



Campus Name: Heights High School

Campus Number: 012

Principal Name: Wendy Hampton

School Support Officer Name: Angela McConico

Area Superintendent Name: Jorge Arredondo

Area School Office: Northwest

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

The faculty, staff, and community of Heights High School are committed to creating lifelong learners in an atmosphere of respect and responsibility. Students are encouraged to reach their maximum potential by promoting positive attitudes in a safe, nurturing environment and by establishing high standards of excellence, character, academics, and international mindedness.

SCHOOL PROFILE

Heights High School, an authorized International Baccalaureate World School, provides students with a personalized learning environment through smaller learning communities comprised of career-related academies. As a part of a comprehensive high school, students participate in numerous extra-curricular activities, while receiving a quality education focused on academic rigor and college-career readiness. Heights High is dedicated to the principle that students can achieve their intellectual and social potential through exposure to a quality education presented in a positive learning environment.

Heights High, formerly John H. Reagan High School, has been serving Houston and the Historic Heights community since 1926. Renovated in 2006 and renamed in the spring of 2016, Heights High is one of Houston's first schools. Students learn in an historic landmark, while preparing for the academic and career challenges of the 21st century. As the home for Houston Independent School District's Magnet School for Computer Technology, Heights High also sponsors four additional career pathway academies: Business Academy; Engineering Academy; Health Science Academy; Automotive Technology Academy. Each academy offers a sequence of career-related course work that leads to industry related recognition and/or certification.

At Heights High, every student is expected to develop into a life-long learner. Through a combination of International Baccalaureate and Advanced Placement courses, students engage in challenging academic work connected to the real world. They discover unique gifts and talents, experience personal achievement, and meet high expectations for learning and personal conduct. Heights High offers a full complement of core and core support classes in English Language Arts, Mathematics, Science, Social Studies, the Arts, Physical Education, and Languages Other than English, as well as Career and Technology Education. Heights High offers over forty advanced academics courses and is a Neighborhood Vanguard school. Heights High provides student services in English as a Second Language, Behavior Support Services, Skills for Learning and Living, Structured Learning Class for Students with Autism, Community Based Vocational Instruction, Speech Therapy Services, and Classroom Support Facilitation for students with special learning needs.

Heights High became an International Baccalaureate World School authorized for the Middle Years Programme in 2013. In 2015, Heights High was authorized for the IB Diploma Programme and is currently applying for authorization for the IB Career Programme. 2018 marks the first class of IB Graduates with 18 students graduating with an IB Diploma. As an IB World School, Heights High has placed the capstone on a continuous IB feeder pattern in the Heights' community. The International Baccalaureate offers challenging educational programs designed to help students develop their intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world. Achieving IB authorization is a rigorous process requiring all faculty, staff, and campus leadership to have been trained to understand and implement the program framework and philosophy.

Heights High School is also a phase 2 Power Up Campus. Each student that enrolls at Heights High School receives a laptop for use at school and at home. This allows teachers to personalize learning for every students and gives students the opportunity to...

Enrollment at Heights High School has continued to grow. Numbers in recent years have been consistently over 2300 students. Heights is classified, according to the University Interscholastic League criteria, as a 6A campus.

Student demographics have also experienced a slight shift over the past few years. Hispanic numbers in the student body have fallen to 80%, while African American numbers have risen to 12% and white to 7%. Approximately 72% of students are classified as Economically Disadvantaged, resulting in a campus-wide Title I designation. With a mobility rate under 8% and a falling attrition rate, Heights is reversing the trends seen in many urban high schools. Students receiving services through Special Education remains under 10%, the percent of English Language Learners has fallen to just over 3%, and the Gifted and Talented students are at 20%. With implementation of a credit recovery program and monitoring through a Graduation Support Committee, graduation rates have continued to rise, currently hovering around 96%.

Fundamentally, a graduate from Heights High School will be prepared to confidently pursue academic, career, and life goals. Heights High's goal is to create a college and career ready culture, guided by the following core values.

- o As education professionals, the faculty and staff of Heights High School serve as student advocates, providing effective instruction in an atmosphere of mutual respect.
- o The school is a learning community with achievement standards that prepare students to be lifelong learners, with multiple options for the future.
- o The school has an important role in preparing students for a lifetime of active citizenship - locally, national, and around the globe.

SHARED DECISION MAKING *(sample language provided – modify as needed)*

Organizational Structure

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement Required* sanctions or federal sanctions as a *Focus* or *Priority* campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

Membership Composition of the SDMC

Number of Classroom Teachers	9	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	4	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Khoon Tan	Classroom Teacher
Mark Johnson	Classroom Teacher

Yul Everline	School-based Staff
Byronica Guzman	Non-Instructional Staff
Peter Marmo	Business Member
Anne Sloan	Community Member
Emily Cole	Community Member
Kristy Jhaver	Parent
Julia Nolte	Parent
Wendy Hampton	Principal
Rebecca Ozuna	Classroom teacher
Nicholas Jefferson	Classroom teacher
Natasha Cruz	Classroom teacher
Christopher Walton	Classroom teacher
Michael Partridge	Classroom teacher
James Johnson	Classroom teacher
Isaac Chao	Classroom teacher
Cristina Bagos	School-based staff
Horace Kenny	School-based staff
Margaret De La Rosa	School-based staff

Other Campus Intervention Team members (non-SDMC):

For campuses rated *Improvement Required* for 2018-2019:

Name	Position
	School Support Officer (SSO)
Click here to enter text.	Professional Service Provider (PSP)
Click here to enter text.	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other: Click here to enter text.

NEEDS ASSESSMENT

Narrative of Data Analysis, Problems and Root Causes (causal factors – include % of economically disadvantaged data)

A review of relevant campus data was conducted. Data points included STAAR, TEA Accountability, Advanced Placement, SAT, campus discipline, and campus attendance results from 2017-2018. Participating in this disaggregation were members of the campus SDMC, which included campus administrative and instructional leadership. When reviewing STAAR data, we see that the strongest performance in history followed by science. 94% of first time testers scored at approaching grade level in 2018; 72% of those students scored at Meets grade level an increase of 12% from 2017. Students achievement rose by 8% at the masters level with 31% of all first time testers scoring masters grade level. 91% of first time testers scored at approaches grade level in Biology up from 87% the previous year. Meets and masters grade level performance stayed relatively consistent with 65% of students and 22% of students meeting those standards respectively. Student performance in Algebra I is of some concern. We've seen performance at the approaches grade level remain consistent for the last three years with 73% of students meeting this standard for 2018. Meets and masters are staying relatively stable as well at 28% and 9% respectively. However, of all tested subjects this has the lowest percent of students meeting the grading level standard and in general 9% is low for Master's grade level performance. Additionally, we see weaker scores in mathematics on the SAT than in reading. We have a much larger percent of students not meeting TSI standards in math compared to ELA. However, ELA performance is of the greatest concern to the campus. English 1 results are as follows: 74% approaches; 55% meets; 7% masters. English II results are similar: 74% approaches; 55% meets, and 4% masters. Looking specifically at the writing scores for Heights High School, there are only 25% of students scoring 6 or higher in English 1 and 41% of students scoring 6 or higher in English II. The concern in ELA continues as we see look at SAT Data and AP data. While we have high participation in AP Language and AP Lit, students are not scoring 3 or higher on the AP Exams. We have seen trending improvement in AP exam scores, however. While the number of students scoring at three or higher has remained at 27% over the last two years, the number of 3s scored increased from 14.1% to 19.4% overall. When we break down our data and look at subgroups we see that our students labeled as gifted and talented are scoring between 95% to 100% at the approaches grade level range; however, their performance at master's grade level ranges from 11% in English II to 55% in UH History. When looking our students who receive services for special education and well as students whose first language is not English, we unfortunately see large gaps in performance compared to the campus as a whole. Additionally, when we look at our students who are re-testing on the End of Course Exam, we see very minimal success with less than 20% meeting standard on most areas. When looking at the breakdown in gender, we see that girls are outperforming boys in ELA by double digits.

After analyzing achievement data from across the campus, we can identify several areas that need to be addressed for the 2018-2019 school year. Heights High School did not fully embrace Literacy Empowered in the 2018-2019 school year. Many teachers still see "literacy" as something that takes place only in an English class and have not yet embraced the idea that we are all teachers of literacy in our own subject area. Additionally, we see the need to look at alignment vertically in our pre-AP and pre-IB classes to ensure that students are being prepared in the pre-requisite classes for rigorous course work of the AP courses. Additionally, we need to analyze teaching practices and expectations that lead to higher levels of learning so students are mastering concepts at a deeper level and not walking away with just surface knowledge. There also seems to be a lack of differentiation and personalized learning for our most at risk learners. In the fall semester all re-resources to assist students that were re-testing for STAAR were given to seniors. In the spring underclassmen were given the opportunity to attend tutorials during the school day with certified teachers. However, there were no systems in place to monitor attendance at the tutorial sessions and only of fraction that needed

In reviewing TADS performances data we see a trend in that 95% or more of teachers are rated at effective or highly effective and there were no teachers that we placed on a prescriptive plan for assistance for the 2018-2019 feedback. Additionally, when reviewing TADS observation and walkthrough documents, appraisers were often not providing evidence of what they saw in the classroom and often the feedback section was left completely blank. This indicates that teachers were not receiving quality feedback and coaching to help them hone their craft. While there were trainings for teachers on incorporating Kagan strategies and Literacy strategies that can help both struggling learning and advanced learners, there was no system in place to ensure that these strategies were actually included in the classroom.

As state accountability data has been released, Heights High School met standard with an overall score of 79. We earned distinctions in Math, Science, Social Studies and Post Secondary Readiness.

While attendance at 95.3% for a comprehensive urban high school may be above average, we saw a slight decrease over the previous school year. The trend that can be seen in attendance data is that Heights High School drops a full percentage point in attendance from January to May. While there have been consistent graduation support meeting's in place at Heights, these meetings have lacked action steps to have an effect on attendance overall. After further review, we see a number of the students with the worst attendance are out of district transfers and smaller number of students have excessive absences to the degree of 60 to 80 absences for the year. Reviewing spring data, it seems that testing days, increased teacher absences, and planned "skip" days as well as weather related concerns contribute to the absences.

Narrative of Identified Needs – Include Special Education Needs

Heights High School has identified the following needs based off the data analysis and root causes:

- Structured process for identification of students needing support to re-take End of Course exams as well as a tiered system of support, and monitoring system for student progress.
- Systems for Vertical Planning in Advanced ELA classes to ensure alignment of curriculum of pre-requisite courses to AP courses.
- Additional training and support for teachers across the content areas on incorporating literacy strategies and routines into instructional practices on a daily basis.
- Monitoring and intervention practices in place campus wide for students who are not showing mastery of material.
- Routines for consistent observations and walkthroughs with legitimate evidence as well as feedback that can help teachers improve their practice whether novice or veteran.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Domain	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)? (Barely met would be the cut point for a domain score of D.	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
II. School Progress	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing the Gaps	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

August 20th: literacy practices; grading for mastery; ib; tads; special populations

AUGUST 21: DATA DRIVEN INSTRUCTION
 AUGUST 22: JOB ALIKE TRAINING
 AUGUST 24: PROCEDURES
 SEPTEMBER 21; OCTOBER 19; NOVEMBER 9; JANUARY 18: CAMPUS WIDE LITERACY STRATEGIES
 FEBRUARY 15: CAMPUS WIDE TESTING TRAINING

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2017-2018 school year. **Yes** ☐ **No** ☒

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

All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2017-2018 Academic Calendar

This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 20th, November 10th, January 26th and February 23rd of the 2017-2018 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.

Yes ☐ No ☐

Rationale for Waiver	
Metrics of Success	

All Schools – Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL)

The purpose of this waiver is to use a nine week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine week cycle will align and provide for consistent communication with parents. This does not waive required

UIL three week progress reporting. With a 9 week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.

Yes ☐ No ☒

Rationale for Waiver

Metrics of Success

High Schools - Modified Schedule/State Assessment Days (State General Waiver)

This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a statement of compliance is required.

Yes ☐ No ☒

Rationale for Waiver

Metrics of Success

High Schools – Foreign Exchange Student Waiver (State General Waiver)

The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application.

- Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e).
- The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application.
- The districts and charter schools are required to enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

Yes ☐ No ☒

Rationale for Waiver

Metrics of Success	

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

Note: This would include the Alternate Start/End Times waiver that was granted for specific campuses.

Title: Spring Semester Exam Exemptions

Students must meet the district's grade standards for the 3rd, 4th, and 5th six-weeks and application requirements (see bolded section below)

- Students must not have a conduct grade of P or U in **any** class
 - Students must not have any Level 2, 3, 4, or 5 offenses (as outlined in HISD Code of Student Conduct) that result in more than a combined total of six (6) hours of any type of detention, or any in-school or out of school suspension, or higher consequences
 - Students must not owe any fines or fees

District grade, attendance and application requirements for earning exemption status:

Course average of A (90 – 100) with no more than 3 absences

Course average of B (80 – 89) with no more than 2 absences

Course average of C/D (70 – 79) with no more than 1 absence

- For exemption purposes, **three tardies** to a class will equal one absence
- Classes are independent of one another for attendance and grades
- Students must meet campus requirements related to submission deadlines and verification procedures for securing their exemptions
- **Students must be in attendance on the day of the semester exam or they forfeit their exemption**
- Students who transfer to Heights High School after the start of the semester are responsible for showing proof of attendance and academic records from their previous school.
- Parents have the right to waive their child's exemption.

Ninth grade students may exempt one exam*

Tenth grade students may exempt two exams*

Eleventh grade students may exempt three exams*

Seniors may exempt all three exams

Yes ☒ No ☐

Rationale for Waiver	Student attendance drops an average of 1% point from the end of the fall semester to the end of the spring semester. A drop of 1% in attendance equates to approximately \$90,000 in funding for Heights High School. Additionally we know that students do not learn if they are not in school. An increase in attendance will result in additional instructional time for students and additional resources for the school to provide more intervention and wrap arounds services for students.
Metrics of Success	Attendance for the spring semester will improve by .5% from the 2017 – 2018 school year. Overall attendance will improve by .3% from the previous school year.

--	--

Title:	
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Rationale for Waiver	
Metrics of Success	

SIP Part 2: Goals & Objectives

GOALS: Faced with a **Priority Need** and the **Critical Success Factor(s)**, the **Goal** is the changed outcome the campus is planning to accomplish. The SIP requires **SMART Goals**, including measurable objectives based on the **Needs Assessment** and a year-end **Summative Evaluation**. Campuses must address any unmet accountability standard or domain. All goal areas below, that are specific to your campus grade levels, must be addressed.

Goal Area I: Increase Student Achievement

1. Reading/Language Arts/Literacy
2. Mathematics
3. Texas Accountability System
4. Post-Secondary Readiness
 - a. Dropout Prevention / Graduation Rate Improvement (MS,HS)
 - b. Ninth Grade Promotion (HS)
 - c. Advanced Course / Dual Credit Enrollment (HS)
 - d. AP/IB Exams Participation and Scores (HS)
 - e. PSAT/SAT/ACT Participation and Scores (HS)
 - f. College Readiness (ES,MS,HS)
5. Attendance

Goal Area II: Improve Safety, Public Support, and Confidence – Safety & Violence Prevention

- a. Bullying Prevention
- b. Child Abuse & Sexual Abuse Prevention
- c. Dating Violence Awareness
- d. Drug, Tobacco, Alcohol Prevention
- e. Suicide Prevention
- f. Discipline Management – Safe Environments
 - a. DAEP Referrals
 - b. Special Education In-school Suspension
 - c. Special Education Out-of-School Suspension
- g. Parent and Community Involvement
- h. Coordinated Health Program

Goal Area III: Special Population Goals & Strategies – include funding sources in the Resource Column for Special Populations

- a. Gifted & Talented Program
- b. Special Education Program
 - a. STAAR/EOC Participation
 - b. Representation
 - i. Overall
 - ii. African-American
 - iii. Hispanic
 - iv. ELL
 - c. Placement in Instructional Setting 40/41
- c. Economically Disadvantaged
 - a. STAAR/EOC Participation
- d. English Language Learners
 - a. STAAR/EOC Participation
 - b. TELPAS Reading and Composite Scores
- e. Dyslexia Program

GOAL AREA 1: Student Achievement: Reading/Language Arts/Literacy

Priority Need:	Students testing for the second time; ESL and Special Education Students
Critical Success Factor(s):	Increased student achievement; ongoing monitoring of instruction
Goal:	HHS will increase the number of students approaching grade level in English 1 from 73% to 78% and English II from 74% to 79%. The number of students meeting grade level will increase in English 1 from 53% to 60% and English 2 from 55% to 60%. The number of students mastering grade level will improve from 7% in English 1 to 17% and from 4% in English 2 to 14%. Qualifying scores on AP English Language and Literature will increase by 5% from 7% and 5% respectively.
Summative Evaluation: (Year-End)	STAAR EOC English 1 and 2 Exams; AP Scores for English Language and English Literature

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
80% of students will consistently score 80% or higher on common assessments in English 1 and 2.	Tier 3 students will be placed in the SRW class and receive instruction through the Read to Achieve Curriculum in addition to their English class.	Ms. Redd Ms. Fuller Kabrina Johnson	Special Ed: \$56,200 GF1: \$56,200	Common assessments are given approximately every 4 weeks in each class	Common Assessment Data, Progress monitoring assessments, observations and walkthrough data
	Content Area teachers will incorporate Achieve 3000 to provide relevant material at a reading level appropriate for all reading levels	Chad High Natalie Martinez Mr. Tan Science Dept Chair CTE Dept Chair		Initial training for CTE department and refresher training for science department will be held on September September 21 during early release	Achieve 3000 usage reports; common assessment data; progress assessment data; MOY data
	Tier 2 students will attend and intervention class twice per week to focus on Revising and Editing Techniques and Writing skills identified as week through prior assessments.	All ELA teachers Dr. Johnson Dean of Instruction	\$4,744 from Title 1 for IXL Learning	Identification for students prior to school starting; classes are bi weekly. Students may move in or out of intervention based on Progress monitoring assessments and or successful performance on EOC exams in December	Common assessment data; writing sample scores; observation and walk through of classes; progress monitoring assessments;

60% of special education and 60% of ELL students will consistently score 70% or better on common assessments.	Students in special education with low performance in ELA will be placed in an additional reading class with a certified special education teacher and receive instruction through the Read to Achieve Curriculum. Students with ESL will also additional instruction with the Read to Achieve Curriculum.	Joyce Bryant Ms. Fuller Ms. Redd Kabrina Johnson Ms. Payne	Title 3: Sped State Comp	Students identified prior to 2018-2019 school year. Assessments happen every 4 to 6 weeks.	Common Assessment data; progress monitoring data; MOY data;
25% of students will score at 85% or higher on campus common assessments.	Content area teachers will use utilize Achieve 3000 to provide content relevant material at a reading level appropriate for highest performing readers	Chad High Natalie Martinez Mr. Tan Science Dept Chair CTE Dept Chair			
	Based on assessment data, AP students will be identified for targeted assistance during Advocacy Tuesday/Thursday for additional support towards AP performance in Language and Literature	Thomas Dohoney Ms. Denmon Mr. Wise	AP Language and Literature Study Guides: \$6,000 GF 1		
English Teachers will hold individual student writing conferences with every student at	ELA Teacher will participate in professional development on techniques for	All ELA Teachers Dr. Johnson	Early release time	September 21 for professional development with District Literacy Team;	PD Sign in Sheets; Lesson Plans Classroom observations Student writing samples

least once per grading cycle.	improving student writing conducted by HISD Literacy Team as well as PD for writing conferences in PLCs			PLC PD conducting by Dr. Johnson regarding writing conferences to take place in first three weeks of school year	
This strategy supports all other measurable objectives.	Administrators will participate in Literacy Empowered Webinar Trainings to understand what literacy strategies to look for in all classrooms in order to give relevant and timely feedback to teachers.	Wendy Hampton All campus appraisers	Online trainings provided by Literacy Department	Will take place in leadership meeting within the first two weeks of school	Sign in sheets; effectiveness will be determined by looking at walkthrough/observations evidence and feedback.

GOAL AREA 1: Student Achievement: Math

Priority Need:	Master's Grade Level Performance
Critical Success Factor(s):	Increasing student achievement; ongoing monitoring of instruction; data driven instruction
Goal:	HHS will increase the number of students approaching grade level in Algebra 1 from 73% to 80%, meeting grade level from 27% to 33% and master's grade level from 9 to 16%.
Summative Evaluation: (Year-End)	Algebra 1 EOC

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
All students in Algebra I will complete 20 lessons in Imagine Math	Algebra 1 students will attend an intervention/enrichment period two days per week during which time they will utilize Imagine math combined with teacher led instruction to close skill gaps and provide enrichment.	Math teachers Latreal Ballinger	Additional Resources such as TEKSING through STAAR Algebra; Step Up To TEKS in Algebra I; Region IV Mastering STAAR \$5,000 GF 1	Bi-weekly September 2018 – December 2019	Exit Tickets; Common assessment data; MOY data; progress monitoring data; Imagine Math usage reports
80% of students will consistently scores 80% or higher on campus common assessments	Students identified through BOY will receive additional support two days per week during advocacy in which they will utilize IXL curriculum which tailors instruction to student skill gaps	Math teachers Latreal Ballinger	\$4,744 for IXL licences	Bi-weekly September 2018-December 2018	IxL Progress; campus progress monitoring; grades on common assessments; grades in Algebra 1 classes
80% of students will consistently scores 80% or higher on campus common assessments	Students that are second time test takers will be scheduled into Algebraic Reasoning instead of Geometry.	Schedulers Dean of Instruction Ms Wu	Substitute teacher to provide teacher opportunity for additional training once per six weeks:	Administered every 3 – 4 weeks	Exit tickets; common assessment data; MOY data; progress monitoring data;

			Title I: \$700		observations and walkthroughs

GOAL AREA 1: Student Achievement: Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)

Priority Need:	
Critical Success Factor(s):	
Goal:	
Summative Evaluation: (Year-End)	

Measureable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation

GOAL AREA 1: Student Achievement: Post-Secondary Readiness

Priority Need:	
Critical Success Factor(s):	
Goal:	
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation

GOAL AREA 1: Student Achievement: Attendance

Priority Need:	Students with excessive absenteeism
Critical Success Factor(s):	Increased Learning Time
Goal:	Height's High School will approve the attendance rate from 95.1% to 95.5% for the 2018-2019 school year.
Summative Evaluation: (Year-End)	End of Year PEIMS Report

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Attendance for each grading cycle in the fall will improve by .3% and attendance for each six weeks in the spring will improve by .5%	Weekly graduation support meetings will identify students with high numbers of absences with focus on identifying reasons for absences and providing support services were needed.	All Admin and counselors	Availability of district wrap around services support	Weekly	Attendance rates for each six weeks.
	Admin conferences with students of over 3 absences	All Admin and counselors		weekly	Sign in logs and attendance rates for each grading period
	Admin, parent, and student conference with attendance contract for students with 5 or more absences	All Admin and counselors		weekly	Sign in logs and attendance rates for each grading period
	Drawings each grading cycle with prizes for students with perfect attendance and most improved attendance.	All Admin and counselors	GF 1 Funds for allowable prizes; possible principal discretionary funds for prizes unable to	Each grading period	Attendance rates for each grading period; # of students with perfect attendance each grading cycle; and # of students with improved

			purchase through GF1; PTO Support		attendance each grading cycle
	Exam exemptions for all grade levels will be available for students with less than 3 absences.	All Admin and counselors		Each Semester	Attendance reports; number of exam exemptionsa

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

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

Priority Need:	
Critical Success Factor(s):	
Goal:	
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Violence Prevention & Safety

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

Priority Need:	
Critical Success Factor(s):	
Goal:	
Summative Evaluation: (Yea- End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Parent and Community Involvement

Priority Need:	Parent and Community Involvement
Critical Success Factor(s):	Increased opportunity for input; effective communication
Goal:	Parent involvement will increase by 25% from the previous year
Summative Evaluation: (Year-End)	Title 1 Parent involvement documents

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Attendance by parents and school events such as PTO meetings; Curriculum Night; et. Al will increase by 10% from last year.	Announcements of upcoming events will be communicated to parents through the use of Call outs and emails; twitter announcements; facebook posts and through PTO website and FB pages	Principal Magnet Coordinator	School Messenger Creation of School FB page; website	Monthly PTO Meetings and Monthly Parent information sessions	Sign in Sheets for each event.
During the 2018-2019 school year, the percentage of parents attending Coffee with the Principal will increase by 10%	Notifications will go out through school messenger; facebook, website, and twitter; guest speakers on high interest topics to parents will be featured each month.	Principal Title 1 Coordinator	Social media platforms; website; guest speakers; GF 1 Funds for parent snacks	Monthly	Sign in sheets

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Coordinated Health Program (ES, MS and K-8 Campuses)

Priority Need:	
Critical Success Factor(s):	
Goal:	
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation

GOAL AREA 3: Special Populations: Special Ed., Gifted and Talented, ELL, Economically Disadvantaged, Dyslexia, At-Risk, etc.

Priority Need:	Special Education and LEP Students
Critical Success Factor(s):	Increased student achievement
Goal:	50% of special education students and 50% of LEP students will score at approaches grade level or higher on their ELA End of Course Exams. 100% of all special education and LEP students will meet their expected growth measure.
Summative Evaluation: (Year-End)	STAAR End of Course English 1 and English 2 exams

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
75% of students that are enrolled in SRW classes will show one year of growth in their reading level.	Students receiving special education services that are TIER 3 students will be placed in an SRW class taught by a certified special education teacher using the Reach to Achieve curriculum.	Joyce Bryant Kabrina Johnson Ms. Fuller	Special education funding: \$57,600 for teacher position; Vocabulary.com Achieve 3000 Read to Achieve Curriculum; Comprehensive Tool kit; high interest text at appropriate reading levels (Title 1 Funds)	August 2018 – December 2018	Common assessment data; Achieve 3000 data; Universal screener data; completion of goal and objectives from IEP
	Tier 2 students in special education and esl classes will receive additional support in the ELA TEKS and writing process two days per week during advocacy with a certified ELA Teacher	Joyce Byant Kabrina Johnson Karen Lockhart ELA Teachers		Bi-weekly Sept 2018 – December 2018	Common assessment data; Achieve 3000 data; Universal screener data; completion of goals and objectives from IEP and MOY LPAC review.
100% of teachers will successfully implement accommodations for special education and ESL students as stated in their IEP and LPAC minutes	Teachers will receive ongoing training throughout the year in PLC meetings regarding strategies for implementing accommodations;	Admin Joyce Bryant Special Education Teachers	Easy IEP; training time	August 2018 – October 2018	Walkthroughs and observations; lesson plans; student performance on common assessments; student performance on progress assessments

	allowable supplemental aids; and instructional strategies designed to meet student needs				

SIP Part 3: Special Funding Goals

Goal Area: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

Note: As a Schoolwide Title 1 Part A campus, ESSA Requires the completion of the sections below (campus compliance).

- 1. Comprehensive Needs Assessment** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- **Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment.**

- Structured process for identification of students needing support to re-take End of Course exams as well as a tiered system of support, and monitoring system for student progress.
- Systems for Vertical Planning in Advanced ELA classes to ensure alignment of curriculum of pre-requisite courses to AP courses.
- Additional training and support for teachers across the content areas on incorporating literacy strategies and routines into instructional practices on a daily basis.
- Monitoring and intervention practices in place campus wide for students who are not showing mastery of material.
- Routines for consistent observations and walkthroughs with legitimate evidence as well as feedback that can help teachers improve their practice whether novice or veteran.

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

Saturday tutorials and after school tutorial extra duty pay; additional instructional resources for Algebra I; additional high interest reading material for ELA classes to supplement classroom libraries;

- 2. School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Two day per week advocacy program for intervention and enrichment
2. Restructured math sequence for student not meeting standards on Algebra I
3. Walkthrough and Observation Protocols by Admin team to provide quality feedback to teachers
4. Data Driven Instructional Decisions made by teachers using resources from On-Track and Lead 4ward.

3. **Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:
 Parents **shall** be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

- 1) Monthly Coffee with the Principal Meetings
- 2) Monthly PTO Meetings
- 3) Monthly Parent Information Sessions by grade level
- 4) Monthly Principal Newsletter Sent to Parents via School Messenger

Capital Outlay Requested (Y/N)?
<p>If yes, please list the items below. Please note, all capital outlay requests must receive approval from TEA prior to purchase.</p>

Positions Funded Out of Title I Funds (Please indicate the quantity of each position selected for the school year.)	
<ul style="list-style-type: none"> — Parent Engagement Rep — Tutor, Academic (Hourly) — Tutor, Associate (Hourly) — Tutor, Sr. Academic — Counselor (must have rationale that shows duties are supplemental to the regular school program) — Social Worker (must have rationale that shows duties are supplemental to the regular school program) — Psychologist (must have rationale that shows duties are supplemental to the regular school program) X Coach, Graduation — Teacher, AVID — Teacher Specialist — Instructional Specialist — Teacher, Intervention (Hourly) All grade levels - [General] X Teacher, Intervention (Hourly) All grade levels – [Math] X Teacher, Intervention (Hourly) All grade levels – [Reading] X Teacher, Intervention (Hourly) All grade levels – [Science] 	<ul style="list-style-type: none"> — Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record) — *Teacher, Class-Size Reduction [General] All elementary grade levels — *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels — *Teacher, Class-Size Reduction [ESL] All elementary grade levels — *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

Indicate “Yes” or “No” below if your campus’ Title I funds will be utilized to fund the following items:

Item	Yes or No
1. In-State Travel	NO
2. Out-of-State Travel	NO
3. Professional Development	NO
4. Field Lessons	NO
5. Contracted Services	YES
6. Tutoring	YES
7. Materials and Supplies	YES

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

Total amount of State Compensatory Education funds: \$218,255.00

Personnel funded with State Compensatory Education funds: Tchr, Spclst 12M, Tchr, Math

List names here: Thomas Dohoney; Carolyn Marshall

Total number of FTE's funded with State Compensatory Education funds: 2.00

Brief description of how these funds are utilized on your campus: Salaries, Supplemental Materials, General Supplies, Absent Student Assistance Program

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

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

Goal Area: Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Debra Sawyer

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 26, 2018 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

5. Spinal Screening at Grades: 6, 9

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Debra Sawyer

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

6. Medication Administration

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

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 2018-2019: [Click here to enter text.](#)

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. Debra Sawyer

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 2018-2019 school year. (Include the number of AEDs on campus: [Click here to enter text.](#)