

Houston Independent School District

School Improvement Plan

2020-2021



Campus Name:	Rucker ES
Campus Number:	233
Principal Name:	Eileen Puente
School Support Officer Name:	Torrye Hooper
Area Superintendent Name:	Dr. Geovanny Ponce
Area School Office:	East

Mission Statement

The mission of Rucker Elementary School is to provide our students with high levels of learning, guidance, and encouragement to empower students to be healthy, contributing members of society who are self-confident, self-directed, creative, responsible, and committed. We will collaborate with parents, community, and other stakeholders to create a safe, positive, exemplary learning environment to support all students to reach their potential. We will instill a strong sense of pride and believe all children can learn.

School Profile

Rucker Elementary is a PK-5th grade community school, located near the Houston Ship Channel, on the southeast side of Houston. We currently have about 400 students enrolled, which has declined from 544 in 2016-17. In 2018-19, 138 students who were zoned to Rucker attended another HISD school. About 99% of our students are Hispanic and 95% are economically disadvantaged. Over half of our students, about 51%, are English Learners. Only 5% are Gifted/Talented while 9% are receiving Special Education services. Rucker offers a variety of instructional programs for students in general education, bilingual education, and special education. Our students receive an education in Visual Arts, Computer/Technology Skills, and Physical Education. We partner with the Alley Theatre, Houston Ballet, and Houston Symphony to provide A+ SEL instruction to students. Our campus is a Title I campus wherein students receive targeted interventions. Our reading interventionist targets our struggling readers in first and second grade levels through Reading Recovery. We also have a math interventionist to provide support to students who struggle in math. Our campus hosts two self-contained special education programs, which are Behavior Support Class (BSC) and PALS. Rucker ES has educated the families of Oak Meadows for generations. We have strong partnerships with the Oak Meadows Civic Club, Flint Hills Resources, The TPC Group, Goodyear, and Lyondell-Basell.

Shared Decision Making

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

Membership Composition of the SDMC

Number of Classroom Teachers	4	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

Name of SDMC Member	Position (add date term expires)
Brandi Desselle	Classroom Teacher - Expires June 2021
Tomas Garcia	Classroom Teacher
Kasee Brown	School-Based Staff Member
Sara Cronin	Business Partner
Gabriel Gonzales	Community Member
Alejandra Rodriguez	Parent
Eileen Puente	Principal

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

Mission

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

Vision

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

Goal 1

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

Goal 2

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

Goal 3

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

Goal 4

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

Strategic Priorities

Ensuring Student Health, Safety and Well-being

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

Transforming Educational Opportunities

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

Increasing Organizational Efficiency

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

Cultivating Team HISD Talent

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

School waivers from Board Policy/Guidelines

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

No

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

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

No

Rationale for Waiver	Description:
Metrics of Success	Description:

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

Title of Custom Waiver:
Description:

No

Rationale for Waiver	Description:
Metrics of Success	Description:

Title of Custom Waiver:
Description:

No

Rationale for Waiver	Description:
Metrics of Success	Description:

Domain Score Reflection

This section contains guiding questions to help the campus develop accountability goals for the year.

Domain 1 Reflection

Domain 1 Scale Score	Student Achievement	56
Distance from 70		-14
Domain 1 Goal Scale Score	Annual Goal	70

Consider the following questions to determine the goal for this Domain:

What changes to the percent of students at Approaches, Meets, and Masters will you need to see to achieve your goal?

Level	2019 Values	New Value
Approaches	52	67
Meets	21	37
Masters	8	19

What changes to CCMR and/or graduation rate will you need to see to achieve your goal?

Component	2019 Values	New Value
CCMR Raw Score		
Graduation Rate Raw Score		

Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?

The key takeaways for this Domain goal is to have a solid instructional plan for ELAR as the foundation for all subjects. We have to focus on moving all students. It is urgent to make sure students who did not make approaches receives intense intervention but students who are performing at a proficient level are continuing to grow by transitioning from one level to the next (i.e. from approaches to meets, from meets to masters). Additionally, monitoring the level of rigor for students who achieved masters to ensure they maintain and grow their academic success with new grade level content. If we are successful in Domain 1 this will have a great impact on Domains 2 and 3 as student

Domain 2 Reflection		
Domain 2a Scale Score	Student Growth Details	59
Distance from 70		-11
Domain 2a Goal Scale Score	Academic Growth Rating	77
Domain 2b Scale Score	Relative Performance	59
Distance from 70		-11
Domain 2b Goal Scale Score	Relative Performance Rating	78
<i>Consider the following questions to determine the goal for this Domain:</i>		
What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal?		
2019 Value	New Value	
31	41	
How many more growth points (approximately) would the campus need to receive to achieve this academic growth raw score?		
Goal academic growth raw score	Approximate total number of assessments	Approximate total
41	259	106.19
What changes to the STAAR Performance raw score or the CCMR raw score will you need to see to achieve your Domain 2b goal?		
Approximate value needed for this goal		Difference from current value
STAAR	44	-13
CCMR		
If you achieve your goal in Domain 1, will you meet your goal in Domain 2b?		
Yes		
Domain 2a and 2b Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 3?		
By ensuring that our students meet their progress measures, the impact will be that we have adequate percentages of approaches, meets, and masters.		

Domain 3 Reflection

Domain 3 Scale Score		59
Distance from 70		-11
Domain 3 Goal Scale Score		63

Consider the following questions to determine the goal for this Domain:

In each component, how many targets would you need to meet to achieve your Domain 3 goal?

Component	Which 2-3 student groups had the largest gaps?	Number of targets needed to meet Domain 3 goal
Academic Achievement Status (ELA/Reading)	Continuously Enrolled, All Students, Hispanic	49, 52, 36
Academic Achievement Status (Math)	All Students, Non-continuously Enrolled	17, 4
Growth Status (ELA/Reading)	ELs, and Continuously Enrolled	10, 5
Growth Status (Math)	All Students, Continuously Enrolled	9, 9
Graduation Rate Status	NA	
English Language Proficiency Status	Met	
Student Success Status	All Students, Special Ed, Continuously Enrolled	93, 11, 86
School Quality Status	NA	

In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?

Five were evaluated. Zero were met.

How will meeting your Domain 1 or 2 goals impact the All Students column?

Meeting goals in Domain I will result in 50% of evaluated groups meeting Academic Achievement targets. Meeting Domain II goals will lead to 90% of growth targets met.

Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?

Close to targets for nearly all groups in math.

ATTENDANCE - Closing The Student Gaps					DISCIPLINE - Closing The Student Gaps							
Student Groups	2018	2019	2020	Trends	Student Groups	2018 OSS	2019 OSS	2020 OSS	2018 ISS	2019 ISS	2020 ISS	Trends
African American	92%	93.20%	97.60%	Increasing	African American	0%	0%	0%	33.33%	0	0%	Decreasing
Hispanic	96.70%	96.40%	97.40%	Fluctuating	Hispanic	0%	0%	0%	66.67%	100%	0%	Decreasing
White	95.20%	93.20%	96.70%	Fluctuating	White	0%	0%	0%	0%	0%	0%	No Significant Change
American Indian	-	-	-	-	American Indian	0%	0%	0%	0%	0%	0%	No Significant Change
Asian	-	-	-	-	Asian	0%	0%	0%	0%	0%	0%	No Significant Change
Pacific Islander	-	-	-	-	Pacific Islander	0%	0%	0%	0%	0%	0%	No Significant Change
Two or More Races	25.00%	98.40%	97.50%	Fluctuating	Two or More Races	0%	0%	0%	0%	0%	0%	No Significant Change
Special Ed	94.60%	95.30%	96.30%	Increasing	Special Ed	0%	0%	0%	0%	20%	0%	No Significant Change
Eco. Disadv.	96.60%	96.30%	97.50%	Fluctuating	Eco. Disadv.	0%	0%	0%	33.33%	0%	0%	No Significant Change
Special Ed (Former)	-	-	-	-	Special Ed (Former)	0%	0%	0%	0%	0%	0%	No Significant Change
EL	97.20%	96.80%	97.70%	Fluctuating	EL	0%	0%	0%	33.33%	40%	0%	No Significant Change
Cont. Enrolled					Cont. Enrolled	0%	0%	0%	100%	0%	0%	No Significant Change
Non-Cont. Enrolled					Non-Cont. Enrolled	0%	0%	0%	0%	0%	0%	No Significant Change

Needs Assessment - Narrative of Data Analysis

During the 2018-19 school year, multiple sources of data were analyzed, including STAAR, TELPAS, Universal Screener, Running Records, HFWE, Circle, Snapshots, etc. According to the STAAR Reading test, 53% of students scored “approaches,” 19% scored “meets,” and 8% scored “masters”. On the STAAR Math test, 61% of students scored “approaches,” 38% scored “meets,” and 13% scored “masters”. On the STAAR Writing test, 42% of students scored “approaches,” 14% scored “meets,” and 0% scored “masters”. For Science, 58% of students scored “approaches,” 31% scored “meets,” and 8% scored “masters”. The student achievement score for Rucker was a 56. The school progress score was 59. The closing the gaps score was 50. Based on these results, the overall campus is rated 56, which is an F (improvement required).

Narrative of Priority Needs and Root Causes - Including Special Ed

According to the data, Rucker Elementary will need to improve in all content areas. In 2019, we met only two of our twelve targets: academic achievement in math for economically disadvantaged and EL students. We also met our TELPAS target. Root Causes of our data include poor campus culture, lack of effective and consistent PLCs, lack of effective lesson planning/delivery, inconsistent feedback, inconsistency of initiatives, poor classroom management, lack of effective interventions and tracking, lack of TADS Calibration, ineffective use of designated supports/accommodations, and ineffective data tracking/action planning assessments. Coupled with the challenges associated with the COVID-19 pandemic and the challenge of virtual/remote instruction, we will strategically plan to improve in these and all needed areas. In addition, we will ensure that our leadership team supports teachers and students based on their strengths and needs. We will strengthen RTI/IAT systems with early identification as a priority. We will also provide professional development for our K-3rd grade and special education teachers, including Reading Academies. We will work

HB3 Early Literacy														
Yearly Target Goals														
2020	2021	2022	2023	2024										
XX%	XX%	XX%	XX%	XX%										
Closing the Gaps Student Groups Yearly Targets														
Grade Level	Assessment	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

HB3 Early Literacy					
SMART Goal: In K-3rd grades, 90% of all students will be reading on grade level according to EOY Benchmark Running Record.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
80% of all PK and K students will receive a level 3 rating on their report cards in reading/language arts components	Small group instruction, interventions of targeted daily and weekly skills	All PK and K teachers, leadership team members	Frog Street, HISD UPGs, HMH Resources	Mar-21	80% of all PK students will score a level 2 rating and above by 3rd 6 weeks / semester
100% of all 1st and 2nd grade students will pass their HFWE by third administration	Practice HFWE daily in whole-group and small-group based on student needs	All 1st and 2nd grade teachers, leadership team members, interventionist, TAs	HFWE flashcards/PowerPoint, HMH Resources, Focused Intervention Kits	Feb-21	80% will pass their HFWE during the second administration
90% of all K-3 students will be reading on grade level at EOY BRR	Guided reading and small group instruction, structured interventions, implementation of Literacy by 3	All K-3rd grade teachers, leadership team members, interventionist, TAs	HMH Resources, Guided Reading libraries, Reading A-Z Plus, Focused Intervention Kits	Feb-21	75% will be reading on grade level during MOY BRR

HB3 Early Literacy Action Plan			
Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	Administer and analyze BOY data from CIRCLE and Renaissance. Form small groups and intervention groups based upon BOY data. Progress monitor and adjust effectiveness of small group instruction.	Frog Street, HISD UPGs, HMH Resources	Mar-21
Strategy 2-Action Plan	Use data from previous year, as well as current year's BOY assessments to determine which words should be taught to the entire class and which should be taught in small groups. Devise a plan for small group instruction to incorporate high-frequency words utilizing technology and kinesthetic strategies.	HFWE flashcards/PowerPoint, HMH Resources	Feb-21
Strategy 3-Action Plan	Administer and analyze BOY data from Renaissance and BRR to group students for flexible grouping. Strategically plan instruction based upon data and student needs, including instructional reading levels. Progress monitor and adjust effectiveness of small group instruction.	HMH Resources, Guided Reading libraries, Reading A-Z Plus	Feb-21

HB3 Early Literacy Progress Monitoring Tool	
Fall	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

HB3 Early Math														
Yearly Target Goals														
2020		2021			2022			2023			2024			
XX%		XX%			XX%			XX%			XX%			
Closing the Gaps Student Groups Yearly Targets														
Grade Level	Assessment	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
		XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
		XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
		XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
		XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%

HB3 Early Math					
SMART Goal: In K-3rd grades, 90% of all students will be scoring at the 80%ile and above on all EOY math assessments.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
80% of all PK and K students will receive a level 3 rating on their report cards in math components	Small group instruction, interventions of targeted daily and weekly skills	All PK and K teachers, leadership team members	Frog Street, HISD UPGs, Go Math Resources	Mar-21	80% of all PK students will score a level 2 rating and above by 3rd 6 weeks / semester
95% of all 1st and 2nd grade students will experience positive tier movement in Renaissance Math from BOY to MOY to EOY	Use of instructional planning, report, small group instruction, interventions of targeted daily and weekly skills	All 1st and 2nd grade teachers, leadership team members, interventionist, TAs	HISD UPG, Formative Assessments, Go Math, Focused Intervention Kits	Feb-21	80% will experience positive tier movement in Renaissance Math from BOY to MOY
95% of all 3rd grade students will experience positive tier movement in Renaissance Math from BOY to MOY to EOY	Use of instructional planning, report, small group instruction, interventions of targeted daily and weekly skills	All 3rd grade teachers, leadership team members, interventionist, TAs	HISD UPG, Formative Assessments, Go Math, Focused Intervention Kits	Feb-21	80% will experience positive tier movement in Renaissance Math from BOY to MOY

HB3 Early Math Action Plan			
Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Administer and analyze BOY data from CIRCLE and Renaissance. Form small groups and intervention groups based upon BOY data. Progress monitor and adjust effectiveness of small group instruction.	Frog Street, HISD UPGs, Go Math Resources	Mar-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Use data from previous year, as well as current year's BOY assessments to determine which words should be taught to devise a plan for small group instruction to incorporate targeted skills and standardsutilizing technology and kinesthetic strategies.	HISD UPG, Formative Assessments, Go Math, Focused Intervention Kits	Feb-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Use data from previous year, as well as current year's BOY assessments to determine which words should be taught to devise a plan for small group instruction to incorporate targeted skills and standardsutilizing technology and kinesthetic strategies.	HISD UPG, Formative Assessments, Go Math, Focused Intervention Kits	Feb-21

HB3 Early Math Monitoring Tool	
Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

2020-2021

School Improvement Plan (SIP) - Schoolwide and Targeted Assistance

SPECIAL FUNDING GOALS

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

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

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

• Briefly summarize your campus' needs as identified in your CNA. Include a list of data sources used and a description of the CNA process the campus followed. Include a list of strengths, needs, and conclusions/priorities.

In 2019, the student achievement score for Rucker was a 56. The school progress score was 59. The closing the gaps score was 50. Based on these results, the overall campus is rated 56, which is an F (improvement required). Due to COVID-19, for the 2020-2021 school year, Rucker Elementary will maintain the previous year's accountability rating of 56 (F). Overall, students are not performing at an appropriate level of achievement on the Reading STAAR. In addition, there is currently an increased reliance on technology to support distance/virtual learning. Our Goal: The percentage of students scoring at the approaches level on STAAR reading will increase from 53% to 70%; meets 19% to 45%; masters 8% to 20%.

• Indicate the programs and resources that are being purchased out of Title I funds. Imagine Literacy/Learning
Extra Duty Pay for Tutorials (Weekly/Saturday)
General Supplies
Technology

2. Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised. 8/26/2020

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

• List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Guided Reading and Literacy by 3 implementation
2. Implementation and follow-through of RTI/IAT Best Practices
3. CHAMPS
4. Backward planning use data and effective DDI strategies

• Indicate the locations where the SIP is made available: (campus, student handbook, parent meetings, campus website, etc.)
Campus, faculty meetings, parent meetings and campus website

• Indicate how the SIP was made available to parents: (School Messenger, parent meetings, school newsletter, etc.)
Parent meetings, Call Outs, Front Office

• Indicate the languages in which the SIP was distributed: (All that are possible)
English and Spanish

4. 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. Hosting virtual monthly Parent Meetings (Title 1/Community Engagement)

- 2. Virtual Coffee with Principal Opportunities
- 3. Encouraging parents to attend virtual District Parent University Meetings
- 4. Virtual Literacy and Math Nights

- List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the Parent and Family Engagement Policy (PFE).
 - Maria Perez, Wraparound Specialist
 - Norma Martinez, Counselor

Leadership Team Members
- Indicate how the PFE was distributed: **Campus, Website, Parent Meetings**
- Indicate the languages in which the PFE was distributed: **English and Spanish**

Title I Parent Meetings

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

Meeting #1: __September 18, 2020_____ Alternate Meeting: __September 25, 2020_____

Meeting #2: __November 13, 2020_____ Alternate Meeting: __November 19, 2020_____

Meeting #3: __January 15, 2021_____ Alternate Meeting: __January 22, 2021_____

Meeting #4: __April 9, 2021_____ Alternate Meeting: __April 16, 2021_____

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.

-20 student laptops

Goal Area 1 Reading English Language Arts

Problem of Practice/Root Cause: Students do not have a strong early literacy foundation and are not meeting grade level expectations in decoding which impacts comprehension.

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

SMART Goal: The percentage of students scoring at the approaches level on STAAR Reading will increase from 53% to 70%; meets from 19% to 45%, and masters from 8% to 20%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Average exit ticket data will increase for each reading classroom to 80% of mastery by EOY	Utilize PLC and planning periods to analyze data routinely with training and guidance from Leadership team, TDS, DDIS	Reading Teachers, Leadership Team, TDS, DDIS	Electronic Data Trackers, Lead4Ward, OnTrack, Exit Tickets, Common Assessments, Snapshots	August 2020-June 2020	Data Tracking Resources(Electronic folders, spreadsheets, etc.)
100% of teacher scores on lesson planning rubric will increase from BOY to EOY	Train and coach teacher on planning best practices. Leadership team will review and utilize rubric feedback on a weekly basis.	Reading Teachers, Leadership Team, TDS, DDIS	Lesson Plan Template, Lesson Plan Rubric, District Planning Documents	August 2020-June 2020	Lesson Plans and Assessment Data
80% of first and second grade students will pass the HFWE on the first administration and 100% will pass the second administration	Students will be identified for intervention for HFW early and receive support regularly	Reading teachers, Leadership Team, Teaching Assistants	District HFW Resources, Benchmark Running Records	August 2020-June 2020	HFWE, Benchmark Running Records

Goal Area 1 Reading English Language Arts Action Plan

Strategy	Action Steps	Resources	Deadlines															
Strategy 1-Action Plan	Plan Data focused PLCs monthly to disaggregate data effectively and plan for future instruction, DDIS or Leadership Team provide professional development in utilizing OnTrack, Open Labs for developing assessments, analyzing data and planning for reteaching, a consistent monthly schedule developed through the fall semester	Data trackers, Lead4Ward resources,	8-Sep-20															
Strategy 2-Action Plan	Develop Lesson Plan Rubric based on TADS and best practices, Leadership team calibrate on lesson plan expectations and feedback, weekly feedback provided on submitted lesson plans, New to campus teachers receive guidance on Rucker suggested lesson plan template, professional development offered on district planning documents (backwards planning)	Lesson Plan Rubric, Lesson Plan Template, Video Exemplars, At-Bats	Weekly on Thursday/Friday															
Strategy 3-Action Plan	BOY assessment for HFWE for all 1st and 2nd grade students, Ensure parents have copies of HFW flashcards, offer professional development for creative ways to practice HFW with students, parent workshops for ways to help with HFW at home, internal HFW assessment once a month	HFW District Resources (Flashcards, Powerpoints) Utilizing HFW for transitions (transition baskets)	Oct-20															

Goal Area 1 Reading English Language Arts Progress Monitoring Tool

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

Goal Area 1 Math

Problem of Practice/Root Cause: Students lack a strong math foundation including mental fluency.

Board Goal Alignment: The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between subgroups.

SMART Goal: The percentage of students scoring at the approaches level on STAAR Math will increase from 61% to 70%; meets from 38% to 50%, and masters from 13% to 20%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of students in Tiers 2 and 3 will demonstrate positive Tier Movement on the Universal Screener - Math	Teachers and leadership team members will closely monitor assessment data of BOY, MOY, and EOY, as well as Progress Monitoring	Math Teachers, Leadership Team Members, Teaching Assistants, TDS	Biweekly checkpoints, Exit Tickets, Monthly Benchmarks, Live Student Tracker	August 2020-June 2021	Teacher and Student Data Tracking Resources(Electronic folders, spreadsheets, etc.)
100% students will improve in Math Fact Fluency from BOY to EOY	Teachers and leadership team members will closely monitor assessment data of BOY, MOY, and EOY, as well as Progress Monitoring	Math Teachers, Leadership Team Members, Teaching Assistants, TDS	One Minute Math Drills, Do Now (Question/ Number of the Day), Math Mats, Manipulatives	August 2020-June 2021	Assessment Data, Electronic Data Trackers
Average exit ticket data will increase for each math classroom to 80% of mastery by EOY	Teachers will be trained to track and utilize data effectively in PLCs	Math Teachers, Leadership Team Members, DDIS, TDS	Data PLCs, Coaching (model how to use data to differentiate instruction)	August 2020-June 2021	PLC Minutes, Professional Development and implementation of new learning, Assessment Data

Goal Area 1 Math Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	Teachers will plan for and present differentiated instruction to address the needs of students in Tiers 2 and 3; administer Universal Screener	Lesson Plans, Lesson Plans template, Lead4Ward Resources, Universal Screener	August 2020-June 2021
Strategy 2-Action Plan	Administer One Minute Drills daily, facilitate parent workshops and provide resources to parents to help students grow in math fact fluency, provide professional development and real time coaching to teachers throughout the year, administer biweekly Math Fact Fluency assessments	One Minute Drills, Training Materials, Lead4Ward Resources	August 2020-June 2021
Strategy 3-Action Plan	Plan Data focused PLCs monthly to disaggregate data effectively and plan for future instruction, DDIS or Leadership Team provide professional development in utilizing OnTrack, Open Labs for developing assessments, analyzing data and planning for reteaching, a consistent monthly schedule developed through the fall and spring semesters	PLC Minutes, Teacher and Student Data Tracking Resources(Electronic folders, spreadsheets, etc.)	August 2020-June 2021

Goal Area 1 Math Progress Monitoring Tool

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

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

Problem of Practice/Root Cause: The lack of consistent Science and Social Studies instruction from PK- 3rd Grade.

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

SMART Goal: The percentage of students scoring at the approaches level on STAAR will increase on STAAR Science from 58% to 70%; meets from 31% to 45%, and masters from 7% to 20%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of teacher scores on lesson planning rubric will increase from BOY to EOY	Focused PLCs to model Sci/SS best practices, engage in backwards planning, admin team will check lesson plans to ensure effective	Teachers, Leadership Team, TDS, DDIS	Lesson Plan Template/Rubric, District Planning, Lead4Ward, Science Fusion, Discovery Education, Social Studies Weekly	August 2020- June 2021	Walkthroughs and classroom observations, lesson plans, daily programs/ schedules, Authentic Student Work Products
90% of students will meet individualized goals for benchmarks, showing upward movement	Teachers and leadership team work together to develop Science and Social Studies assessments via OnTrack.	Teachers, Leadership Team, TDS, DDIS	District Planning Resources, Lead4Ward, Science Fusion, Discovery Education, Social Studies Weekly	August 2020- June 2021	Data Trackers, OnTrack
Average exit ticket data will increase for each science classroom to 90% of mastery by EOY	BOY, EOY, and EOY assessment data, Exit Tickets and Biweekly Checkpoints data	Teachers, Leadership Team, TDS, DDIS	District Planning Resources, Lead4Ward, Science Fusion, Discovery Education, Social Studies Weekly, OnTrack	August 2020- June 2021	Data Trackers, OnTrack, Authentic Student Work samples

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

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Plan Data focused PLCs monthly to disaggregate data effectively and plan for future instruction, DDIS or Leadership Team provide professional development in utilizing OnTrack, Open Labs for developing assessments, analyzing data and planning for reteaching, a consistent monthly schedule developed through the fall and spring semesters	PLC Minutes, Teacher and Student Data Tracking Resources(Electronic folders, spreadsheets, etc.)	August 2020-June 2021 ☐ ☐
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Collaborate with teachers to develop comprehensive BOY, MOY and EOY assessments; Aid teachers in using these assessments to backwards plan; add the administration of these new campuswide assessments to the assessment calendar	Scope and sequence, planning guides, Lead4ward documents, OnTrack	August 2020-June 2021 ☐ ☐ ☐
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Strategically plan for vocabulary instruction and sensory experiences in addition to the use of daily exit ticket tracking	Science Fusion, Discovery Education, Science Lab Tools, Interactive Notebook, Lab Sheet, TPR/Seidnitz EL Strategies	August 2020-June 2021 ☐ ☐ ☐

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

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

Goal Area 2 *Attendance

Problem of Practice/Root Cause: Teachers are not equipped with quality, engaging instructional practices to captivate students' attention and desire to learn

Board Goal Alignment: The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between

SMART Goal: School-wide attendance will increase from 96% to 98%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Percentage of students with chronic absences will decrease by 10%	We will identify students with frequent absences, hold parent conferences, and place them on attendance contracts.	Registrar, Leadership Team, Teachers	PowerSchool Reports, Parent Contact Log	August 2020-June 2021	Decrease percentage of students with 10 or more absences
Percentage of students with perfect attendance will increase by 5% from month to month	We will identify students and families with additional needs and support them through wraparound services.	Wraparound Specialist, Counselor, Leadership Team, Teachers	Community Intervention, Counseling Services, PowerSchool Reports, Parent Contact Log	August 2020-June 2021	Increased number of students linked to wraparound supports in Purple
We will ensure that 98% of students are present every day to receive quality instruction	We will have weekly PLC discussions with teachers/support safe and highlight teachers with 98% class attendance and above.	Registrar, Leadership Team, Teachers, Support Staff	PowerSchool Reports, Parent Contact Log	August 2020-June 2021	Increase number of classes with 98% daily attendance and higher, leading to increased participation and engagement

Goal Area 2 Attendance Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	We will identify students with frequent absences, hold parent conferences, and place them on attendance contracts.	PowerSchool Reports, Parent Contact Log	Feb-21
Strategy 2-Action Plan	We will identify students and families with additional needs (Internet connection, devices), connect them to wraparound specialist, and provide services as appropriate	Community Intervention, Counseling Services, PowerSchool Reports, Parent Contact Log	Feb-21
Strategy 3-Action Plan	We will have weekly PLC discussions with teachers/support safe and highlight teachers with 98% class attendance and above. Monitor teacher corrections for attendance of previous day if students were active by 11:59 p.m. and contact logs (teachers/support staff).	PowerSchool Reports, Parent Contact Log	Feb-21

Goal Area 2 Attendance Progress Monitoring Tool

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

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

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

Problem of Practice/Root Cause: We are challenged with building positive teacher-student and student-student relationships during virtual instruction, as well as classroom management and appropriate usage of electronic devices.

Board Goal Alignment: The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between subgroups.

SMART Goal: We will increase fidelity of CHAMPS implementation to 100% of classroom teachers to maximize instructional time and build positive teacher-student relationships.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Teacher survey ratings of feeling safe on campus will improve by at least 5% from BOY to EOY	We will provide ongoing professional development to teachers on utilizing CHAMPS virtually.	Teachers, Counselor, Leadership Team, Support Staff	Safe & Civil Schools CHAMPS Professional Development, CHAMPS PowerPoint slides	August 2020-June 2021	Teachers will develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task/s at hand. Evidence will be
During face-to-face and virtual lessons, 95% of teachers will utilize CHAMPS strategies	We will provide professional development to parents on supporting CHAMPS expectations virtually and during home routines.	Teachers, Counselor, Leadership Team, Support Staff, Wraparound Specialist	Safe & Civil Schools CHAMPS Professional Development, CHAMPS PowerPoint presentation, Parent conferences	August 2020-June 2021	Students will demonstrate a clear understanding and a sense of ownership of behavioral expectations and rules through their actions. This will result in high student engagement and effective use of time spent
During virtual lessons, 95% of teachers will express virtual expectations at the start of each lesson	We will provide and implement virtual expectations for students and parents, as well as support students' SEL needs through daily Morning Meeting sessions.	Teachers, Counselor, Leadership Team, Support Staff, Wraparound Specialist	Morning Meeting Activities Bank, Virtual Expectations, Roadrunner Ready Checklist, Dos & Donts	August 2020-June 2021	Students will execute virtual expectations in an orderly and efficient manner and engage in productive learning activities from the start of class until the end of class. Early finishers will engage in meaningful

Goal Area 2 Student Discipline Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	We will provide ongoing professional development to teachers on utilizing CHAMPS virtually.	Safe & Civil Schools CHAMPS Professional Development, CHAMPS PowerPoint slides	
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	We will provide professional development to parents on supporting CHAMPS expectations virtually and during home routines.	Safe & Civil Schools CHAMPS Professional Development, CHAMPS PowerPoint presentation, Parent conferences	
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	We will provide and implement virtual expectations for students and parents, as well as support students' SEL needs through daily Morning Meeting sessions.	Morning Meeting Activities Bank, Virtual Expectations, Roadrunner Ready Checklist, Dos & Donts	

Goal Area 2 Student Discipline Progress Monitoring Tool

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

Goal Area 2 *Violence Prevention and Safety ☑

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

Problem of Practice/Root Cause: Often, students are not able to vocalize bullying or other social emotional issues and it is hard to address issues that teachers and staff are not aware of. We have to teach students how to vocalize these issues and equip teachers and students with strategies for addressing these issues when they arise.

Board Goal Alignment: While academics are at the heart and soul of our district, the importance of student's health and 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 in our district.

SMART Goal: We will increase our counselor & wraparound specialist referrals and services by 10% to ensure we are meeting the needs of all students on our campus.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of staff is knowledgeable of Campus EOP	Safety Captain attends all trainings and meets regularly with committee. Committee communicates regularly with staff	Safety Captain, Leadership Team, Campus Safety & Security Committee, All Staff	HISD Risk Management Resources	August 2020-June 2021	Committee Meetings; Faculty Meeting/PD for review with staff
100% of teachers and teaching assistants will model and utilize CHAMPS strategies	Effective PD for staff throughout the year; develop common campus language and expectations	Teachers, Teaching Assistants, Leadership Team	Safe & Civil Schools	August 2020-June 2021	Walkthroughs and Observations
Percentage of disciplinary infractions will decrease by 5% throughout the year	Integration of A+ SEL; Character education, Bullying and cyberbullying training	Counselor, Wraparound Specialists, Leadership Team, Teachers	A+ SEL, Character Education resources & HISD Wraparound Services	August 2020-June 2021	Behavior plans, student referrals, discipline reports

Goal Area 2 Violence Prevention and Safety Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	Safety Captain attends all trainings and meets regularly with committee (set committee calendar) Committee communicates regularly with staff (Safety Tip/Update included in faculty meeting agendas)	OneSource Risk Management Trainings, Safety & Security Committee meeting calendar	August 2020-June 2021
Strategy 2-Action Plan	Effective PD for staff throughout the year; develop common campus language and expectations; provide teachers opportunities to practice and talk through CHAMPS strategies before implementing in classroom	Safe & Civil Schools, PLC	August 2020-June 2021
Strategy 3-Action Plan	Integration of A+ SEL; Character education, Bullying and cyberbullying training; Roadrunner Ready Checklist is utilized campus wide and communicated effectively to students and parents; Morning meetings with SEL focus (restorative justice practices, etc to address classroom issues)	A+ SEL, Character Education resources & HISD Wraparound Services, Roadrunner Ready & Virtual Etiquette Guide	August 2020-June 2021

Goal Area 2 Violence Prevention Progress Monitoring Tool

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

Goal Area 2 *Parent and Community Involvement

Problem of Practice/Root Cause: Coordinating parental involvement is challenging in a virtual learning environment

District Strategic Goal Alignment: The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between

SMART Goal: We will achieve the FACE Platinum level distinction in 2020-2021.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
We will achieve the FACE Platinum level distinction for parent workshops	We will over at least 4 parent workshops throughout the school year in English and Spanish	Leadership Team, Counselor, Wraparound Specialist	FACE Certification Overview, Workshops	August 2020-June 2021	Effective implementation of 4 parent workshops
We will achieve the FACE Platinum level distinction for PTO	Leadership Team will support the PTO in planning and execution of meetings and events	Leadership Team, Counselor, Wraparound Specialist	FACE Certification Overview	August 2020-June 2021	PTO membership and parent participation will increase and include additional partners
We will receive improved ratings on Campus Climate Survey (FACE) by at least 10% from the previous year	Leadership Team will be regularly available for parents and effectively communicate school events and policies through call-outs, social media, Class Dojo, etc.	Leadership Team, Counselor, Wraparound Specialist	FACE Certification Overview, Campus Climate Survey	August 2020-June 2021	Campus Climate Survey ratings will improve from beginning of the year to end of the year

Goal Area 2 Parent and Community Involvement Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	We will over at least 4 parent workshops throughout the school year in English and Spanish	FACE Certification Overview, Workshops	Mar-21
Strategy 2-Action Plan	Leadership Team will support the PTO in planning and execution of meetings and events	FACE Certification Overview	Mar-21
Strategy 3-Action Plan	Leadership Team will be regularly available for parents and effectively communicate school events and policies through call-outs, social media, Class Dojo, etc.	FACE Certification Overview, Campus Climate Survey	Jun-21

Goal Area 2 Parent and Community Involvement Progress Monitoring Tool

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

Goal Area 2 Coordinated Health Program (ES, MS AND K-8 Campuses)

Problem of Practice/Root Cause:

District Strategic Goal Alignment:

SMART Goal:

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool

Goal Area 2 Coordinated Health Program **Action Plan**

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

Goal Area 2 Coordinated Health Program **Progress Monitoring Tool**

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

Goal Area 3 Special Populations: Special Education

Problem of Practice/Root Cause: Our special education students are not receiving high quality small group and 1-on-1 support to achieve grade level achievement and growth goals

District Strategic Goal Alignment: The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between subgroups.

SMART Goal: Our Special Education students will meet their targets according to Domain III Closing the Gaps.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
20% of our special education students will score at the meets level and above on reading STAAR.	Provide targeted Reading PD for special education and inclusion teachers, plus close monitoring of milestones and goals	Classroom Teachers, Interventionist, TA, Hourly, Leadership Team, Special Education Teachers and Chairperson, Inclusion Teachers	IEPs, Snapshot Outlines, DLAs, DPAs, District Planning Guides, Lead4ward	August 2020-June 2021	Progress on Common Assessments and Snapshots
25% percent of our special education students will score at the meets level and above on math STAAR.	Provide targeted Math PD for special education and inclusion teachers, plus close monitoring of milestones and goals	Classroom Teachers, Interventionist, TA, Hourly, Leadership Team, Special Education Teachers and Chairperson, Inclusion Teachers	IEPs, Snapshot Outlines, DLAs, DPAs, District Planning Guides, Lead4ward	August 2020-June 2021	Progress on Common Assessments and Snapshots
Our special education students will achieve a reading growth score of 60 on STAAR.	Set and track progress along individualized goals in reading for special education students	Classroom Teachers, Interventionist, TA, Hourly, Leadership Team, Special Education Teachers and Chairperson, Inclusion Teachers	IEPs, Snapshot Outlines, DLAs, DPAs, District Planning Guides, Lead4ward, Goal Setting and Tracking Templates	August 2020-June 2021	Individualized Student Progress on Common Assessments and Snapshots

Goal Area 3 Special Populations: Special Education Action Plan

Strategy	Action Steps	Resources	Deadlines
Strategy 1-Action Plan	Provide targeted Reading PD for special education and inclusion teachers, plus close monitoring of milestones and goals	IEPs, Snapshot Outlines, DLAs, DPAs, District Planning Guides, Lead4ward	Jun-21
Strategy 2-Action Plan	Provide targeted Math PD for special education and inclusion teachers, plus close monitoring of milestones and goals	IEPs, Snapshot Outlines, DLAs, DPAs, District Planning Guides, Lead4ward	Jun-21
Strategy 3-Action Plan	Set and track progress along individualized goals in reading for special education students	IEPs, Snapshot Outlines, DLAs, DPAs, District Planning Guides, Lead4ward	Jun-21

Goal Area 3 Monitoring Tool

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

CCMR Campus Goal Plan

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

CCMR Progress Measure 1

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

CCMR Progress Measure 2

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

CCMR Progress Measure 3

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

Yearly Target Goals				
2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

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

CCMR Targeted Professional Development Plan

SMART Goal:

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

CCMR Action Plan

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

CCMR Progress Monitoring Tool

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

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

Professional Development Template 1 - PD by Dates				
PD Dates	PD Format	PD Topic	Resources	SIP Goal Alignment
8/24/2020	Virtual/Interactive	Mission, Vision, Culture/Climate, Campus Goals/Data	Previous Year's Data, DDI	All Goal Areas
8/25/2020	Virtual/Interactive	Campus Expectations, Special Populations/Multilingual/RTI/IAT (ELs, Tier II, III), Career Pathways, Parent Engagement/Communication	Previous Year's Data, CHAMPS	Goal 2 Violence Prevention, Goal 3 Special Pops
8/28/2020	Virtual/Interactive	Academic Professional Development - Grade Level/Content Areas, Wraparound Services, Safety	HISD PD, Wraparound Services	Goal 1 All Content Areas, Goal 2 Parent - Health
8/31/2020	Virtual/Interactive	Reading Academy / Job Alike	HB3 Reading Academy Resources	HB3 Early Literacy & Math, Goal 1 ELAR and Math, Goal 3 Special Pops
9/2/2020	Virtual/Interactive	Virtual Instruction Boot Camp	PearDeck, HISD HUB, Google Slides	Goal 1 All Content Areas, Goal 2 Discipline, Goal 2 Parent - Health
9/3/2020	Virtual/Interactive	Abydos Writing	Abydos/Spilman Writing Group	Goal 1 ELAR
9/4/2020	Virtual/Interactive	Special Education, Health, Social-Emotional Learning, CHAMPS, Data Analysis & Action-Planning	CHAMPS (Safe & Civil Schools)	Goal 2 Violence Prevention, Goal 2 Discipline, Goal 3 SpEd
9/16/2020	Virtual/Interactive	Virtual Instruction (HUB), Racial Equity	HUB, TDS	Goal 1 All Content Areas, Goal 2 Violence Prevention, Goal 2 Discipline
9/23/2020	Virtual/Interactive	Introduction to English Learners & Supports	EL Rosters, Seidlitz Best Practices for ELs	Goal 1 All Content Areas, Goal 3 Special Pops

9/30/2020	Virtual/Interactive	CHAMPS & English Learner Supports Continued	CHAMPS (Safe & Civil Schools), Seidlitz Best Practices for Els	Goal 1 All Content Areas, Goal 3 Special Pops, Goal 2 Violence Prevention,
10/14/2020	Virtual/Interactive	SEL	SEL Resources, Counselor	Goal 2 Violence Prevention, Goal 2 Discipline
10/28/2020	Virtual/Interactive	Planning Instruction with Mastery in Mind	HISD UPG, HMH, Go Math, Focused Intervention Kits	Goal 1 All Content Areas

Professional Development Plan Template 2 - PD by Month

PD Monthly Focus	PD Format	PD Topic	Resources	SIP Goal Alignment
August – Pre-Service	See Above	See Above	See Above	See Above
September	See Above	See Above	See Above	See Above
October	See Above	See Above	See Above	See Above
November	Virtual/Interactive	Planning Instruction with Mastery in Mind	HISD UPG, HMH, Go Math, Focused Intervention Kits	Goal 1 All Content Areas
December	Virtual/Interactive	Lead4ward Strategies for Engagement	Lead4ward Instructional Strategies Playlist	Goal 2 Violence Prevention, Goal 2 Discipline, Goal 3 SpEd
January	Virtual/Interactive	Data-Driven Instruction	Lead4ward Resources	Goal 1 All Content Areas, Goal 3 Special Pops
February	Virtual/Interactive	Effective Planning for Mastery	HISD UPG, HMH, Go Math, Focused Intervention Kits	Goal 1 All Content Areas
March	Virtual/Interactive	Small Group Instruction	HISD UPG, HMH, Go Math, Focused Intervention Kits	Goal 1 All Content Areas, Goal 3 Special Pops
April	Virtual/Interactive	SEL	SEL Resources, Counselor	Goal 2 Violence Prevention, Goal 2 Discipline
May	Virtual/Interactive	Planning Instruction with Mastery in Mind	HISD UPG, HMH, Go Math, Focused Intervention Kits	Goal 1 All Content Areas

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

- Total amount of State Compensatory Education funds:

\$9,337

- Personnel funded with State Compensatory Education funds:

\$

- List names here: Vanessa Trejo Norma Martinez Dianne Quinones Celia Ariza

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

4

• Brief description of how these funds are utilized on your campus: The above employees help to support of SIP goals by providing effective instruction and intervention to our students at highest risk. Aside from the salaries of these employees, our State Compensatory Education funds are utilized for general education supplies.

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

--

Goal Area: Mandated Health Services

1. Immunization Monitoring

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

Terry Fiddler, School Nurse

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

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

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

Terry Fiddler, School Nurse

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

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

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

Terry Fiddler, School Nurse

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

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

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

Terry Fiddler, School Nurse

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

5. Spinal Screening at Grades: 6, 9

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

Terry Fiddler, School Nurse

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

6. Medication Administration

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

Terry Fiddler, School Nurse

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2020-2021:

7. AED (Automated External Defibrillators) Monthly Maintenance Check

Person Certified in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually.

Terry Fiddler, School Nurse

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2020-2021 school year (Include the number of AEDs on campus):