

HOUSTON INDEPENDENT SCHOOL DISTRICT



Campus Name Reynolds Elementary School

Campus Number: 225

Principal Name: Renesiaha Carter (Marshall)

School Support Officer/Lead Principal Name: Daryl Sherman

Area Superintendent Name: Nicole Moore

Area School Office: South

SCHOOL IMPROVEMENT PLAN 2019-2020



Houston Independent School District

2019 Board of Education

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Houston Independent School District

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Web site: www.houstonisd.org

Employees of the District shall not discriminate on the basis of or engage in harassment motivated by age, race, color, ancestry, national origin, sex, handicap or disability, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression.

HISD Roadmap to Success for Every Student Strategic Priorities for 2018-2019 and Beyond

Expanding Educational Opportunities

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

Ensuring Student Health, Safety and Well-being

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

Transforming Academic Outreach

As we transform the academic performance of our students, it is critical to do what is necessary to support their academic efforts. From special education to literacy, we must provide the essential support needed for success.

Increasing Organizational Efficiency

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

Cultivating Team HISD Talent

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

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

Reynolds Rangers pledge to foster a positive culture using consistent collaboration to promote life- long learners and leaders.

SCHOOL PROFILE

J.R Reynolds is a small neighborhood school located in the Sunnyside area of Houston, Texas. It is a part of the Worthing High School feeder pattern. The school was originally built in honor of James R. Reynolds in 1959. James R. Reynolds was a distinguished teacher, author and trainer of teachers in the field of electrical engineering and botany. Reynolds was reconstructed in 2006, providing a state-of-the-art learning facility for families in the Sunnyside area.

Reynolds implements the state standards, Texas Essential Knowledge and Skills, and follows the district's Curriculum Scope and Sequence for each content subject. The curriculum alignment of each grade will be closely monitored through review and feedback of weekly lesson plans and grade level/district common assessments. Instructional resources used will also be monitored to ensure curriculum alignment. Professional Learning Community (PLC) meetings will take place weekly to provide professional development to teachers and staff to enhance instruction and to collaboratively plan instruction. Campus based Teacher Specialist and District Teacher Development Specialists will work with coaching teachers to support building capacity to address students' academic and social needs. Professional Development will be on-going throughout the year and structured to focus on areas of academic needs. Partnerships have been formed with community organizations and affiliates, including Judge Jeremy Brown with precinct 7, Blueridge United Methodist Church and Blueridge Baptist Church to assist with various needs of the school.

Our final enrollment for the 2018 – 2019 school year was 465. Our learning community is represented by the following: 88% African American, 9% Hispanic, 1% Asian and 1% other. Our student populations include 92% Economically Disadvantaged, 3% English Language Learners, 2% Gifted and Talented, and 8% Special Education. Our instructional staff consists of 21 classroom teachers, 4 special education teachers, 3 ancillary teachers, 1 counselor, and 2 teacher specialists. Our staff demographic is 99% African American and 1% Hispanic.

We currently have four Special Education programs on our campus serving 8% of our student population. They include the Resource Program, Skills for Learning and Living (SLL), Preparing student for Independence (PSI), and Speech Therapy. Our Gifted and Talented Program is modeled after the Neighborhood Gifted and Talented Program and services 3% of the student population.

Title 1 is a federally funded program to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Reynolds has a school-wide program where all students are Title 1 students and are eligible for services through Title 1. Reynolds qualifies as a Title 1 school based on the percentage of students on free/reduced lunch, which was 97% in 2018-2019. Our Title 1 funding is based on the number of students who are on free/reduced lunch.

The intent of Title 1 is to use funds to supplement, not supplant; to provide extra services, instructional materials, etc., not core requirements. Reynolds Title 1 program provides funding for additional staff; one reading interventionist. Title 1 also provides funding for school tutors and additional instructional materials to enhance instruction in core areas. Reynolds is also an identified Community Eligible Provision school (CEP). CEP, a federal program, does not require the collection of free/reduced applications. All students on the campus receive free lunch.

We exist to serve students, parents, and community. We are committed to excellence in education and preparing students both academically and socially to successfully compete in an ever changing world.

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

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*State Requirement ** Federal Requirement

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

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	2	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	1	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1
Click here to enter text.	#	Click here to enter text.	#
Click here to enter text.	#	Click here to enter text.	#

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Renesiaha Carter (Marshall)	Principal Click or tap to enter a date.
Altoya Roberston	Classroom Teacher September 2019-2020
Kaitlyn Frey	Classroom Teacher September 2019-2020
Donna Brown	School-based Staff September 2019-2020
Jerrica Turner	Non-Instructional Staff September 2019-2020
Marlon Johnson	Business Member 2018-2019
Pastor Ramonica Wardley	Community Member 2018-2019
Shameika Bridges	Community Member 2019-2020
Victoria Randle	Parent 2019-2020
Alicia Vasquez	Parent 2018-2019

Other Campus Intervention Team members (non-SDMC):

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

Name	Position
Daryl Sherman	School Support Officer/Lead Principal
N/A	Effective Schools Framework (ESF) Facilitator/ Professional Service Provider (PSP) for some campuses still using this model. Click here to enter text.
J. Magee Stroud, K. Creeks, K. Holley	Teacher Development Specialist (TDS)
Charmaine Fowler	Other district personnel – position: DDIS
Dumonique Rayson	Other district personnel – position: WrapAround Specialist

NEEDS ASSESSMENT

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*State Requirement ** Federal Requirement

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

Narrative of Data Analysis

(causal factors – include % of economically disadvantaged data)

Reynolds met standard for the 2018-2019 school year with 97%, 449 of our students identified as Economically Disadvantaged. Reynolds received 1 distinction in Science for the 2018-2019 school year. We did not meet standard on Domain 2, Relative Performance nor Domain 1, Student Achievement. We met standard on Domain 2, Academic Growth and Domain 3, Closing the Gaps.

STAAR results show gains, regressions and stagnant areas. Gains were made in student achievement in 3rd grade reading, 4th grade writing, and 5th grade reading, math and science. 51% of 3rd grade students, 1% more than the 2019 STAAR results, passed the 2019 Reading STAAR at the Approaches Level. 74% of 5th grade students, 20% more than the 2019 STAAR results, passed the 2019 Reading STAAR at the Approaches Level. 76% of 5th grade students, 5% more than the 2019 STAAR results, passed the 2019 Math STAAR at the Approaches Level. 41% of 4th grade students, 12% more than the 2019 STAAR results, passed the 2019 Reading STAAR at the Approaches Level. 70% of 5th grade students, 21% more than the 2019 STAAR results, passed the 2019 Science STAAR at the Approaches Level.

We also showed gains in the percentage of students scoring at the Meets Level in 5th grade Math (12%), 3rd and 5th grade, 3rd grade Reading (3%) and 5th grade Reading (8%), 5th grade Science (16%), and 5th grade Math (12%). Also, there were gains at the Masters level in 3rd and 5th grade Reading, 3rd grade Reading (4%) and 5th grade Reading (14%), 5th grade Math and Science: Math (12%) and Science (14%)

Reynolds regressed in student achievement in 3rd grade Math on the 2019 STAAR by 8% and 4th grade Reading by 10% on the 2019 STAAR. Reynolds also regressed in the percentage of students scoring at the Masters Level on the 3rd grade Math STAAR by 14%, the 4th grade Reading STAAR by 10%, 4th grade Math by 10% and the 4th grade Writing STAAR by 3%.

53% of our first graders and 85% of our second graders passed the High Frequency Word exam during the 1st administration.

Causal factors for the gains in student achievement in 3rd and 5th grade Reading, 5th grade Math, Reading, and Science, and 4th Writing can be attributed to targeted and intentional early interventions in the fall semester. In the spring semester, we targeted specific students for specific TEKS with Tier 3 interventions. Teachers and administrators tracked student progress data by objective and responded in a timely manner. Changes in personnel on campus were made to better meet the needs of the students.

Causal factors for the regression in 3rd-4th grade Reading can be attributed to lack of teacher capacity to plan and deliver highly impactful instruction and midyear resignations in 3rd and 4th grade.

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

Our STAAR data shows that 32% of SPED students, 8 out of 25, performed at the Meets level on the 2019 STAAR Reading and 21%, 5 out of 24, of SPED students performed at the Meets level on Math STAAR. To address the concerns regarding the Special Education student achievement, the resource teacher's schedule will be revised to include a significant percentage of her time pushing in to support the special education students in the general education setting. For those students who are significantly below grade level, the resource teacher will continue to pull them out and provide them with differentiated instruction at their level. Resource teachers will be required to attend PLCs and plan with the general education teachers.

Reynolds Elementary will continue departmentalizing teachers in 2nd-5th grades. We use PLCs and early dismissal days to plan vertically and horizontally with teachers using the support of our campus Specialists and TDS personnel. Reynolds Elementary will focus on its intervention and enrichment plans and implement the RtI model with fidelity. Classroom teachers will revise their intervention and enrichment practices to ensure an optimal learning environment for all students. Intervention and enrichment will be provided during the regular school day. The master schedule will lend itself to a built-in intervention block. After school tutoring will be provided for students in third- fifth grades.

Professional development will focus on building the capacity of all teachers via horizontal planning and vertical sharing of evidence that shows consistently rigorous classroom work. Professional development will occur during Early Dismissal Days, at faculty meetings, and at grade and subject level PLCs. Quality first instruction, workstations, and effective small group instruction across all content areas will be a major focus in all our professional development during the 2018-2019 school

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any domains rated D or F have been addressed:

Performance Domain	Rating	Subject(s) / Measure(s)?	Student Group(s) Contributing to low rating?	Needs addressed in the following SIP Goal(s):
Texas Accountability System – Domains Rated D or F				
I. Student Achievement	F	Reading and Math	All groups	Yes
II. School Progress	D	Reading and Math	All groups	Yes
III. Closing the Gaps	D	Reading and Math	All groups	Yes

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

1. TEACH classroom management training-August 2019 and ongoing cohort
2. The Leader in Me-Booster PD August 2019, and ongoing coach support
3. SEL/Restorative Discipline Training-August 2019
4. District Preservice PD for Literacy by 3, Math, Science, Social Studies, SPED-July, August 2019
5. Campus Preservice PD for Reading, Writing, Math, Science-August 2019
6. Invitation to Notice Writing Training-September 17, 2019
7. Sheltered Instruction Training-September 27, 2019
8. Weekly PLCs-August 2019-May 2020
9. Early Dismissal PD-September 2019-March 2020
10. Weekly Open Instructional Labs- August 2019-May 2020
11. Literacy by 3 conference-October 2019
12. Guided Reading training (ongoing)
13. RTI, Lead4ward Strategies Training
14. 5th grade Science STAARt Up Planning Workshops-Ongoing
15. In-class coaching and modeling provided by admin team and TDS-Ongoing
16. Writers in Schools (WITS)
17. 5th Grade Monthly Collaborative at Kate Bell
18. Empowering Writers- 4th grade teacher
19. Vertical Planning Sessions
20. Saturday Resource Exploration- October

FORMATIVE ASSESSMENT PLAN – INCLUDE TYPE AND FREQUENCY

1. Daily tracked exit tickets
2. District Snapshots
3. District Mock STAAR
4. Bi- weekly campus common assessments

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2019-2020 school year.

YES NO

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

<p>#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL)and EIC (LOCAL)</p> <p>The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit courses and is identified in the school’s SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before. If this is a renewal waiver, a Waiver Detail Form is required and must be completed.</p>	
<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>	
<p>Rationale for Waiver</p>	<p>Click here to enter text.</p>
<p>Metrics of Success</p>	<p>Click here to enter text.</p>

#2-All Schools - HISD Early Dismissal Days Waiver - Attend Full Day Instead of Releasing Early This waiver allows a school to be exempt from the district early dismissal calendar days of September 27th, October 18th, November 8th, January 17th and February 14th of the 2019-2020 school year. Students can attend school for a full day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#3-All Schools - Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL) The purpose of this waiver is to use a nine-week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine-week cycle will align and provide for consistent communication with parents. This does not waive required UIL three-week progress reporting. With a 9-week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#4-High Schools - Modified Schedule/State Assessment Days (State General Waiver) This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a Waiver Detail Form is required and must be completed.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#5-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E) Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). The purpose of this waiver is to include 5 or more foreign exchange students per high school. This must be submitted as a general waiver application. The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. The districts and charter schools are required to enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

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

<p>Title: Click here to enter text. Click here to enter text.</p>	
<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>	
<p>Rationale for Waiver</p>	<p>Click here to enter text.</p>
<p>Metrics of Success</p>	<p>Click here to enter text.</p>

<p>Title: Click here to enter text. Click here to enter text.</p>	
<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>	
<p>Rationale for Waiver</p>	<p>Click here to enter text.</p>
<p>Metrics of Success</p>	<p>Click here to enter text.</p>

Student Achievement: *Reading/Language Arts/Literacy					
*Goal:		By the end of the 2019-2020 school year, reading at the Approaches level will increase from 56% to 80%, Meets from 22% to 40%, and Masters from 11% to 30%.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes			
*Summative Evaluation: (Year-End)		Running Records, Universal Screener, District Snapshots, District DLAs, STAAR Release, STAAR			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
By the end of the 2019-2020 school year, reading at the Approaches level will increase from 56% to 80%, Meets from 22% to 40%, and Masters from 11% to 30%.	Increase the number of students reading on grade level through Guided Reading, progress monitoring and data tracking/analysis	Principal Teacher Specialist PK-5th Grade Teachers TDS	1. Scholastic classroom libraries and leveled Rigby Readers- New adoption 2. Guided Reading Library 3. Jan Richardson’s Next Steps in Guided Reading-GF 1 100.00 4. Running Records data tracking 5. Lit by 3/Guided Reading District PD 6. Utilization of Daily 5 rotations 7. Instructional support from Teacher Specialist and TDS 8. HMH Resources	August 2019-May 2020	1. Progression of student achievement on district and campus assessments 2. Observations and Feedback 3. Student achievement on STAAR

<p>By the end of the 2019-2020 school year, reading at the Approaches level will increase from 56% to 80%, Meets from 22% to 40%, and Masters from 11% to 30%.</p>	<p>Improve Tier 2 and 3 Interventions</p>	<p>Principal Teacher Specialist Intervention TDS PK-5th Grade Reading Teachers Intervention Block Teachers Computer Lab Teacher DDIS</p>	<ol style="list-style-type: none"> 1. Data from R360, On Track, DDIS 2. Data/RTI PLCs 3. Progress Monitoring recording sheet in data binder 4. Support from IAT Liaison/Manager 5. Intervention TDS support 6. Designated intervention block teachers in each grade level 7. fccr.org, tpri.org, iRead, Imagine Learning, Education Galaxy 8. District trainings and resources 	<p>August 2019-May 2020</p>	<ol style="list-style-type: none"> 1. Progression of student achievement on district and campus assessments 2. Observations and Feedback 3. Student achievement on STAAR
<p>By the end of the 2019-2020 school year, reading at the Approaches level will increase from 56% to 80%, Meets from 22% to 40%, and Masters from 11% to 30%.</p>	<p>Increase teacher capacity in Writing and Reading to enhance the mastery and effectiveness of Tier 1 instruction</p>	<p>Principal Teacher Specialist PK-5th Grade Teachers TDS</p>	<ol style="list-style-type: none"> 1. Pre-Service Literacy Block PD with admin team and TDS 2. Weekly PLCs 3. At-Bats with admin team 4. Open Lesson-Planning Labs twice a week 5. Campus/District Professional Development 6. HMMH/UPG Dives with admin team 7. Coaching and development between admin and teachers 	<p>August 2019-May 2020</p>	<ol style="list-style-type: none"> 1. Progression of student achievement on district and campus assessments 2. Observations and Feedback 3. Student achievement on STAAR
<p>By the end of the 2019-2020 school year, reading at the Approaches level will increase from 56% to 80%, Meets from 22% to 40%, and Masters from 11% to 30%.</p>	<p>Establish, maintain, and monitor an effective data tracking and analysis system where teachers close learning gaps in student misunderstanding</p>	<p>Principal Specialists Classroom Teachers TDS DDIS</p>	<ol style="list-style-type: none"> 1. Data analysis after each Universal Screener and Snapshot administration – DDI protocol 2. Use of Universal Screener Instructional Planning Report 3. Use of OnTrack Student Feedback Cards 	<p>August 2019-May 2020</p>	<ol style="list-style-type: none"> 1. Progression of student achievement on district and campus assessments 2. Observations and Feedback 3. Student achievement on STAAR

	and misconceptions in Reading		4. Teacher recorded data in data room 5. Teacher data binder in classroom 6. Guided Reading/small group anecdotal notes 7. Tracking forms in student leadership binders		

Student Achievement: *Math					
*Goal:		By the end of the 2019-2020 school year, math at the Approaches level will increase from 60% to 80%, Meets from 27% to 40%, and Masters from 13% to 20%.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes			
*Summative Evaluation: (Year-End)		STAAR, District Assessments (Snapshots & DLA), STAAR Release, Campus Assessments, Universal Screener			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
By the end of the 2019-2020 school year, math at the Approaches level will increase from 60% to 80%, Meets from 27% to 40%, and Masters from 13% to 20%.	Increase teacher capacity to enhance the effectiveness of Tier 1 instruction and student learning	Principal Campus appointed TDS Teachers Teacher Specialist	1. Weekly PLC meetings 2. Campus professional development led by Leadership team and TDS 3. Early dismissal professional development sessions and/or campus vertical planning meetings 4. School visits/peer observations	August 2019- May 2020	1. Progression of student achievement on district Snapshots and STAAR 2. Teacher delivery of “At bats” during weekly PLC meetings where teacher present planned instructional strategies/lessons for upcoming content 3. Classroom observations and feedback as recorded on walkthrough forms, campus developed checklists, and TADS

By the end of the 2019-2020 school year, math at the Approaches level will increase from 60% to 80%, Meets from 27% to 40%, and Masters from 13% to 20%.	Improve Tier 2 and Tier 3 interventions	Principal Campus appointed TDS Teachers Principal Assistant Principal Campus appointed TDS FAC Teachers Teacher Specialist	1.Data analysis after each Universal Screener 2. Intervention tracking forms/binder 3. Small group instruction with anecdotal notes 4. Schoolwide intervention block 5. Use of Imagine in Computer Lab 6. Before and after school intervention- Title 1 12,000.00 7. Use of individualized reports in Renaissance and OnTrack	August 2019- May 2020	1. Progression of student achievement on District Snapshots, Common Assessment Universal Screener, and STAAR
By the end of the 2019-2020 school year, math at the Approaches level will increase from 60% to 80%, Meets from 27% to 40%, and Masters from 13% to 20%.	Establish a consistent and effective data tracking and analysis system	Principal Campus appointed TDS Teachers Principal Assistant Principal Campus appointed TDS FAC Teachers Teacher Specialist	1.Data analysis after each Universal Screener 2. Intervention tracking forms/binder 3. Small group instruction with anecdotal notes 4. Schoolwide intervention block 5. Use of Imagine in Computer Lab 6. Before and after school intervention Title 1- 12,000.00 7. Use of individualized reports in Renaissance and OnTrack	August 2019- May 2020	1. Progression of student achievement on district Snapshots and STAAR 2.Data discussions during team meetings, weekly PLCs, and vertical PLCs with recorded plans of action 3.Reduction in the number of students on failure reports
By the end of the 2019-2020 school year, math at the Approaches level will increase from 60% to 80%, Meets from 27% to 40%, and Masters from 13% to 20%.	Increase student achievement through enhancement of mathematical fluency	Principal Campus appointed TDS Teachers	1. Guided math/small group instruction 2. Imagine Math, Khan Academy, and Reasoning Mind	August 2019- May 2020	1. Progression of student achievement on district Snapshots and STAAR

			<ul style="list-style-type: none"> 3. Numeracy and computational fluency daily routines 4. Critical thinking/problem solving workstations 5. Academic vocabulary development 6. Lessons with concrete exploration, multiple math strategies, technology, the arts, and real world connections 7. Family academic night 8. Improved parent communication regarding student progress 		

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

<p>*Goal:</p>	<p>By the end of the 2019-2020 school year, Reading will increase from 56% to 80%, Math from 60% to 80%, Science from 70% to 75%, and Writing from 41% to 60%.</p>
<p>Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent</p>	<p>Transforming Academic Outcomes</p>
<p>*Summative Evaluation: (Year-End)</p>	<p>STAAR, District Assessments (Snapshots & DLA), STAAR Release, Campus Assessments, Universal Screener</p>

<p>*Measurable Objective</p>	<p>*Strategy</p>	<p>*Title of Staff Member Responsible</p>	<p>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</p>	<p>*Timeline</p>	<p>*Formative Evaluation</p>
<p>By the end of the 2019-2020 school year, Reading will increase from 56% to 80%, Math from 60% to 80%, Science from 70% to 75%, and Writing from 41% to 60%.</p>	<p>Early targeted interventions for Tier 2 and 3 students to address gaps in learning</p>	<p>Principal Assistant Principal Teachers Teacher Specialist SPED Teachers TDS</p>	<p>1.Math Lab (Education Galaxy and Imagine Math) 2.Daily Intervention Schedule (Pull outs and in -class) 3.Universal Screener Progress Monitoring</p>	<p>August 2019-May 2020</p>	<p>1. Progression of student achievement, including SPED, on district snapshots, DLA, campus assessments, and STAAR 2. Observations and Feedback on Interventionists</p>
<p>By the end of the 2019-2020 school year, Reading will increase from 56% to 80%, Math from 60% to 80%, Science from 70% to 75%, and Writing from 41% to 60%.</p>	<p>Increase Teacher Capacity, including SPED teachers, to enhance Rigor and Effectiveness, of Tier 1 Instruction</p>	<p>Principal Assistant Principal Teachers Teacher Specialist SPED Teachers TDS</p>	<p>1.Weekly PLC’s to build teacher instructional capacity 2.Monthly Vertical PLC’s 3.Campus Professional Development 4.Use of TDS 5. Weekly Open Lab</p>	<p>August 2019-May 2020</p>	<p>1.Progression of student achievement, including SPED, Overage, GT, LEP, on district snapshots, DLA, campus assessments, and STAAR at the Meets and Masters levels.</p>

					2. Classroom observations and teacher feedback
By the end of the 2019-2020 school year, Reading will increase from 56% to 80%, Math from 60% to 80%, Science from 70% to 75%, and Writing from 41% to 60%.	Establish a consistent and effective data tracking and analysis system of targeted students' progression, where teachers monitor and respond in order to address gaps and increase student achievement	Principal Assistant Principal Teachers Teacher Specialist SPED Teachers Interventionists TDS	1.Data Driven Instruction Protocol 2.Student Tracking Forms – Lead4ward 3.TEKS Tracking Form 4. Data Room Tracking 5. Student Goal Setting 6. Identifying student magic numbers 7. Ren360 data exploration	August 2019-May 2020	1. Rate of progression of student reading levels through Guided Reading and Running Records. 2. Data Presentations by Teachers in PLC's 3. Progression of Student achievement, including SPED, Overage Students, LEP, GT, on district and campus assessments, and STAAR 4. Progression of student achievement at the MEETS and MASTERS levels
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Student Achievement: Post-Secondary Readiness

***Goal:** Click here to enter text.

Strategic Priority Alignment:
 *Expanding Educational Opportunities
 *Ensuring Student Health, Safety and Well-Being
 *Transforming Academic Outcomes
 *Increasing Organizational Efficiency
 *Cultivating Team HISD Talent

Click here to enter text.

***Summative Evaluation: (Year-End)** Click here to enter text.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
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Student Achievement: *Attendance					
*Goal:		By the end of the 2019-2020 school year, the attendance rate will have increased from 94.7% to 98%.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Student Outcomes			
*Summative Evaluation: (Year-End)		2019-2020 EOY Attendance 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.) (Add dollar amounts)	*Timeline	*Formative Evaluation
By the end of the 2019-2020 school year, the attendance rate will have increased from 94.7% to 98%.	Improve Student attendance and decrease tardiness by track daily, weekly, and monthly campus attendance rate	Principal Teacher Specialists Counselor ADA Clerk Data Entry Clerk	1.Attendance tracker bulletin board by grade level and campus 2.Daily attendance tracking with phone calls to parents of absent students 3.Identify students with chronic absences 4.Home visits 5.Attendance Contracts	August 2019-May 2020	1. Weekly/Monthly attendance reports by campus, students, grade, class 2. Track student achievement of students to make a connection between attendance rate and instructional performance.
By the end of the 2019-2020 school year, the attendance rate will have increased from 94.7% to 98%.	Implement School-wide attendance programs where (1) the campus celebrates high attendance each month by students, classes, teachers, and grade levels, (2) students track	Principal Teacher Specialists Counselor Registrar Data Entry Clerk	1.Certificates of attendance 2. Incentives for students, grade levels who met their attendance goals GF1- 500.00 3.The Leader in Me 4. Extracurricular Activities	August 2019-May 2020	1. Weekly/Monthly attendance reports by campus, students, grade, class 2. Track student achievement of students to make a connection between attendance rate and

	their own attendance outside the door of each classroom, (3) weekly student perfect attendance winners (pictures posted on bulletin board in main hallway)				instructional performance.
By the end of the 2019-2020 school year, the attendance rate will have increased from 94.7% to 98%.	Implement monthly parent letters with school attendance programs, rates, and research on student achievement and attendance correlations. Conduct parent meetings with students who have high absences	Principal Teacher Specialists Counselor Registrar Data Entry Clerk	1. Parent Meetings and attendance contracts with students who have high absences 2. Parent meetings about the school-wide efforts and incentives offered each month 3. Monthly parent letter	August 2019-May 2020	1. Weekly/Monthly attendance reports by campus, students, grade, class 2. Track student achievement of students to make a connection between attendance rate and instructional performance.
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**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)**

*Goal:	Decrease number of visitors accessing campus without following proper procedures to 0%; Decrease the number of bullying incidents to 0%
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Ensuring Student Health, Safety and Well-Being

*Summative Evaluation: (Year-End)	Safety Report
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*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Decrease number of visitors accessing campus without following proper procedures to 0%.	Create and Implement a coordinated plan with leadership team on procedures of visitors before, during and after school. Share plan with staff.	Office Staff Leadership Team	1. Safety Posters 2. Signs for Visitors to check-in at Main Office 3. Raptor System 4. Employee Handbook	August 2019-May 2020	1. Visitor Log 2. Video Player
Decrease number of visitors accessing campus without following proper procedures to 0%.	Continually communicate Safety Procedures/Drills with Staff and Students	Principal Teacher Specialists Counselor	Employee Handbook	August 2019-May 2020	1. Implementation of procedures for drills

Decrease number of visitors accessing campus without following proper procedures to 0%.	Use Walkie-Talkie and Communication System with Staff for Emergencies (Class Dojo)	Leadership Team Custodial Staff Office Staff Classroom Teachers	1. Walkie-Talkies 2. Group Me App 3. Class Dojo	August 2019- May 2020	1. Implementation of procedures for drills
Decrease the number bullying incidents to 0%	Provide individual/group (daily) and morning SEL sessions on bullying and character building	Counselor	Leader In Me Guide	August 2019- May 2020	Discipline Data
Decrease the number bullying incidents to 0%	Provide student and parent counseling on bullying	Counselor	Leader In Me Guide	August 2019- May 2020	Discipline Data
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Improve Safety, Public Support, and Confidence: *Parent and Community Involvement					
*Goal:		By the end of the 2019-2020 school year, parental involvement will increase from 75 to 100 and a PTO will be formed.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Expanding Educational Opportunities			
*Summative Evaluation: (Year-End)		End of the Year Family and Community Engagement Requirement for Family Friendly School			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
By the end of the 2019-2020 school year, parental involvement will increase and a PTO will be formed.	Meet the Teacher, Parent University, Involved Dad Group, Parent/Teacher conferences, Open House, Literacy and Math Night, PTA, Student Led Conferences	Administration, Wrap Around Specialist Faculty	1. GF 1- 100.00 2. FACE Department Activities	August 2019-May 2020	1. Parent Sign-In Sheets 2. Parent Survey Data
By the end of the 2019-2020 school year, parental involvement will increase and a PTO will be formed.	Annual Title I Meetings to inform parents of attendance requirements, volunteer opportunities, and	Title 1 Coordinator Principal Counselor Wrap Around Specialist Teacher Specialists	1. Title 1 Funds- 100.00 2. FACE Department Activities	August 2019-May 2020	1. Volunteer Sign-Up Sheets 2. Increased Attendance

	various aspects of Title I				
By the end of the 2019-2020 school year, parental involvement will increase and a PTO will be formed.	Muffins with Moms Donuts with Dads, Academic Nights to discuss ways to assist students at home with academics	Principal Faculty Counselor Teacher Specialists	General Funds- 100.00	August 2019-May 2020	1. Volunteer Sign-Up Sheets 2. Increased Attendance
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Improve Safety, Public Support, and Confidence: *Coordinated Health Program (ES, MS and K-8 Campuses)					
*Goal:		By the end of the 2019-2020 school year, 100% of students will increase their physical fitness level positively.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Ensuring Student Health, Safety and Well Being			
*Summative Evaluation: (Year-End)		Fitnessgram			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
By the end of the 2019-2020 school year, 100% of students will increase their physical fitness level positively.	Play 60 activities and health week	Physical Education Teacher	Play 60 materials and training	August 2019-May 2020	1. Fitnessgram 2. Field Day
By the end of the 2019-2020 school year, 100% of students will increase their physical fitness level positively.	Practice and exercise daily using games and fitness activities.	Physical Education Teacher	HISD Curriculum Fitnessgram	August 2019-May 2020	1. Fitnessgram 2. Field Day
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Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.					
*Goal:		By the end of the 2019-2020 school year, 100% of all special education students will meet or exceed their progress measure.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Student Outcomes			
*Summative Evaluation: (Year-End)		Universal Screener, STAAR, Running Records, Snapshots, and DLAs			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
By the end of the 2019-2020 school year, 50% of all special education students will meet or exceed their progress measure.	Accurately assess special education student needs and effectively target those needs. Develop quality and effective instruction through data disaggregation.	Special Ed teachers and administration	1. Universal Screener 2. OnTrack 3. Formative/summative assessments 4. Teacher observation and anecdotal notes 5. Common assessments 6. Mock STAAR.	August 2019- May 2020	1. Formative/summative assessments 2. Teacher observation and anecdotal notes 3. Running Records 4. Common assessments 5. Snapshots 6. Mock STAAR
By the end of the 2019-2020 school year, 50% of all special education students will meet or exceed their progress measure.	Horizontally and vertically align instruction following district guidelines.	Special Ed teachers and administration	1. HUB: Pacing calendars 2. Planning guides 3. Literacy by 3: Reading/Writing/Math Workshops 4. Collaborative planning 5. PLCs	August 2019- May 2020	1. TADS: Formal and informal classroom observations 2. PLCs 3. Planning session sit ins

By the end of the 2019-2020 school year, 50% of all special education students will meet or exceed their progress measure.	Promote ongoing, effective and quality teacher professional development.	Special Ed teachers and administration	1. District offered PD for special education, 2. Content through HUB and OneSource 3. Harris County PD 4. PLCs TADS	August 2019- May 2020	1. PLCs 2. PD feedback after attendance 3. TADS: F & D Tool 4. IPDP
By the end of the 2019-2020 school year, 50% of all special education students will meet or exceed their progress measure.	Promote special education parent awareness of student progress, school wide and community events in an effort to increase special education parent engagement.	Special Ed teachers and administration	1. School website 2. Bulletins /Flyers 3. Parent Nights / Family Nights 4. ARDS	August 2019-2020	1. ARDS 2. Open House 3. Parent Nights 4. Open house
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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.**

All data we reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards. The components of the campus needs assessment include incorporating vertical planning sessions by content area, providing targeted professional development for teachers, and using various data sources and ongoing analysis of data.

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

The counselor and 1 teacher are being paid through Title 1. We will use these funds for tutorials, supplemental materials, consultants, etc.

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. Small Group Instruction-Guided Math and Guided Reading
2. At Bats
3. Workstations
4. Data Driven Instruction

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. Increase promotion and awareness of volunteer opportunities available to parents during school events such as Open House, Meet the Teacher, Family Math/Science/Literacy Nights, and PAC meetings.
2. Implementation of social media sources (Twitter) as additional communication method.
3. Increase the quantity and promotion of after school family events through weekly parent communication.
4. Offer parent/community meetings at various times and/or days to accommodate schedules.

Capital Outlay Requested (Y/N)? NO

If yes, please list the items below. **Please note, all capital outlay requests must receive approval from TEA prior to purchase.**

Click here to enter text.

Positions Funded Out of Title I Funds
(Please indicate the quantity of each position selected for the school year.)

<input type="checkbox"/> Parent Engagement Rep <input type="checkbox"/> Tutor, Academic (Hourly) <input type="checkbox"/> Tutor, Associate (Hourly) <input type="checkbox"/> Tutor, Sr. Academic <input checked="" type="checkbox"/> Counselor (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Social Worker (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Psychologist (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Coach, Graduation <input type="checkbox"/> Teacher, AVID <input type="checkbox"/> Teacher Specialist <input type="checkbox"/> Instructional Specialist <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels - [General] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Math] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Reading] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Science]	<input type="checkbox"/> Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record) <input checked="" type="checkbox"/> *Teacher, Class-Size Reduction [General] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [ESL] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels
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Indicate “Yes” or “No” below if your campus’ Title I funds will be utilized to fund the following items:

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

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

*Total amount of State Compensatory Education funds: \$100,000

*Personnel funded with State Compensatory Education funds: [Click here to enter text.](#)

*List names here: [Click here to enter text.](#)

*Total number of FTE's funded with State Compensatory Education funds: [Click here to enter text.](#)

*Brief description of how these funds are utilized on your campus: [Click here to enter text.](#)

*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: Emily Woodson

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 25, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Emily Woodson

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Emily Woodson

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

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

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Emily Woodson

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

5. Spinal Screening at Grades: 5 and 7 for girls (ages 10 and 12) and Grade 8 for boys (age 13)

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Emily Woodson

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

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis: [Click here to enter text.](#)

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2019-2020: Note: an unlicensed individual assigned to the school clinic cannot be referred to as "the nurse" which is a protected title. The should be referred to as Unlicensed Assistive Personnel (UAP) Emily Woodson

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. Emily Woodson
If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2019-2020 school year. (Include the number of AEDs on campus)
[Click here to enter text.](#)

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*State Requirement ** Federal Requirement

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