

# Houston Independent School District

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## School Improvement Plan

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2020-2021



<b>Campus Name:</b>	Isaacs ES
<b>Campus Number:</b>	180
<b>Principal Name:</b>	LaJuana Armstrong
<b>School Support Officer Name:</b>	Julia Elizondo
<b>Area Superintendent Name:</b>	Staci Taylor
<b>Area School Office:</b>	North

### Mission Statement

Our mission at R.L. Isaacs Elementary School of Careers & Services is to equip students with the essential tools to be academically and socially successful through rigorous instruction and character development.

### School Profile

Rollin Lee Isaacs Elementary School is in the historical 5th Ward Kashmere Gardens area of Northeast Houston. At the end of the 2019-2020 school year, Isaacs had a total of 307 students. Isaacs presently provides instruction for students in grades Pre-kindergarten to fifth grade. The mission of R. L. Isaacs Elementary School of Career and Service is to equip students with the essential tools to be academically and socially successful through rigorous instruction and character development. The vision of R.L. Isaacs Elementary is to cultivate life-long global learners with an emphasis on becoming a distinguished and a National Blue-Ribbon school. The school motto for Rollin Isaacs Elementary is, "Promoting a Culture of Excellence!" Rollin Lee Isaacs's school ethnic demographic is currently 58% Hispanic, 41% African America and 1% White. The breakdown per program is 96% Economically Disadvantage, 38% English Language Learners, 10% Special Education, 1% Gifted and Talented.

### Shared Decision Making

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

### Membership Composition of the SDMC

Number of Classroom Teachers	3	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)	
Isaacs Scott		Classroom Teacher, June 2022	
Antreta DurioPrice		Classroom Teacher, June 2022	
Trena Sweet		School-Based Staff Member, June 2022	
Christine Cockrell		Business Partner, June 2022	
Damon Sorrell		Community Member, June 2022	
Andrea Thibodoux		Parent, June 2022	
LaJuana Armstrong		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:

## Student Outcome Data Trends

This section gives a high level overview of campus performance by grade level/subject area. Use STAAR performance data (TAPR or accountability tables) from the last three years to complete this section.

[illegible]

## 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		53
Distance from 70		-17
Domain 1 Goal Scale Score		65

*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	47	70
Meets	24	30
Masters	9	14

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

Component	2019 Values	New Value
CCMR Raw Score	n/a	n/a
Graduation Rate Raw Score	n/a	n/a

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

Meeting our goals in domain 1 will increase our score in domain 2 part B and increase the percentage of students that met the target for domain 3. Which will earn the campus more points in domain 3.

Domain 2 Reflection		
Domain 2a Scale Score		58
Distance from 70		-12
Domain 2a Goal Scale Score		75
Domain 2b Scale Score		55
Distance from 70		-15
Domain 2b Goal Scale Score		73
Consider the following questions to determine the goal for this Domain:		
What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal?		
2019 Value	New Value	
61	72	
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	growth points
72	219	157.68
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	72	11
CCMR	n/a	n/a
If you achieve your goal in Domain 1, will you meet your goal in Domain 2b?		
Theoretically, achieving our goals in Domain 1 will help us meet our goals in Domain 2b since 96% of our population is economically disadvantaged. Increasing overall student performance will help us meet our goals in Domains 1, 2b and 3.		
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?		
Meeting the goals in Domain 2a or 2b will help us meet accountability criteria in Domain 3.		

Domain 3 Reflection		
Domain 3 Scale Score		62
Distance from 70		-8
Domain 3 Goal Scale Score		65
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)	Sped, African American	0
Academic Achievement Status (Math)	Sped, African American	0
Growth Status (ELA/Reading)	Sped, African American	6
Growth Status (Math)	Sped, African American	6
Graduation Rate Status		n/a
English Language Proficiency Status	ELs, SPED	1
Student Success Status		0
School Quality Status		n/a
In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?		
In the Academic Achievement, none out of 16 indicators were met. For growth status section, we met four out of 12 eligible indicators. We met the only target indicator for English Language Proficiency indicator by meeting TELPAS targets.		
How will meeting your Domain 1 or 2 goals impact the All Students column?		
Increasing the number of students that perform at the approaches, meets and masters level will increase the number of students meeting their growth measure in Domain 2a and in Domain 3.		
Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?		
If 100% of our ELs continue to meet target in domain 3, we continue to have more students score at the meets level in domain 1 and show growth in domain 2.		



ATTENDANCE - Closing The Student Gaps					DISCIPLINE - Closing The Student Gaps							
Student Groups	2018	2019	2020	Trends	Student Groups	2018 OSS	2019 OSS	2020 OSS	2018 ISS	2019 ISS	2020 ISS	Trends
African American	96%	94%	96%	Improvement	African American	35	33	19	0	4	2	Decrease in numbers
Hispanic	97%	96%	97%	Improvement	Hispanic	7	17	1	1	3	0	Decrease in numbers
White	97%	94%	97%	Improvement	White							
American Indian					American Indian							
Asian					Asian							
Pacific Islander					Pacific Islander							
Two or More Races	88%				Two or More Races							
Special Ed	93%	96%	97%	Improvement	Special Ed							
Eco. Disadv.	93%	94%	97%	Improvement	Eco. Disadv.							
Special Ed (Former)					Special Ed (Former)							
EL	97%	97%	97%	No Change	EL							
Cont. Enrolled					Cont. Enrolled							
Non-Cont. Enrolled					Non-Cont. Enrolled							

## Needs Assessment - Narrative of Data Analysis

The data used for our needs assessment is derived directly from the results of our STAAR and TELPAS assessments as well as the TEA accountability tables, Texas Academic Performance Reports (TAPS), data from PEIMS, and HISD Chancery.

OVERALL Data Analysis: STAAR Data analysis reveals that Isaacs did not meet standards during the 2018-19 school year according to Texas Education Standards.

READING: Reading showed a decrease in all accountability levels. Approaches 50% (-5 point), meets 33% (+1 points) and masters 13% (-2 points). Reports indicate that understanding analysis of literary and informational text was the lowest performing categories, although gains have been made in 5th grade, 3rd and 4th have experienced a decrease in scores within this category.

WRITING: STAAR 4th grade Writing results indicate a decrease in scores, with 28% (- 16 points) of the students meeting standard compared to 44% in 2019. 17% (-10 points) of the students performed at the meets level and 2% (-2) at the masters level. There is an apparent need to improve students' skills in all reporting categories so more students reach the meets level.

MATH: 53% of 3rd, 4th, and 5th grade students met standards on the 2018 - 2019 STAAR math assessments, a decrease of 21% compared to the previous school year (74% met standard overall). The percentage of students performing at the meets levels also decreased 13% from 47% to 34% and 18% reaching the masters level. When comparing horizontally, 3rd grade scores also decreased significantly from 81% in the previous school year to 68% in 2018 -2019. As a result, there is a need to continue to increase the number of students meeting and exceeding grade level expectations on all math tests with a focus on increasing the number of students performing at the meets and masters level on STAAR.

SCIENCE: STAAR 5th grade Science results indicates a decrease of 17% points in scores, with 42% of the students meeting standards, compared to 59% on the previous school year. The number of students performing at the meets levels also decreased from 20% to 12% and only 2% reached masters. As a result, there is a need for more hands-on experiments and labs done by classroom teachers. Key factors resulting in a decrease in scores are attributed to less rigorous instruction attainment needed by both our Special Education group of 19 students in the 5th grade cohort along with a need to improve teaching for our ELL students in 5th grade, a large body of 42 EL students. The Special Education subgroups' scores were a by-product of having one (1) Resource teacher on campus with a caseload of 19 students in 5th grade.

TELPAS: 100% of ELs in grades 1-5 will increase their level of English proficiency on their TELPAS composite score. 47% ELs in transitional (grades 4-5) will successfully meet requirements to exit the bilingual program.

### **Narrative of Priority Needs and Root Causes - Including Special Ed**

The 2019 STAAR, TELPAS and TEA accountability tables were used to determine our campus needs and root causes. Based on our data, we need to focus on building teacher capacity in all content areas to increase the number of students performing on grade level. In addition, to increase the number of students performing at the Masters level, we need to create more opportunities for students to develop reading, writing, speaking, listening proficiency for TELPAS and increase the level of rigor provided in our daily instruction.

In order to improve our science results, we must increase the number of hands-on lab experiments and the use of academic vocabulary in all grade levels and make science a priority on campus.

The STAAR writing scores reflect a need to implement an aligned schoolwide writing plan and train all teachers to understand TEA's writing rubric. Additionally, checkpoints will be created to monitor student progress throughout the year.

## HB3 Early Literacy

SMART Goal: Increase Grade 3 Reading in the next three years at the approaches performance level from 48% to 70% and meets performance level by three percentages points over from 16% to 30% by ensuring urgent alignment in vertical planning and instructional execution.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
90% of teachers implement aligned literacy and language domain practices and techniques in grades PK-3 to improve higher order-thinking skills, word recognition and writing and thinking responses	Teacher leaders and instructional leaders will create or leverage research-based reading routines for PK to 5th grade that are accessible and applicable across all content, campuswide. Teachers will implement campus writing plan with fidelity to align literacy and language domains daily.	Principal, Assistant Principal, Teacher Leaders, PK-3rd Grade Teachers	District resources and curriculum; HMH resources; writing plan; multilingual training; district curriculum, TDS coaching and development and training during PLC	September - November	Implementation and embedding throughout lesson cycle and all genres/units, evidence of use with fidelity through observational rounds; writing plan assessments/samples
Use of scaffolded graphic organizers (i.e. Thinking Maps) will be evident in 90% of classroom to encourage higher-order thinking skills in PK through 3rd grade by May 2021	Leverage PLC and inservice/district professional development days to model and train graphic organizers and Thinking Maps; leverage graphic organizers to embed depth and complexity/higher order thinking practices in early grades to better prepare learners for rigor of intermediate grades and STAAR questioning/expectations.	Principal, Assistant Principal, PK-3rd Grade Teachers	Thinking Maps, graphic organizer seminars; district curriculum and resources; Teacher Development Specialists	September - May	Lesson plan vetting; classroom observations; implementation of Thinking Maps/graphic organizers/higher-order thinking practices
90% of PK through 3rd grade students will master high frequency word lists with 80% accuracy by March 2021	This goal will be met through intentional word study do nows during virtual learning; high frequency word small group practice and intense progress monitoring during both virtual and face-to-face instruction. Teachers will embed HFW in writing, quickwrites and exit tickets	Principal, Assistant Principal, PK-3rd Grade Teachers	Teacher Development Specialists; HISD curriculum/high frequency words lists/resources; HFW PowerPoint; writing prompts	September - March	monthly checkpoints and progress monitoring assessments; quarterly district benchmark assessment; writing plan assessments

### HB3 Early Literacy Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teacher leaders and instructional leaders will create or leverage research-based reading routines for PK to 5th grade that are accessible and applicable across all content, campuswide. Teachers will implement campus writing plan with fidelity to align literacy and language domains daily.	District resources and curriculum; HMH resources; authentic texts	September 30 to create or decide on one campuswide plan, monthly thereafter
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Leverage PLC and inservice/district professional development days to model and train graphic organizers and Thinking Maps; leverage graphic organizers to embed depth and complexity/higher order thinking practices in early grades to better prepare learners for rigor of intermediate grades and STAAR questioning/expectations.	Thinking Maps, graphic organizer seminars, district curriculum/resources; teacher development specialists	September 1 (preservice), September 28, October 21, February 24, May 31
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	This goal will be met through intentional word study do nows during virtual learning; high frequency word small group practice and intense progress monitoring during both virtual and face-to-face instruction. (During virtual learning, all do nows will be HFW and vocabulary focused; during face-to-face instruction, students will have HFW trackers, notecards and other resources to embed intentional practice; students, teachers and parents will collaborate based on HFW formative assessment data each month.)	District curriculum/resources, district HFW lists, intervention resources/time allotment	October 16, December 21, monthly assessments throughout March

## HB3 Early Math

SMART Goal: All students will show at least one year's growth in math on REN360 by EOY.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
75 % of students will meet the 60 min./week Imagine Math goals.	Teachers will embed a 35-44-minute time block into their daily schedule for students to participate in online Imagine Math interventions.	Principal, Teacher Specialist, Teachers	Imagine Math Program	September - May	Imagine Math student reports, Snapshot assessments, benchmark assessments, authentic student products
100% of teacher will implement guided math practice during their math block.	Teachers will use small group instruction to provide students with tailored support.	Principal, Teacher Specialist, Teachers	Guided math workstations, district planning guide, lesson plans	September - May	Snapshot assessments, benchmark assessments, classwork, authentic student products, lesson plan vetting
100% of teacher will use designated support, IEP accommodations, and instructional aids during their instructional delivery with struggling students.	Teachers will identify, document in their lesson plans and implement the use of designated supports, accommodations, and instructional aids in their instructional delivery.	Principal, Teacher Specialist, Teachers	TEA-approved designated supports, accommodations and instructional aids	September - May	Snapshot assessments, benchmark assessments, authentic student products

## HB3 Early Math Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teachers will embed a 35-45 min time block into their daily schedule for students to participate in online Imagine Math interventions.	Imagine Math Program	8-Sep
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teachers will use small group instruction to provide students with tailored support.	Guided math workstations, District planning guide, Lesson Plans	ongoing monthly deadlines, September through May
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers will identify, document in their lesson plans and implement the use of designated supports, accommodations, and instructional aids in their instructional delivery.	TEA approved designated supports, accommodations and instructional aids	October 30, ongoing monthly checks September through May

## CCMR Targeted Professional Development Plan

SMART Goal: Increase the percentage of students performing at the Meets and Masters level by 10% in all tested content areas.

Progress Measure	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of teachers will receive at least six hours of Nature & Needs professional development and training to serve Gifted & Talented population and will implement strategies into daily instruction	Professional development training	GT Coordinator, Teachers, Administrators	Participant's handbook	August - September	Benchmark, Snapshot Assessments, Ren360, STAAR, instructional rounds/observations
100% of teachers will receive at least six hours of Identification and Assessment training to serve Tier I students will implement strategies into daily instruction.	Professional development training	GT Coordinator, Teachers, Administrators	Participant's handbook	August - September	Benchmark, Snapshot Assessments, Ren360, STAAR, instructional rounds/observations
100% of students in Grades 1 - 5 will use student data trackers to measure and track progress of assessments and daily work	Teachers will model tracking and provide opportunities and resources to track their progress	Teachers, Teacher Specialist, Assistant Principal, Counselor	Data-Driven Instruction Specialist, data trackers, district reports and online resources	August - May	Benchmark, Snapshot Assessments, Ren360, STAAR, individual student trackers

## CCMR Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teachers will participate in the Nature and Needs professional development training online.	Participant handbook	8-Sep
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teachers will participate in the Identification and Assessment professional development training online.	Participant handbook	8-Sep
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers will model and monitor data tracking in classrooms during online and face-to-face instruction; students will be required to track their performance on assessments.	Data Trackers, district assessment tools	1-Jun

## 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. Based on TELPAS, TEAM accountability table, benchmark tests from the 2019-2020 school year, campus core needs and root causes were determined to be teacher capacity, including hiring and retaining of high-quality teachers. Based on data and records, our leadership team must focus on building capacity in all content areas to increase the number of students performing on grade level and those progressing mastery levels on STAAR, TELPAS and benchmark testing (Renaissance, HFW, Imagine Literacy, TELPAS, etc.). In order to do this, the school must focus on providing and supporting the teachers in quality tier 1 instruction and being strategic and intentional with interventions in order to close gaps and address regressions, even those caused by the 2020 pandemic. This must also include obtaining resources for strategic, intentional embedding intervention and implementing consistent and purposeful progress monitoring systems to ensure teachers are growing in their instructional practice.

• Indicate the programs and resources that are being purchased out of Title I funds. Title I funds are used to pay for hourly tutors, after school and Saturday tutorials, supplemental reading, writing, math and science resources, including that used in new intervention and English Language Development blocks.

2. Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised. July 30, 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. Allotted ELD in bilingual and ESL classes; incorporate sheltered instruction campus-wide and ESL block. (Teachers will implement ELD interventions using K12 Summit to increase students' proficiency level to master ELPS; incorporate daily end-of-day, campus-wide writing reflection; Multilingual Department, leaders and teachers will work collaboratively to leverage K12 resource as well as additional strategies (e.g. Flipgrid for speaking, sentence stems for chat boxes, etc.) to incorporate all four domains (speaking, listening, writing and reading)

2. Secure and retain highly qualified teachers and provide them with quality PD for effective Tier 1 instruction and provide resources for quality intervention to close gaps and regressions. Ensure teachers have the virtual instruction resources and toolbox so they feel supported in providing Tier I instruction; ensure all intervention resources have online capability. Instructional leaders to incorporate virtual at-bats and planning during PLCs.

3. Project-based learning (PBL) at all grade levels (during virtual/online learning, teachers will provide choice boards and projects for strategic asynchronous learning and when transitioning to face-to-face instructions, thematic units and project-based learning will be embedded into daily instruction).

4. Instructional leaders will leverage campus-wide reading, math and house challenges and incentives (leverage resources to encourage healthy competition and empower students using a growth mindset and consistently monitoring progress)

• Indicate the locations where the SIP is made available: Parent and community meetings and campus front office

• Indicate how the SIP was made available to parents: School Messenger, parent meetings, school newsletter, SDMC, Coffee with the Principal

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

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. Coffee with the Principal
2. Science, Math and Literacy Nights and Family events
3. House System/Room Parents
4. Short-Term Goal Setting Parent Conferences

- List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the Parent and Family Engagement Policy (PFE). Ms. D. Sanchez (PTO president), PTO Members (Y. Morales, L. Gomez, T. Brena); Lajuana Armstrong-Jean, Principal; Assistant Principal, Title I Coordinator, Ms. Vargas, Family and Community Engagement
- Indicate how the PFE was distributed: It will be distributed at SDMC meetings, all parent meetings and sent home with all students; there will always be a copy in the front office, accessible to all parents and community members.
- 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: October 1, 2020; 4:30 - 5:30 p.m. Alternate Meeting: October 2, 2020; 8:30 - 9:30 a.m.

Meeting #2: December 3, 2020; 8:30 - 9:30 a.m. Alternate Meeting: December 3, 2020; 4:30 - 5:30 p.m.

Meeting #3: January 21, 2021; 4:30 - 5:30 p.m. Alternate Meeting: January 22, 2021; 8:30 - 9:30 a.m.

Meeting #4: March 11, 2021; 4:30 - 5:30 p.m. Alternate Meeting: March 12, 2021; 8:30 - 9:30 a.m.

#### 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.

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## Goal Area 1 Reading English Language Arts

Problem of Practice/Root Cause: Based on 2019-2020 TELPAS, benchmarks, the campus needs analysis and 2020 STAAR-like district level assessments data, the root cause of increasing the number of students performing on grade level was primarily teacher capacity.

Board Goal Alignment: Goal 1: The percentages of students reading and writing at or above grade level as measured by the percent of students at Meets Grade level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% - 46% between spring 2017 and spring 2020.

SMART Goal: 60% of the students in grades 3-5 will score at the approaches level on the May administration of STAAR and 70% of students in grades PreK-2nd grade will master reading TEKS at the end-of-the-year formative assessment

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
90% of K-3rd grade students will master high frequency word lists with 80% accuracy by March 2021.	This goal will be met through intentional word study do nows during virtual learning; explicit implementation of HFWs in daily writing, explicit vocabulary instruction; varied practice, threshold, morning messages, embedding them in read alouds and authentic text and drills.	Principal, Assistant Principal, Teachers	Teacher Development Specialists, HISD curriculum/ HFW lists/resources, HFW PowerPoint	September - March	Monthly checkpoints and progress monitoring assessments; quarterly district benchmark assessment
70% of K-5th grade students will read on grade level by January 2020 as measured by Ren360	Targeted, streamlined interventions and campus-wide, holistic adoption of Focused Intervention kits and Summit K-12 embedded in master schedule; while virtual, team will use Imagine Learning.	Principal, Assistant Principal, Teachers, Counselor	Focused Intervention Kits, Summit K12, Title I Funds, Renaissance, Imagine Literacy, Guided Reading	September - March	Ren 360; bi-weekly progress monitoring; quarterly running records; quarterly renaissance Imagine Literacy reports
60% of 3rd - 5th grade students will score at the approaches level on Mock STAAR assessments by April 2020.	Campus will implement bi-weekly check point assessments and monthly benchmark assessments aligned to STAAR standards; teachers will implement writing into daily lesson cycle to increase higher-order thinking skills to prepare for rigor of STAAR	Principal, Assistant Principal, Teachers, Teacher Specialist, Counselor	Focused Intervention kits (whole campus); HMH personalized libraries; Summit K12, intervention resources, district IAT support team	September - May	Training and campus-wide Sheltered Instruction commitments (August 25); weekly monitoring of adoption via lesson plan feedback and instructional rounds; quarterly supplemental professional development (September 28, October 21, February 24).

## Goal Area 1 Reading English Language Arts Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Intentional embedding of word study and HFW practice within all parts of daily instruction (i.e. word study do nows during virtual learning; explicit vocabulary instruction; varied practice, name tags, threshold, morning ppt, embedding them in read alouds and authentic text, drills, etc.) Teachers will incorporate high frequency words in quickwrites and writing plan benchmark samples.	Teacher Development Specialists, HISD curriculum/ HFW lists/resources, HFW PowerPoint	September 30, monthly thereafter on progress monitoring and formative assessment calendar
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Targeted, streamlined interventions and campus-wide, holistic adoption of Focused Intervention kits and Summit K-12 embedded in master schedule; while virtual, teachers will use Imagine Learning, Ren360 and Focus Intervention tool kits (pre- and post-tests) to track, progression points and leverage in-class/in-intervention support strategically.	Guided Reading, Focused Intervention Kits, Summit K12, Title I Funds, Ren360, Imagine Literacy	September 8, September 30, October 16, monthly thereafter on progress monitoring and formative assessment calendar
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Multilingual Department, leaders and teachers will work collaboratively to leverage K12 resource as well as additional strategies (e.g. Flipgrid for speaking, sentence stems for chat boxes, etc.) to incorporate all four domains (speaking, listening, writing and reading). Teachers will implement all four language domains in classrooms daily and implementation of the Isaacs Writing Plan will play an integral part in the intervention and sheltered instruction plans with regards to writing process, daily writing and strategic content area writing to close gaps.	training and campus-wide Sheltered Instruction commitments; weekly monitoring of adoption via lesson plan feedback and instructional rounds; quarterly supplemental professional development.	August 25, August 31, September 28, October 21, February 24

## Goal Area 1 Math

Problem of Practice/Root Cause: Based on 2019-2020 benchmark assessments, the campus needs analysis and 2020 STAAR-like district level assessments data, the root cause of increasing the number of students performing on Meets and Masters was primarily teacher capacity in delivering Tier 1 instruction.

Board Goal Alignment: 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 math for 57% percent to 67% percent in spring 2020.

SMART Goal: By the end of the 2020 - 2021 school year, 72% of 3rd - 5th grade students will score on the Approaches Level on 2021 STAAR math and 70% of Pre-K - 2nd grade students will master Math TEKS on District Assesments.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
70% of K-5th Grade students will master unit standards on HISD Snapshots 1-4	Increasing Numerical Fluency, Applying Algebraic Reasoning, Number Talks, Problem Solving Journals, Unpacking TEKS, Anchor Charts, Small Group Instruction/Interventions	Principal, Instructional Specialists, Teachers	Planning Binders organized by TEKS, Imagine Math, HISD Instructional Planning Guides, Lead4Ward Field Guides, Campus Math Improvement Plan	August - April	Bi-weekly checkpoint assessments , quarterly district benchmarks, quarterly Imagine Math Reports, quarterly Renaissance reports
60% of 3rd - 5th grade students will meet standards on MOCK/Release STAAR Assessments	Increasing Numerical Fluency, Applying Algebraic Reasoning, Number Talks, Problem Solving Journals, Unpacking TEKS, Anchor Charts, Small Group Instruction/Interventions	Principal, Instructional Specialists, Teachers	Planning Binders Organized by TEKS, Imagine Math, HISD Instructional Planning Guides, Lead4Ward Field Guides, Campus Math Improvement Plan, Kamico Development	August - April	Bi-weekly Checkpoint assessments and quarterly district benchmarks
100% of teachers will receive coaching and feedback via the teachers' appraisal and development tool	Ensure teachers are using effective practices that strategically aligns to increasing number fluency, applying algebraic reasoning and number talk applications in order to meet the needs of all students during tier 1 and small group instruction	Principal, Instructional Specialists, Teachers	TADS observation/walkthrough feedback	August - May	observations/walkthroughs, bi-weekly checkpoint assessments, quarterly district benchmarks, quarterly Imagine Math reports, quarterly Renaissance reports

## Goal Area 1 Math Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	All teachers will receive training from Teacher Specialists on how to implement effective Number Talks, proper use of Problem Solving Journals, and implementing small group instruction with fidelity.	HISD Resources and Planning Guides, Teacher Development Specialist	May-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Ensure teachers have the virtual instruction resources and toolbox so they feel supported in providing tier I instruction; ensure all intervention resources have online capability. Instructional leaders to incorporate virtual at-bats and planning during PLCs.	HISD Resources and Planning Guides, Teacher Development Specialist	May-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Provide teachers with informal feedback first two-weeks of school. Review and discuss math expectations during preservice PD. Provide teachers with formal (TADS) and informal feedback (PLCS and walkthroughs) weekly.	Instructional expectations (one-pager), TADS rubric	May-21

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

Problem of Practice/Root Cause: Students struggle with comprehending academic vocabulary embedded in the science curriculum.

Board Goal Alignment: Goal 4

SMART Goal: By May 2021, fifth grade students will at perform at 63% Approaches, 40% Meets, and 10% Masters on the Science STAAR.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of Science teachers will receive coaching through observation and feedback	Ensure high-yield strategies and incorporate best practices including project-based learning (science projects) that will be utilized to meet the needs of all students	Principal, teacher specialist, Teacher Development Specialist	HISD Planning Guides and Curriculum, TADS Appraisal System	September - May	Observations and Feedback through TADS Appraisal System
100% of science teachers will receive training on district curriculum for alignment and effective lesson planning	Incorporate best practices through hands-on science activities while embedding academic vocabulary by using Frayer Model, Thinking Maps and Interactive Journal/Word Wall	Principal, teacher specialist, Teacher Development Specialist	HISD Planning Guides and Curriculum; Word Walls, Thinking Maps, Frayer Model, PBL/Science Project resources	September - May	District Snapshots and Campus Formative Assessments

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

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teachers will receive coaching from Teacher Development Specialist, attend at-bats sessions, and participate in afterschool planning sessions with Science TDS and Instructional Specialist.	HISD Planning Guides and Curriculum, TADS Appraisal System	monthly through June
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Grades 3-5 Science teachers will receive support from Teacher Development Specialist and participate in weekly vertical planning sessions. Students will have the opportunity to participate in hands-on activities and labs that emphasize the use of project-based learning (science projects) and academic vocabulary that are aligned to curriculum and state assessment standards.	HISD Planning guides and curriculum	monthly through June

## Goal Area 2 \*Attendance

Problem of Practice/Root Cause: Campus attendance rate has decreased 1% from 96% to 95% in the 19-20 school year due to increased student mobility and a lack of incentive to attend daily.

Board Goal Alignment: Goal 4; Strategic Priority 2

SMART Goal: Students will obtain 97% attendance rate for the 2020-2021 school year.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Campus monthly attendance rate will stay at or above 97%	Attendance will be checked daily and classrooms with 100% will be recognized during morning announcements.	SIR Clerk, Counselor, Attendance Committee	Prizes, attendance reports and trackers, call logs	September - June	PEIMS attendance reports
100% of students will meet the campus attendance goal at the end of each 6-week period	Students with perfect attendance at the end of each 6-week period will be recognized and awarded.	SIR Clerk, Counselor, Attendance Committee	Prizes, attendance reports and trackers, call logs	September - June	PEIMS attendance reports

## 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: 16 out of 20 out-of-school suspensions were due to mutual combat between students or student on student assault.

Board Goal Alignment: Goal 4; Strategic Priority 1

SMART Goal: Isaacs ES will reduce the number of out-of-school suspensions from 20 to 15 in the 2020-2021 school year.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Reduce the number of mutual combat or assault incidents by 5%	Daily classroom SEL activities	Tiffany Haynes, Counselor	Sanford Harmony SEL kits	September 8 - June 14	Discipline reports and office referrals
100% of the staff will receive safety training	Teachers will receive composure breathing and anger management techniques through daily SEL lessons and PK curriculum and CPI de-escalation training from the SEL department.	Tiffany Haynes, Counselor	Training handouts	August 24 - September 4	Discipline reports and office referrals
100% of the students will participate in SEL activities during their ancillary classes focused on the campus core values.	SEL activities will be intergrated into ancillary classroom lessons for all students.	Kaci Timmons, Music Teacher; Isaac Scott, PE Teacher; Jeannette Pruneda, Librarian	SEL and PBIS activities	September 8 - June 14	Discipline reports and office referrals

### Goal Area 2 Student Discipline Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Students will participate in SEL restorative circles activities daily at the beginning of every day. Teachers will use the Sanford Harmony SEL program to conduct restorative circle in their classrooms.	Sanford Harmony Kits, SEL curriculum	Jun-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Students will participate in character education lessons that promote healthy behaviors.	Sanford Harmony Kits, SEL curriculum	Jun-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Ancillary teachers will intergrate SEL activities into their lessons.	Sanford Harmony Kits, SEL curriculum	Jun-21



## 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: 2020 ESF student survey reported 43% of students did not feel safe with peers.

Board Goal Alignment: Goal 4; Strategic Priority 1

SMART Goal: Reduce the percent of discipline referrals by 10% from 2019-2020.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of students will participate in activities focused on bullying prevention across all grade levels.	Host school wide activities during October, Bullying Prevention Month.	Counselor, Teachers, SEL Specialist	Character education lessons	September - June	Discipline referrals, attendance reports
100% of students will participate in character education lessons that promote healthy behaviors among students.	Counselor will share lessons on healthy behaviors to promote violence prevention and safety.	Counselor, Teachers, SEL Specialist	Character education lessons	September - June	Discipline referrals, attendance reports
100% of students will participate in activities focused on the campus core values - collaboration, accountability, respect, effective communication and students first	Teachers will provide social emotional lessons from 7:30am to 7:50am daily and focus on promoting core values; Teachers will embed focus lessons, starting with respect.	Counselor, Teachers, SEL Specialist	School core values; Sanford Harmony program	September - June	Discipline referrals, attendance reports

## Goal Area 2 Violence Prevention and Safety Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Students will participate in school-wide activities that promote bullying prevention; teachers will implement strategies for daily accountable talk to address how students perceive and interact with one another.	Character education lessons, Sanford Harmony, Isaacs Core Values	Jun-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Students will participate in character education lessons that promote healthy behaviors, including adopting a growth mindset, practicing empathy, teamwork (collaboration) and trust.	Character education lessons, Sanford Harmony, Isaacs Core Values	Jun-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Students will engage in daily lessons and restorative circles on school core values in homeroom and ancillary classes to develop trust, empathy and learn how to work together.	School Core Values; Sanford Harmony program	Jun-21

## Goal Area 2 \*Parent and Community Involvement

Problem of Practice/Root Cause: Based on the campus needs assessment, the root cause of Isaacs ES's lack of parent involvement and participation because of lack of communication, minimal interest-based activities were available and community culture.

District Strategic Goal Alignment: Goal Area 4; Strategic Priority 1

SMART Goal: Increase Family and Community Engagement to 50% participation school-wide.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
50% of our parents will attend parental involvement events (Coffee with the Principal; Literacy/Math Night, parent conferences)	Weekly communication; Coffee with the Principal; Call-outs; Flyers, Calendars, Student and Teacher Incentives; House events	Assistant Principal, Teacher Specialist, Counselor, Wraparound Specialist	Wraparound Specialist; Academic Resources for Parents, Title I and III fund source, Family and Community Engagement (FACE)	September - June	Title I Parental Involvement Sign-in Sheets, FACE involvement survey
Increase PTO membership by 5% and volunteer opportunities during school-wide events; deliver quarterly overview through PTO and SDMC	Membership Campaign and Outreach Activities	PTO Board, Principal, Counselor	PTO Funds; sign-in sheets	September - June	Parental Involvement Sign-in Sheets; PTO funding
Communication between parent and teacher will increase by 10% from 2019-2020, through surveys, call outs, events and newsletters. Parents and	Support from parents will be encouraged from the beginning of the year at virtual meet-the-teacher and throughout events. Teachers will	All teachers, parents and administration	Class Dojo, Newsletter, Handouts; Call logs; sign-in sheets; surveys; event agendas and recaps	September - June	Teacher communication logs, parent conference minutes, data reports

## Goal Area 2 Parent and Community Involvement Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	School will host events that encourage parent and community engagement and participation.	Family and Community Engagement (FACE) Representative	1-Jun-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Membership Campaign and Outreach program will be held to promote parent involvement.	Flyers, call-outs and announcements	1-Jun-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Faculty and staff will promote connection between school and home by encouraging parent participation.	Parent Nights, Literacy/Math Night, Fall Festival	1-Jun-21

## Goal Area 2 Parent and Community Involvement Progress Monitoring Tool

## Goal Area 3 Special Populations: Special Education

Problem of Practice/Root Cause: Based on our campus needs assessment, the lack of consistently providing students with multiple strategies, techniques and resources in all content areas contributed to stagnant growth and 45% of special education students not meeting their performance measures on 2018-2019 STAAR

District Strategic Goal Alignment: Goal 4; Strategic Priority 2

SMART Goal: By May 2020, 100% of students with disabilities will have met Texas Progress Measure on state assessments in Reading and Math.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of teachers will receive training on progress monitoring and tracking individual student growth using current and previous data points	Teachers will participate in Data tracking PD during PLCs	Teacher Specialist, Assistant Principal, Teacher Development Specialist, Teachers	Student data reports, tracking tools; OneNote; supplemental aids	September - May	STAAR student reports, benchmark assessments, snapshot assessments
Increase the percentage of SPED students meeting campus STAAR goals by 15%.	SPED students will receive additional support through small group interventions and through online intervention resources	Principal, Assistant Principal, Teachers, Paraprofessionals, Resource Teacher	Focused Intervention Kit, ESTAR/MSTAR, K12 Summit, Imagine Learning; supplemental aids	September - May	STAAR student reports, Benchmark assessments, snapshot assessments, Imagine Learning reports.

## Goal Area 3 Special Populations: Special Education Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teachers will receive PD training on how to track and monitor students progress using bi-weekly, quarterly, and monthly data reports and OneNote progress monitoring tools.	STAAR student reports, benchmark assessments, snapshot assessments, OneNote	June
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teachers will receive PD training on online intervention resources, small group best practices leveraging supplemental aids and sheltered instruction techniques.	Planning guides, lesson plans, progress monitoring reports, OneNote	June

## Goal Area 3 Special Populations: ELL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Problem of Practice: The percentage of student groups meeting performance measure on STAAR have decreased in the 2018 - 2019 school year due to declining trends in differentiation, specifically higher-order thinking skills/rigor, academic vocabulary and the lack of high expectations.

District Strategic Goal Alignment: Goal 4; Strategic Priority 2

SMART Goal: Students classified under the umbrella of special populations will show at minimum a 10% growth on district and/or state assessments in the area of reading or math.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Students identified as having Dyslexia or in need of urgent intervention in grade K-5 will increase at least one reading level from BOY to EOY assessment.	Early intervention assessments and running records will be used to identify needs and create focus groups to enhance reading skills.	Resource teacher, Dyslexia Interventionist, all reading content teachers	Professional development, online supports, Reading by Design materials, support from district Dyslexia department, Guiding Reading/Math Intervention resources, OneNote	September -May	Formal and informal assessments including Running Records, Renaissance 360 Reading assessments, and district assessments.
Increase the number of ELs meeting and mastering standards by 10% on the Reading and Math STAAR	Train all teachers on implementing Sheltered Instruction strategies. In addition, teachers will differentiate instructional text by reading levels.	Assistant Principal and Teachers	District curriculum, Universal Screener, Imagine Learning	September - May	STAAR, TELPAS, Benchmarks and district assessments
GT or Mastery Level students will show a 10% growth on district and/or state assessments in the area of reading and math.	Increased rigor and relevant learning by implementing and training teachers to utilize Renzulli Learning.	GT coordinator, GT District department, all teachers of record	Renzulli materials and support from GT Department	September - May	District and state assessments, student work samples/portfolios.

## Goal Area 3 Special Populations Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teachers have been trained through Region IV and/or Nehaus Education Center to support students with Dyslexia and urgent intervention needs. A schedule of services to support students has been developed.	Professional development, online supports, Reading By Design materials, support/guidance from District Dyslexia department; OneNote progress monitoring	Jun-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teachers have been trained through Sheltered Instruction and participated in professional development geared to implementing differentiated instruction.	Sheltered Instruction coach, district Multilingual Department, online resources and videos	Jun-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers and GT Coordinator have been trained to implement Renzulli Learning to support GT students and have completed GT Trainings.	Renzulli Learning materials, support from district GT Department, and time for planning	Jun-21

**Professional Development Plan Template 2 - PD by Month**

<b>PD Monthly Focus</b>	<b>PD Format</b>	<b>PD Topic</b>	<b>Resources</b>	<b>SIP Goal Alignment</b>
August – Pre-Service	Virtual/Face-to-face	Interventions, Lesson planning and Implementation in Literacy/ELA, Math, Science, SEL, Sheltered Instruction	Online intervention materials, ELA expectations, math and science expectations, online Sanford Harmony materials, district planning guides, department leads, district Specialists, presenters	Goal 1, Goal 3, Goal 4
September	Virtual/Face-to-face	K12 Summit Interventions	Training handouts, class rosters, K12 Summit Presenter	Goal 1, Goal 3, Goal 4
October	Virtual/Face-to-face	Sheltered Instruction	Training handouts, Lesson plans, Planning guides, Multilingual Specialist - Presenter	Goal 1, Goal 3, Goal 4
November	Virtual/Face-to-face	Porgress monitoring	Training handouts, Lesson plans, Assessment data, Intervention Specialist - Presenter	Goal 1, Goal 3, Goal 4
December	Virtual/Face-to-face	Data Tracking	Training handouts, Assessment data, DDIS - Presenter	Goal 1, Goal 3, Goal 4
January	Virtual/Face-to-face	Lead4ward Instructional	Training handouts, Lesson plans	Goal 1, Goal 3, Goal 4
February	Virtual/Face-to-face	Sheltered Instruction	Training handout, Lesson Plans	Goal 1, Goal 3, Goal 4
March	Virtual/Face-to-face	Data Tracking	Training handouts, Assessment data, DDIS - Presenter	Goal 1, Goal 3, Goal 4
April	Virtual/Face-to-face	Data Tracking	Training handouts, Assessment data, DDIS - Presenter	Goal 1, Goal 3, Goal 4

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

- Total amount of State Compensatory Education funds:

\$9,088

- Personnel funded with State Compensatory Education funds:

\$9,088

- List names here: Nicholas Jones and Cyquita Hooks

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

0

- Brief description of how these funds are utilized on your campus: Compensatory funds are used to pay the salaries of two hourly tutors.

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

**1. Immunization Monitoring**

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

Dandrea Davis Buggs

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:

Dandrea DavisBuggs

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 stuents 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:

Dandrea DavisBuggs

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:

Dandrea DavisBuggs

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:

Dandrea DavisBuggs

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:

Dandrea DavisBuggs

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.

Dandrea DavisBuggs

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):