate total
90	60	54
What changes to the STAAR Performance raw score or the CCMR raw score will you need to see to achieve your Domain 2b goal?		
Approximate value needed for this goal		Difference from current value
STAAR	90	8
CCMR	N/A	N/A
If you achieve your goal in Domain 1, will you meet your goal in Domain 2b?		
Yes, by targeting every student and reaching Domain 1 goal, Domain 2b goals will be met.		
Domain 2a and 2b Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 3?		
By focus on the academic growth of every student, student achievement percentages will be positively impacted, as well as every		
Domain 3 Reflection		
Domain 3 Scale Score	94	
Distance from 70	24	-70
Domain 3 Goal Scale Score	98	
Resources:	Accountability Manual Chapter 4	
Consider the following questions to determine the goal for this Domain:		
In each component, how many targets would you need to meet to achieve your Domain 3 goal?		
Component	Which 2-3 student groups had the largest gap?	Number of targets needed to meet Domain 3 goal
Academic Achievement Status (ELA/Reading)	SpEd 9% and NCE 37%	185
Academic Achievement Status (Math)	SpEd 9%	181
Growth Status (ELA/Reading)	all indicators were met	144
Growth Status (Math)	all indicators were met	178
Graduation Rate Status	N/A	N/A
English Language Proficiency Status	indicator was met	104
Student Success Status	SpEd 18%	
School Quality Status	N/A	N/A
In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?		
Five indicators were evaluated. Five were met.		
How will meeting your Domain 1 or 2 goals impact the All Students column?		
Meeting Domain 1 goals will impact the All Students column because Domain 1 target the student achievement of all students.		
Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?		
Targeting Domain 3 and closing the gaps within all our subpopulation will positively impact the All Students column and consequently, Domain 1 and 2.		

ATTENDANCE - Closing The Student Gaps

DISCIPLINE - Closing The Student Gaps

Student Groups	2018	2019	2020	Trends	Student Groups	2018 OSS	2019 OSS	2020 OSS	2018 ISS	2019 ISS	2020 ISS	Trends
African American	96.90%	96.40%			African American		2	N/A				
Hispanic	97.30%	97.10%			Hispanic			N/A				
White	N/A	N/A			White			N/A				
American Indian	N/A	N/A			American Indian			N/A				
Asian	97.80%	N/A			Asian			N/A				
Pacific Islander	N/A	N/A			Pacific Islander			N/A				
Two or More Races	N/A	N/A			Two or More Races			N/A				
Special Ed	95.90%	94.20%			Special Ed			N/A				
Eco. Disadv.	97.20%	96.90%			Eco. Disadv.			N/A				
Special Ed (Former)	N/A	N/A			Special Ed (Former)			N/A				
EL	97.60%	97.50%			EL			N/A				
Cont. Enrolled	N/A	N/A			Cont. Enrolled			N/A				
Non-Cont. Enrolled	N/A	N/A			Non-Cont. Enrolled			N/A				

Needs Assessment - Narrative of Data Analysis

Cornelius ES data analysis is based on the 5th grade district STAAR Release and 3rd - 4th campus STAAR Release data from February 2020, right before the pandemic in March 2020.

Mock STAAR Reading Data

3rd grade Approaches 63%, Meets 31%, Masters 15%

4th grade Approaches 74%, Meets 43%, Masters 22%

5th grade Approaches 82%, Meets 49%, Masters 26%

Mock STAAR Math Data

3rd grade Approaches 62%, Meets 22%, Masters 9%

4th grade Approaches 71%, Meets 39%, Masters 23%

5th grade Approaches 83%, Meets 51%, Masters 30%

Narrative of Priority Needs and Root Causes - Including Special Ed

The third-grade percentages in the campus STAAR Release results for the Approaches, Meets, and Masters levels are lower than expected. The priority needs focus for this school year will be to focus on building strong literacy and math foundational skills in the primary grade levels. According to High-Frequency Word Evaluation data, only 61% of our first-grader in the English classrooms met the standard by the MOY as opposed to 86% of the first graders in the Spanish classrooms. Nonetheless, Early Literacy Renaissance 360 data reflects an increase of 41% of students at/above benchmark on the BOY to 55% on the MOY for our English classrooms. Spanish Early Literacy Renaissance 360 shows an increase of 66% on the BOY to 77% on the MOY. The focus for Cornelius Elementary is to develop stronger literacy foundational skills in the primary grades to increase the number of students at/above grade level entering 3rd grade.

HB3 Early Literacy

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 6 percentage points from 48% in spring 2019 to 54% in spring 2024.

Yearly Targets - All Students

2018 actual	2019 actual	2020	2021 Target	2022 Target	2023 Target	2024 Target
50%	48%	n/a	48%	50%	52%	54%

Yearly Targets for Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Eco. Disadv.	Special Ed (Former)	EL (Curr + Mon)	Cont. Enrolled	Non-Cont. Enrolled
2018	---	49%	---	---	---	---	---	---	46%	---	47%	48%	---
2019	52%	46%	---	---	---	---	---	46%	---	46%	50%	---	---
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	52%	46%	---	---	---	---	---	46%	---	46%	50%	---	---
2022	53%	48%	---	---	---	---	---	47%	---	48%	51%	---	---
2023	54%	50%	---	---	---	---	---	48%	---	50%	52%	---	---
2024	55%	52%	---	---	---	---	---	49%	---	52%	53%	---	---

--- Fewer than 25 students tested
 Source for 2018 and 2019 results: TAPR 18-19 statewide campus data download

HB3 Early Literacy

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of the teachers participating in the Reading Academy will complete	Grade level monthly meetings to discuss module completions.	Teacher Record in the Canvas Reading Academies HB3.	Canvas online application	September 2020-June 2021	Module completion by the due date May 2021.
At least 70% of the Kindergarten and 1st grade students will	Tier II and III students will have intervention every Thursday and Friday.	Teacher of Record, Ancillary staff, and Interventionists	Title I Funds and General Funds	September 2020-June 2021	R360 MOY Assessment R360 EOY Assessment
At least 90% of students will pass the HFWE by the end of	Tier II and III students will have HFWE intervention every Thursday and Friday.	Teacher of Record, Reading Interventionists, and Reading Teacher Specialist	Title I Funds and General Funds	September 2020-June 2021	HFWE April 2021

HB3 Early Literacy Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1- Action Plan	1. During grade-level meetings Kindergarten and Special Education teachers review modules 2. Kindergarten and SpEd teacher implement strategies	Houston ISD Instructional Planning Guide, PLC Planning Sessions; Imagine Literacy, HMH Resources; and Virtual Manipulatives	June 2021
Strategy 2- Action Plan	1. Teacher of record and IAT coordinator will identify Tier II and III students after BOY and MOY administration 2. Teachers of record will meet with Reading Interventionists to discuss students and objectives and skills to target. 3. Reading Interventionist will document interventions and objectives and skills during intervention 4. Teacher of record and Interventions review student growth	HISD Instructional Planning Guide, PLC Planning Sessions, R360 data, Progress Monitoring data	June 2021
Strategy 3- Action Plan	1. HFWE words practiced daily in Kinder, 1st, and 2nd grade during workstations 2. Thursday and Friday intervention schedules planned with teacher and Interventionist 3. Teacher of Record provides Interventionists resources if needed 4. Interventionist monitors students progress and share information with teacher of record	HISD HFWE list, flash cards, monitoring progress form	June 2021

HB3 Early Literacy Progress Monitoring Tool

Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

HB3 Early 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 3 percentage points from 56% in spring 2019 to 59% in spring 2024.

Yearly Targets - All Students

2018 actual	2019 actual	2020	2021 Target	2022 Target	2023 Target	2024 Target
51%	56%	n/a	56%	57%	58%	59%

Yearly Targets for Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Eco. Disadv.	Special Ed (Former)	EL (Curr + Mon)	Cont. Enrolled	Non-Cont. Enrolled
2018	---	52%	---	---	---	---	---	---	47%	---	53%	49%	---
2019	48%	57%	---	---	---	---	---	---	54%	---	55%	57%	---
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	48%	57%	---	---	---	---	---	---	54%	---	55%	57%	---
2022	49%	58%	---	---	---	---	---	---	55%	---	56%	58%	---
2023	50%	59%	---	---	---	---	---	---	56%	---	57%	59%	---
2024	51%	60%	---	---	---	---	---	---	57%	---	58%	60%	---

--- Fewer than 25 students tested
 Source for 2018 and 2019 results: TAPR 18-19 statewide campus data download

HB3 Early Math

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
During the 2020 Universal Screener BOY Administration,	Teachers will facilitate synchronous and asynchronous instruction based on research-based	1st-2nd Grade Math Teachers, Math Interventionist, Content Administrator, DDIS, Teacher Development Specialist,	Houston ISD Instructional Planning Guide, District TDS Support/Planning Sessions; Imagine Math; HMH Resources;	September 2020 - October 2020	Renaissance 360 growth and performance reports; OnTrack triangulation report and pivot table
During the 2021 Universal Screener MOY Administration,	Teacher will continue to facilitate synchronous and asynchronous instruction. After the MOY assessment, student	1st-2nd Grade Math Teachers, Math Interventionist, Content Administrator, DDIS, Teacher Development Specialist,	Houston ISD Instructional Planning Guide, District TDS Support/Planning Sessions; Imagine Math; HMH Resources;	September 2020 - January 2021	Renaissance 360 growth and performance reports; OnTrack triangulation report and pivot table
At least 50% of students participating in 2021 Universal	Students engaged in progress monitoring will engage in Imagine Math custom pathways tailored to address specific low	1st-2nd Grade Math Teachers, Math Interventionist, Content Administrator, DDIS, Teacher Development Specialist,	Houston ISD Instructional Planning Guide, District TDS Support/Planning Sessions; Imagine Math; HMH Resources;	January 2021 - June 2021	Renaissance 360 growth and performance reports; OnTrack triangulation report and pivot table

HB3 Early Math Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1- Action Plan	1. 2020 Universal Screener BOY Administration will be conducted virtually 2. Students will be monitored by Teacher of record through Microsoft TEAMS 3. Teacher of record will analyze BOY data and use to drive instruction	Houston ISD Instructional Planning Guide, District TDS Support/Planning Sessions; Imagine Math; HMH Resources; and Virtual Manipulatives	October 2020
Strategy 2- Action Plan	1. Teacher of record will facilitate synchronous whole-group and small-group instruction 2. Teacher of record will use Universal Screener BOY data to conduct targeted small-group instruction 3. Teacher of record will use Universal Screener BOY data to conduct targeted interventions every Thursday and Friday	Houston ISD Instructional Planning Guide, District TDS Support/Planning Sessions; Imagine Math; HMH Resources; and Virtual Manipulatives	January 2021
Strategy 3- Action Plan	1. Teacher of record and IAT coordinator will identify Tier II and III students after BOY administration 2. Teacher of record and Interventionists will conduct targeted interventions 3. Teacher of record and Interventionists will monitor student progress	Houston ISD Instructional Planning Guide, District TDS Support/Planning Sessions; Imagine Math; HMH Resources; and Virtual Manipulatives	June 2021

HB3 Early Math Progress Monitoring Tool

Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

CCMR Campus Goal Plan

The percentage of graduates that meet the criteria for CCMR will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Progress Measure 1

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Progress Measure 2

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Progress Measure 3

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Targeted Professional Development Plan

SMART Goal:

Progress Measure	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool

CCMR Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
Strategy 3-Action Plan	Action Steps	Resources	Deadlines

CCMR Progress Monitoring Tool

Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

2020-2021

School Improvement Plan (SIP) - Schoolwide and Targeted Assistance

SPECIAL FINANCING GOALS

GOAL AREA: Title I, Part A - 3 Required Elements of Schoolwide Planning - Campus Compliance

Note: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance)

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are at risk of not meeting the challenging state academic standards and any other factors determined by the local...

• Briefly summarize your campus' needs as identified in your CNA. Include a list of data sources used and a description of the CNA process the campus followed. Include a list of strengths, needs, and ongoing priorities. Our campus needs are in the areas of student interventions, and strategic math and reading intervention. This is evidenced by 2020-2021 campus discipline data and STAAR student performance with "Approacher" and "Masters" grade level.

• Indicate the programs and resources that are being purchased out of Title I funds. In response to our campus needs, we have utilized our Title I funds to social services, after-school and Saturday tutorials, classroom literature, English and bilingual resources, and parent involvement events.

2. Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised. 8/27/2020

3. 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, particularly the needs of those students who are at risk of not meeting the challenging state academic standards to meet the advanced and proficient levels of student achievement.
1. Campus-wide Literacy by 3 and Sonix Phonics implementation
2. Campus-wide data systems/protocols, weekly PLC meetings, and monthly Saturday PD
3. Campus-wide implementation of PBIS Restorative Practices Framework to promote positive student behaviors
4. Daily push-in instructional support in all grade levels

• Indicate the locations where the SIP is made available: [Campus, student handbook, parent meetings, campus website, etc.] Campus
• Indicate how the SIP was made available to parents: [School Messenger, parent meetings, school newsletter, etc.] Virtual Parent Meeting
• Indicate the languages in which the SIP was distributed: (All that are possible) English

4. Parent and Family Engagement: Campus 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 consistent records to meet the communication needs of parents and the school.

- Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.
1. Partnership with HISD EACE
2. Partnership with PFD
3. Regular parent communication (Wednesday folders, call outs, Cougar newsletter, social media)
4. WIPS

• List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the Parent and Family Engagement Policy (PFE)
Parents
Community Members
Teachers
Staff
Administrators

• Indicate how the PFE was distributed: [Campus, parent newsletter, campus website, parent meetings, student handbook, etc.]
Virtual parent meeting

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

Meeting #1: September 30, 2020 Alternate Meeting: October 1, 2020
Meeting #2: October 28, 2020 Alternate Meeting: October 29, 2020
Meeting #3: January 27, 2021 Alternate Meeting: January 28, 2021
Meeting #4: March 3, 2021 Alternate Meeting: March 4, 2021

Capital Outlay Requested (Y/N)

Y=Yes, N=No. Please list the items below. Please note, all capital outlay requests must receive approval from TEA prior to purchase.

Form with three asterisks for listing capital outlay requests.

Goal Area 1 Reading English Language Arts					
Problem of Practice/Root Cause: 4th grade writing Approaches level.					
Board Goal Alignment: The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.					
SMART Goal: The percentage of students meeting the "Approaches Level" on the STAAR writing test will increase from 75% to 80%, the percentage of students meeting the "Meets Level" will increase from 27% to 33%, the percentage of students meeting the "Masters Level" on the STAAR writing test will increase from 9% to 13% by the end of the 2020-2021 school year.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of 4th-grade students will be using the Expository Pillar Framework to improve student writing.	Empowering Writers	Erica Caldwell 4th-grade Writing Team	Empowering Writers	September-April	Biweekly compositions Monthly compositions STAAR Master Writing Empowering Writers
100% of 4th-grade students will be individually tracked by writing teachers using consistent and reliable assessment data.	Data Digs	Erica Caldwell Angie Gutierrez Maria Acuna 4th-grade Writing Team	Student data tracker template and folders Teacher Data Binders Student Profile Sheets	Bi-weekly	Student individual and Class data tracker Teacher Grouping Grids Grade-level Data Digs District Snapshots, DLA, STAAR Practice
100% of IAT students in grades 3-5 will receive push-in instructional support by identified reading interventionist at least twice a	IAT Meeting	Erica Caldwell Angie Gutierrez Maria Acuna	Intervention Assistance Team PD Interventionist (Title I)	Twice a week	IAT meetings Walkthroughs Observations Campus Progress Monitoring

Goal Area 1 Reading English Language Arts Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	Teachers will model expository writing utilizing the Expository Framework from Empowering Writers	Empowering Writers	April
Strategy 2-Action Plan	Teachers will track student data using the campus identified data tracker. Teachers will meet in grade-level Data Dig to identify students' magic numbers (their individual goals) from their 2019 3rd grade Student STAAR scale score.	Student data tracker template and folders	June
Strategy 3-Action Plan	Teachers will identify students in need of more support in weekly campus IAT meetings. Teachers and interventionist will plan in weekly meeting. Interventionist will pull students for small group extensive support within the classroom.	Intervention Assistance Team PD Interventionist	June

Goal Area 1 Reading English Language Arts Progress Monitoring Tool

Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 1 Reading English Language Arts					
Problem of Practice/Root Cause: 3rd grade reading approaches, meets, and masters levels.					
Board Goal Alignment: The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 47% to 60% between spring 2017 and spring 2020.					
SMART Goal: The percentage of students meeting the "Masters Level" on the STAAR reading test will increase from 84% to 90%, the percentage of students meeting the "Meets Level" will increase from 47% to 60%, the percentage of students meeting the "Masters Level" on the STAAR reading test will increase from 26% to 40% by the end of the 2020-2021 school year.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Increase student reading levels through guided reading.	Provide guided reading staff development during PLCs and after school staff developments.	Ghida Hijazi Erica Caldwell K-5th Reading Team	Literacy by 3	September 2020-April 2021	Running Records, common assessments, Imagine Literacy Reports
Provide reading intervention during the school day.	Assign specialists and teacher assistants groups to work with based on similar needs.	Ghida Hijazi 3rd-5th Reading Team	Student data tracker template and folders Teacher Data Binders Student Profile Sheets	Bi-weekly	Running records, snapshots, common assessments, benchmarks an STAAR results
100% of K-5th grade reading students will complete weekly lessons with online program, Imagine Learning	Imagine Learning	Ghida Hijazi 3rd-5th Reading Team	Imagine Learning online program (Title I) Computer Labs Laptop cart	Weekly	Imagine Learning/Reasoning Mind weekly report Teacher Intervention Data Lesson Plans

Goal Area 1 Reading English Language Arts Action Plan

Action Steps	Resources	Deadlines																		
	Plan guided reading using English guided reading professional development to strengthen the skills of teachers delivering guided reading, during PLCs teachers will have an opportunity to do At Bat guided reading lessons and get feedback on their performance, struggling teachers assigned to Career Pathway reading teacher for extra support and strategies	Title I Funds, State Comp and General Ed	Oct-20																	
Action Steps	Resources	Deadlines																		
	TIER 2 students will be grouped with the teacher specialists or teachers, TIER 3 students will be grouped with teacher assistants to work on basic math and reading skills	Intervention Assistance Team PD Interventionist (Title I)	June																	
Action Steps	Resources	Deadlines																		
	Students will attend Imagine Learning computer lab weekly with reading teacher to complete identified lesson in alignment with district curriculum pacing and sequencing guide.	Imagine Learning online program (Title I) Computer Labs Laptop cart	June 2021																	

Goal Area 1 Reading English Language Arts Progress Monitoring Tool

Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 1 Math

Problem of Practice/Root Cause: 3rd grade math approaches, meets, and masters levels.

Board Goal Alignment: The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

SMART Goal: The percentage of 3rd-5th grade students meeting the "Approaches Level" on the STAAR math test will increase from 88% to 95%, the percentage of students meeting the "Meets Level" will increase from 50% to 60%, and the percentage of students meeting the "Masters Level" will increase from 40% to 50% by the end of the 2020-2021 school year.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of 2nd – 4th-grade math teachers will implement Guided Math instruction at least twice a week.	Guided Math	Monica Rojas Albert Knights 2nd – 4th grade Math Team	Kidney Table Math manipulatives (Title I) Student whiteboards District Problem Solving journals	Weekly	Teacher Guided Math Notes Lesson Plans Walkthroughs Observations
100% of 3rd-5th-grade math students will be individually tracked by math teachers using consistent and reliable assessment data.	Data Tracking	Monica Rojas Albert Knights 3rd-5th grade Math Team	Student data tracker template and folders Teacher Data Binders Student Profile Sheets	Bi-weekly	Student individual and Class data tracker Teacher Grouping Grids Grade-level Data Digs District Snapshots, DLA, STAAR Practice
100% of K-5th grade math students will complete weekly lessons with online program, Imagine Learning/Reasoning Mind.	Imagine Learning	Monica Rojas K-5th grade Math Team	Imagine Learning online program (Title I) Computer Labs Laptop cart	Weekly	Imagine Learning/Reasoning Mind weekly report Teacher Intervention Data Lesson Plans

Goal Area 1 Math Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	Teachers will use both formal and informal assessment data to group students for Guided Math instruction. Teachers will utilize school purchased resources and weekly PLC professional development to support small group instruction.	Kidney Table Math manipulatives (Title I) Student whiteboards District Problem Solving journals (Title I)	June 2021
Strategy 2-Action Plan	Teachers will track student data using the campus identified data tracker. Teachers will meet in grade-level Data Dig to identify students' magic numbers (their individual goals) from their 2019 3rd grade Student STAAR scale score.	Student data tracker template and folders Teacher Data Binders Student Profile Sheets	June 2021
Strategy 3-Action Plan	Students will attend Imagine Learning computer lab weekly with math teacher to complete identified lesson in alignment with district curriculum pacing and sequencing guide.	Imagine Learning online program (Title I) Computer Labs Laptop cart	June 2021

Goal Area 1 Math Progress Monitoring Tool

Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 1 "Other" (Science, Social Studies)

Problem of Practice/Root Cause: 3rd and 4th grade Science teachers need to understand the TEKS tested in the 5th grade STAAR Science assessment.

Board Goal Alignment: The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

SMART Goal: The percentage of 5th grade students meeting the "Approaches Level" on the STAAR math test will increase from 83% to 90%, the percentage of students meeting the "Meets Level" will increase from 60% to 70%, and the percentage of students meeting the "Masters Level" will increase from 30% to 50% by the end of the 2020-2021 school year.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of the third-fifth grade teachers will be trained in the use of effective interactive science journals	Science specialists will train the teachers on the proper way to set-up interactive science journals.	Science teachers Science teacher specialists Principal	Sample Interactive journal	October 29th-PLC day	Evidence of proper use of science interactive journal/ students using interactive science journals
60% lab time and 40% instruction will be implemented for science instruction	Implement the 5E lesson plan model where students have more opportunities to explore and engage in their learning	Science teachers Science teacher specialists Principal	Lesson plan	September 2020-June 2021	Weekly lesson plan checks to ensure those components are planned
100% of 3rd-5th science teachers are trained on how to assign literature on STEAMScopes for upcoming science TEKS so that students are able to read	Use STEAMScopes as a tool that students can use to read about upcoming science TEKS and become familiar with vocabulary	Science teachers Science teacher specialists Principal	STEAMScopes	September 2020-June 2021	STEAMScopes usage by students

Goal Area 1 "Other" (Science, Social Studies) Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Science Specialist will train the teachers on setting up interactive Science Journals. Science Specialist will conduct training during pre-service and PLCs.	Title I Funds, State Comp, General funds	September 2020
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Science Specialist will provides staff development on the 5E model during preservice and continues during planning times throughout the year. Science Specialist and Science teachers will ensure all students have interactive journals and are using the interactive journals during instruction and labs to document their findings during the explore and engage time.	Title 1. Funds to purchase interactive journals.	September 2020
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Provide staff development on the use of STEAMScopes so that Science teachers can assign activities that target upcoming TEKS to frontload vocabulary and concepts.	STEAMScopes	September 2020

Goal Area 1 "Other" (Science, Social Studies) Progress Monitoring Tool

Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 *Attendance

Problem of Practice/Root Cause: PreK3 and PK classes

Board Goal Alignment:

SMART Goal: Cornelius Elementary School will earn a 98% ADA rating for the 2020-2021 school year.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Cornelius Elementary School will earn a 98,2% ADA rating for the 2020-2021 school year	Data Tracking	Ana Luviano Ofelia Fuentes Officer Corbin Leadership Team	PowerSchool ADA reports School-based incentives	Daily	Daily ADA class reports Weekly campus reports 6-week grading cycle attendance reports
Monthly incentive drawings for perfect attendance.	Conselor and Wraparound Specialist will find rescoures and partners to donate incentives such as bikes for the year based on perfect	Counselor Wraparound Specialist Leadership Team Principal	None	October 2020 - June 2021	Monthly Attendance report for each student.
Classroom incentives implemented by homeroom teacher for attendance.	Homeroom teachers will implement a "Perfect Attendance" incentive in their classroom for complete week with 100% attendance.	Teachers Leadership Team Principal	Titl 1 General Funds	September 2020 - June 2021	Weekly

Goal Area 2 Attendance Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	<ol style="list-style-type: none"> Providing incentives on a weekly basis Remind students daily through morning and afternoon announcements Providing incentives for teachers that promote attendance Providing attendance trackers to 100% of our teachers 	PowerSchool ADA reports School-based incent	June 2020
Strategy 2-Action Plan	<ol style="list-style-type: none"> Make frequent call out to parents emphasizing the importance of attendance Celebrate when attendance rate increases Promote attendance and have incentives for students who have perfect attendance or have improved their attendance. 	State Comp, General Funds	Monthly call outs starting October 2020
Strategy 3-Action Plan	<ol style="list-style-type: none"> Promote and have weekly call-out for homerooms with perfect attendance all week. Have a celebration for students with perfect attendance every 6-week cycle. Promote and have an end of year incentive for those students with perfect attendance and those who have improved their attendance. 	Title I Funds	May 2021

Goal Area 2 Attendance Progress Monitoring Tool

Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 Improve Safety, Public Support, and Confidence: 2

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

Problem of Practice/Root Cause: Shifting from a punitive approach to restorative practices.

Board Goal Alignment:

SMART Goal: In the 2020-2021 school year, the amount of disciplinary infractions will decrease from 68 office referrals to 40 or less.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of teachers will facilitate classroom restorative circles every Monday.	Restorative Circles	Rosie Munivez Classroom Teachers	Sanford Harmony kits Restorative Circle Lesson Guide Classroom Floor Rug Speaker's Stick	Every Monday morning at 7:30 am	Restorative Circle Plans Walkthroughs Observations Discipline Referrals
100% of teachers and staff will implement campus PBIS model with fidelity.	School-wide Systems	Leadership Team Classroom Teachers	Marbles, Jar, Compliment Letters, class behavior charts Class DOJO	Daily	Observations
Identified students in each grade level will participate in targeted restorative circles weekly with School Counselor.	SEL Support	Rosie Munivez	Thinkery (Bean bag chairs, classroom floor rug, Intervention Plan)	Weekly	Thinkery Log

Goal Area 2 Student Discipline Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Restorative circle plans will be created by School Counselor and uploaded to SharePoint every Friday. Teachers will lead students in restorative circle discussions every Monday morning.	Sanford Harmony kits Restorative Circle Lesson Guide	June
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teachers will utilize school-wide systems (A Marble a Day, Behavior Management Chart, Classroom DOJO, Compliment Letters, Cougar Cash, positive behavior referrals) daily.	Marbles, Jar, Compliment Letters, class behavior charts	June
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Grade-level teams will identify 6-8 severe cases where students are in need of additional social and emotional support. School Counselor will facilitate weekly circles per grade level to address student needs.	Thinkery (Bean bag chairs, classroom floor rug)	June

Goal Area 2 Student Discipline Progress Monitoring Tool

Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 *Violence Prevention and Safety

(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)

Problem of Practice/Root Cause: Ensuring students learn safety procedures and evacuation routes.

Board Goal Alignment:

SMART Goal: 100% of teachers will participate in on-going PD for mandatory safety training.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Schedule Safety Training	Safety Training	Erica Caldwell E. Lucky	HISD Safety	Sept 2020-June 2021	September – 100% of teachers and staff will have completed Risk Management Safety training
100% of teachers and staff will wear district ID badges.	ID badges	Leadership Team	ID badge lanyards	Sept 2020-June 2021	September – 100% of teachers will have September – 90% of teachers and staff are visibly wearing ID badges
Conduct Mandatory Safety Drills	Safety Drills	Erica Caldwell Risk Management Team	HISD Safety	Sept 2020-June 2021	September– 100% of teachers and staff 100% participation. Fire & Disaster Exit Drill Recordkeeping "The Yello" Card

Goal Area 2 Violence Prevention and Safety Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Faculty & staff will attend and implement safety training and strategies to proactively avoid safety issues and accidents.	HISD Safety	June
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teachers will be given time during 2-week August PD to get pictures taken at district office, if need be.	ID badge lanyards	June
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	The whole campus will participate in the following safety drills: <ul style="list-style-type: none"> •Fire Drill (Monthly) •Intruder/Lockdown Drill (Quarterly) (Quarterly) •Shelter-in-Place •Earthquake Drill (Quarterly) 	HISD Safety	June

Goal Area 2 Violence Prevention Progress Monitoring Tool

Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 3 Special Populations: Special Education					
Problem of Practice/Root Cause: Identify every student that qualifies for accommodations.					
District Strategic Goal Alignment:					
SMART Goal: By the end of the 2020-2021 school year, the percent of students in Special Education who pass the STAAR test will increase from 41% to 50%.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of students (who qualify) will receive accommodations based on their 504 Plan and/or their IEP.	Weekly PLCs	Maria Arzapala	504 Plan IEP IAT	September 2020-June 2021	August - 100% of teachers will receive their students IEP/504 plans. October - IAT Meetings - scheduled for Tier 2 and Tier 3 students
100% of students identified as dyslexic will be serviced on a regular basis.	Campus Dyslexia Specialist Services	Maria Arzapala	HISD Dyslexia Training Neuhaus resources Esperanza Kidney Table	September 2020-June 2021	Teacher a anecdotal notes Student intervention plans Individualized student data

Goal Area 3 Special Populations: Special Education Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	Special Education chair will follow up with teachers during the weekly PLC meetings on what accommodations are being used for students. Chair will determine if the IEP or 504 plan need to be revisited	504 Plan IEP IAT	June
Strategy 2-Action Plan	Campus Dyslexia Specialist will create a schedule and service students based on time needed by individual basis. Neuhaus mini-lessons will be utilized to deliver services.	HISD Dyslexia Training Neuhaus resources Esperanza Kidney Table	June
Strategy 3-Action Plan			

Overview	Implementation	Follow Up
<ul style="list-style-type: none"> Great action plans: Determine what you will need to hit the goal. Provide a timetable for activities. Identify people with whom you will need to coordinate and will rely on to contribute. Anticipate problems and outline contingency plans. 	<ol style="list-style-type: none"> 1. Clarify your goal. 2. Ensure it is specific, measurable, attainable, relevant and timely. 3. Build a list of tasks 4. Write down all action steps that you may need to achieve the goal. 5. Organize your list into a plan. 6. Decide on the order of action steps. 7. Rearrange your actions and ideas into a sequential order. 8. Review this list and see if there are any ways to simplify it further. 	<ol style="list-style-type: none"> 1. Monitor the execution of your plan. 2. Constantly evaluate the progress of your plan. 3. Manage the key people and be mindful of deadlines. 4. Adjust and optimize your plan if necessary. 5. Measure your success. 6. Has your action plan achieved the outcomes of your SMART goal?

Goal Area 3 Monitoring Tool	
Date of Review	Fall
Major interventions(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
Major interventions(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
Major interventions(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	End of Year
Major interventions(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 3 Special Populations: ELL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.				
Problem of Practice: Special population data needs to be analyzed so that we can serve students at their level through strong TIER 1 instruction and provide intervention as needed.				
District Strategic Goal Alignment:				
SMART Goal: By the end of the 2020-2021 school year, increase economically disadvantaged scores for all tests by 8% in the approaches level from 82% to 90%, increase SPED scores by 9% from 41% to 50% and increase ELs scores by 7% from 83% to 90%.				
Measurable Objective	Strategy	Staff Members/Title Responsibility	Resources	Milestones/Evaluation Tool
100% of our Special Populations will be tracked campus-wide in the data room and by each classroom teacher	Teachers will track student progress after each district-wide assessment.	Classroom teacher CPL Teacher Specialist Leadership Team	2019 EOY data Formative assessments data	September 2020-June 2021 Data progress- formative assessments, common assessments, snapshots, DLA and STAAR
Model for teachers how to analyze assessment data, and then plan for instruction, assist teachers in creating.	Instructional coaches will provide opportunities for teachers to analyze data and plan for instruction and create.	Classroom teacher CPL Teacher Specialist Leadership Team	2019 EOY data, formative assessments data, allocation of school budget for PD opportunities and	September 2020-June 2021 Data progress- formative assessments, common assessments, snapshots, DLA and STAAR
Provide teacher PD on how to manage effective collaborative team meetings to identify student needs and plan for	Instructional coaches will work biweekly with PK-2nd grade and weekly with 3rd-5th grade and SPED teachers.	Classroom teacher CPL, SPED Chair Teacher Specialist Leadership Team	2019 EOY data, formative assessment data, teacher leaders, allocation of school budget for PD opportunities.	September 2020-June 2021 Data progress- formative assessments, common assessments, snapshots, DLA and STAAR

Goal Area 3 Special Populations Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	1. Track 100% of Special Population students campus-wide in campus data room. 2. Classroom teachers track 100% of their students using classroom data. 3. Teacher monitor students' progress	2019 EOY data Formative assessments data	September 2020- June 2021
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	1. Improve student achievement scores for SPED, ELs and ED by providing teachers support around planning and using best practices through TIER 1 instruction and data analysis. 2. Provide continuous support through PLC	2019 EOY data, formative assessments data, allocation of school budget for PD opportunities and substitute teachers	September 2020- June 2021
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	1. IAT Coordinator facilitates coaching sessions during PLC. 2. Data Tracking & Assessment Specialist will facilitate OnTrack training and open-labs on how to run data reports and track students efficiently and effectively.	2019 EOY Data, formative assessment data, teacher leaders, allocation of school budget for PD opportunities, and substitute teachers	September 2020- June 2021

Overview

- Great action plans:
 - Determine what you will need to hit the goal.
 - Provide a timeline for activities.
 - Identify people with whom you will need to coordinate and will rely on to contribute.
 - Anticipate problems and outline contingency plans.

Implementation

- Clarify your goal.
- Ensure it is specific, measurable, attainable, relevant and timely.
- Build a list of tasks.
- Write down all action steps that you may need to achieve the goal.
- Organize your list into a plan.
- Decide on the order of action steps.
- Rearrange your actions and ideas into a sequential order.
- Review this list and see if there are any ways to simplify it further.

Follow Up

- Monitor the execution of your plan.
- Constantly evaluate the progress of your plan.
- Manage the key people and be mindful of deadlines.
- Adjust and optimize your plan if necessary.
- Measure your success.
- Has your action plan achieved the outcomes of your SMART goal?

Goal Area 3 Monitoring Tool

Fall	
Date of Review	
Major interventions(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major interventions(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major interventions(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
End of Year	
Date of Review	
Major interventions(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Goal met?	

Choose the professional development template to complete for your campus professional development plan. Utilize Template 1 for PD plans with topics that will be presented on specific dates throughout the school year. Utilize Template 2 for PD plans with topics that will be presented monthly throughout the school year. Refer to SIP Guidance Document appendix for examples of each template.

Professional Development Template 1 - PD by Dates				
PD Dates	PD Format	PD Topic	Resources	SIP Goal Alignment
Aug. 24 - Sept. 4	Pre-Service	Campus handbook; SEL; Lesson Planning; Essential Elements	Campus Handbook	Goal 3
Sept. 10	PLC	Ren360 BOY	District Resources	Goal 1
Sept. 16	District training	Grade 3 Building Math Content Capacity	District Resources	Goal 1
Sept. 17	PLC	Curriculum	District Curriculum Resources	Goal 1
Sept. 23	PLC	Essential Elements	District Curriculum Resources; Campus Essential Elements	Goal 1 Goal 3 Goal 4
Sept. 30	District training	Grade 3 Building Math Fluency	District Resources	Goal 1
Oct. 1	District training	HB3 K-3 Math Proficiency Overview	District Resources	Goal 1
Oct. 7	PLC	Literacy Essential Elements	District Curriculum Resources; Campus Essential Elements	Goal 1 Goal 3 Goal 4
Oct. 8	District training	Grade 3 Building Math Content Capacity	District Resources	Goal 1
Oct. 14	PLC	Math Essential Elements	District Curriculum Resources; Campus Essential Elements	Goal 1 Goal 3 Goal 4
Oct. 15	District training	Grade 3 Building Math Fluency	District Resources	Goal 1
Oct. 22	PLC	SpEd; IAT	SpEd Chair; IAT Coord; Counselor	Goal 4

Professional Development Plan Template 2 - PD by Month				
PD Monthly Focus	PD Format	PD Topic	Resources	SIP Goal Alignment
August – Pre-Service / September	Pre-service, PLC, Content-area	Campus handbook; SEL; Lesson Planning; Essential Elements	Guiding documents; curriculum documents; ppt; Admin, Content-area leaders, & SEL Presenter	Goal 1 Goal 3
October	PLC, Content-area; Faculty Meetings	Literacy Essential Elements; Math Essential Elements; SpEd	Guiding documents; curriculum documents; ppt; Admin, Literacy Team, Math Team, & SpEd Chair	Goal 1 Goal 3 Goal 4
November	PLC, Content-area; Faculty Meetings	Data Driven Instruction; Literacy Routines; Math Routines	Guiding documents; curriculum documents; Data reports; ppt; Admin, Literacy Team, & Math Team	Goal 1 Goal 3 Goal 4
December	PLC, Content-area; Faculty Meetings	Data Driven Instruction; Science Essential Elements; Interventions	Guiding documents; curriculum documents; Data reports; ppt; Admin, Science Team; IAT Coord.	Goal 1 Goal 3 Goal 4
January	PLC, Content-area; Faculty Meetings	Data Driven Instruction; Literacy Routines; Math Routines; Interventions	Guiding documents; curriculum documents; Data reports; ppt; Admin, Literacy Team, Math Team, & IAT Coord.	Goal 1 Goal 3 Goal 4
February	PLC, Content-area; Faculty Meetings	Data Driven Instruction; Literacy Routines; Math Routines	Guiding documents; curriculum documents; Data reports; ppt; Admin, Literacy Team, & Math Team	Goal 1 Goal 3 Goal 4
March	PLC, Content-area; Faculty Meetings	Data Driven Instruction; Literacy Routines; Math Routines; STAAR prep	Guiding documents; curriculum documents; Data reports; ppt; Admin, Literacy Team, & Math Team	Goal 1 Goal 3 Goal 4
April	PLC, Content-area; Faculty Meetings	Data Driven Instruction; Literacy Routines; Math Routines; STAAR prep	Guiding documents; curriculum documents; Data reports; ppt; Admin, Literacy Team, & Math Team	Goal 1 Goal 3 Goal 4
May	PLC, Content-area; Faculty Meetings	Data Driven Instruction; SEL	Data reports; ppt; Admin, Counselor	Goal 1 Goal 3 Goal 4

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

• Total amount of State Compensatory Education funds:

• Personnel funded with State Compensatory Education funds:

• List names here:

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

• Brief description of how these funds are utilized on your campus:

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

Goal Area: Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry and state reporting requirements:
Jessica Robinson, Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **October 24, 2020** (include an estimate of number of students that must be screened):

2. Vision Screening at Grades PK, K, 1, 3, 5, & 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report:
Jessica Robinson, Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

3. Hearing Screening at Grades PK, K, 1, 3, 5, & 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report:
Jessica Robinson, Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

4. Type 2 Diabetes Screening at Grades 1, 3, 5, & 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report:
Jessica Robinson, Nurse

If your campus does not have a certified school nurse or screener please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

5. Spinal Screening at Grades: 6, 9

Person Responsible for screening, data entry, completing referral forms, and submitting state report:
Jessica Robinson, Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **February 2, 2021** (include an estimate of number of students that must be screened):

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis:
Jessica Robinson, Nurse

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 2020-2021:

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.
Jessica Robinson, Nurse

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 2020-2021 school year (Include the number of AEDs on campus):