

## SIP Part 3: Special Funding Goals

### ***Goal Area: Title I, Part A – 10 Required Components of Schoolwide Planning***

1. **Comprehensive Needs Assessment** All data were 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.

- Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment.
- Indicate the programs and resources that are being purchased out of Title I funds.

All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.

2. **Schoolwide Reform Strategies** 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) Literacy Lab using Imagine Learning Software Program
- 2) Vertical PLC's
- 3) Hourly Tutors for small group intervention
- 4) Adjusting the Master Schedule for Intervention Blocks

The continued use of the student information system to identify and monitor student growth; the continued use of district Unit Planning Guides and the staff development which accompanies it; the use of Exemplar Lessons and the meeting by content and grade level to monitor; and develop instructional plans are part of our school-wide reform strategies.

3. **Instruction by Effective Teachers:** State the campus' strategies to ensure that 100 percent of your teachers and paraprofessionals are effective teachers.

**Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered by the District. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.**

4. **High-Quality and Ongoing Professional Development** Explain the process to provide high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development must include the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them.

- **Process of high-quality professional development: Monthly Staff Meetings, 3 Book Studies this year, Vertical PLC's from 2:30-3:30 by specific subjects, Collaborative Planning including teacher input, and Horizontal Planning twice a month.**
- **Process of ongoing professional development:**

**Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered by the District. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.**

5. **Strategies to Attract and Retain Effective Teachers to High-Need Schools** Describe strategies used to retain and attract effective teachers.
  - **Strategies to retain Effective teachers: Provide Teacher Voice and Input, Collaborative Planning, Teacher Incentives, Community Circles and Coke Awards to recognize teachers.**
  - **Strategies to attract Effective teachers: Extensive interview process and model lesson during at the campus.**
6. **Strategies to Increase Parental Involvement** Identify at least four (4) strategies specific to your campus to increase parental involvement activities.
  - 1) **Family Math, Science and Literacy Nights are held to increase parents in the school's programs.**
  - 2) **Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners.**
  - 3) **Offer parent classes to meet their needs, for example ESL classes or STAAR information programs.**
  - 4) **College Tours for students and parents.**
  - 5) **Coffee with the Principal once a month**
7. **Ensure Smooth Transition for Students (PRIMARY/ES)** Explain plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. **(SECONDARY)** Identify transition activities for students as they enter each level (intermediate, middle, high school) and as students exit special programs (e.g. Bilingual, ESL & Special Education).
  - **(PRIMARY/ES) Preschool transition:**  
**Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.**
8. **Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments** In addition to state performance data, describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - **Describe measures:**  
**Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.**
9. **Effective, Timely Additional Assistance** Address activities to identify and ensure effective, timely assistance for all students not meeting state standards.
  - **Process to identify students:**
  - **Activities to ensure effective and timely assistance:**

**The use of formative and summative assessments allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.**

**10. Coordination and Integration of Federal, State and Local Services Programs** State the strategies to coordinate programs/services/funds under ESSA to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met.

- **Strategies to increase program effectiveness:**

**At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.**

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

<b>Capital Outlay Requested (Y/N)? Yes</b>
<p>If yes, please list the items below. <b>Please note, all capital outlay requests must receive approval from TEA prior to purchase.</b></p> <p><b>Technology- 6649010000-\$4,180.00</b></p> <p><b>Hourly Lectures- Literacy Lab \$17,762.02 and Science Lab Teacher \$21,365.26</b></p>

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

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

## **Goal Area: Mandated Health Services**

### **1. Immunization Monitoring**

**Person Responsible** for monitoring immunization requirements, data entry, and state reporting requirements: JoAnn Akins RN and Geraldine Gonzalez

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2017 (include an estimate of number of students that must be screened): 450.

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

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: JoAnn Akins RN

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): 325

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

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: JoAnn Akins RN

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): 325

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

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: JoAnn Akins RN

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): 200

### **5. Spinal Screening at Grades: 6, 9**

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: N/A

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2018 (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: JoAnn Akins RN, Geraldine Gonzalez, Diana Mata, and Irma Torres

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 2017-2018: [Click here to enter text.](#)

### **7. AED (Automated External Defibrillators) Monthly Maintenance Check**

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

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 2017 – 2018 school year. (Include the number of AEDs on campus): 2

## ***School Improvement Plan SharePoint Site Uploads***

The following documents are uploaded to the School Improvement Plan SharePoint Site separately:

1. **The School Improvement Plan**— only upload one time, after your SSO has approved it

Please use the following naming convention:

**School name, SIP 2017-2018**

2. **The Executive Summary** - This summary is submitted to the HISD Board of Education as part of the public hearing, at which time the Board votes on approval of the SIP.

Please use the following naming convention:

**School name, Executive Summary 2017-2018**

The Executive Summary gives a brief description of the school's culture and ongoing developments by condensing the more detailed reports in the SIP. The following information must also be included:

- The title, school name, principal's name, and administrative District;
- A brief description of the school, students, and community;
- A description of the areas in need of improvement (based on analysis of data in the needs assessment) that will be addressed in the SIP;
- A list of all measurable objectives, which should match those presented in Part 2 of the SIP; and
- A brief description of the major initiatives or strategies that will be implemented.

3. **The completed Signature Page – including SSO and Chief's signatures**

Please use the following naming convention:

**School name, Signature Page 2017-2018**