

# HOUSTON INDEPENDENT SCHOOL DISTRICT



**Campus Name** Lewis Elementary

**Campus Number:** 194

**Principal Name:** Jorge Rodriguez

**School Support Officer/Lead Principal Name:** Torrye Hooper

**Area Superintendent Name:** Geovanny Ponce

**Area School Office:** East

## SCHOOL IMPROVEMENT PLAN 2019-2020



## Houston Independent School District

### 2019 Board of Education

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### Houston Independent School District

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Web site: [www.houstonisd.org](http://www.houstonisd.org)

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

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

## **Expanding Educational Opportunities**

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

## **Ensuring Student Health, Safety and Well-being**

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

## **Transforming Academic Outreach**

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

## **Increasing Organizational Efficiency**

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

## **Cultivating Team HISD Talent**

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

## SIP Part 1: Background, Data Analysis and Needs Assessment

### **MISSION STATEMENT**

As a cornerstone of academic achievement, Lewis Elementary exists to provide an education founded in literacy, supported with moral values, and engulfed in excellence in all that we do to prepare our 1st-5th grade students with the necessary skills to become college-ready life-long learners.

### **SCHOOL PROFILE**

Judd M. Lewis is in the Southeast area of Houston, Texas, in a well-established community of Glenbrook Valley, located near Hobby Airport which is primarily comprised of retired citizens. Lewis' enrollment is approximately 800 students ranging from grades one through five. Lewis Elementary receives students from Bellfort Early Childhood Center which houses PK and Kindergarten students from the area. Lewis Elementary moved from its temporary location into a brand-new building on October 3, 2011. We are now located in a State-of-the-Ar facility- complete with two science labs, two computer labs, and an updated library. Approximately 82% of the students live in various apartment complexes surrounding the school. The ethnic populations which make up the student body are 75% Hispanic, 24% African American, and less than 1% Asian, White/Other. The student attendance rate is 96.5%. Lewis' at-risk population make up 80.3%. 76% of the students are English Language Learners. Students served by Special Education total 3% and 100% of students receive free/reduced lunch. The teachers implement school-wide reform strategies that include structured intervention strategies and best practices that are research based. School wide initiatives include Literacy by 3, Renaissance 360, and this year the implementation of Imagine Learning to ensure academic success. Our campus saw a need to improve reading, therefore, the focal point at Lewis is to create a Literacy Culture on the campus. Lewis has Teacher Development Specialists provided by the district to support instruction by providing professional development, side-by-side coaching, and intervention for students. In addition to these strategies, the campus has implemented an intervention schedule for struggling students that occurs throughout the school day. Parents are encouraged to attend the numerous family learning nights which focus on strategies and skills that parents can use to assist their students at home.

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

### **Organizational Structure**

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

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

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

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

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

### **Shared Decision-Making Process**

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

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

### **Method of Communications**

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All

10/1/2019 9:55 AM

\*State Requirement      \*\* Federal Requirement

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

meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

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

### Membership Composition of the SDMC

Number of Classroom Teachers	<b>4</b>	Number of Parents (at least 2)	<b>2</b>
Number of School-based Staff (Half the number of classroom teachers)	<b>1</b>	Number of Community Members (at least 2)	<b>2</b>
Number of Non-Instructional Staff	<b>1</b>	Number of Business Members	<b>1</b>
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Click here to enter text.	#	Click here to enter text.	#

*(Modify or insert additional lines as needed)*

Name of SDMC Member	Position (Add Date Term expires)
Jorge Rodriguez	Principal
Noe Alaniz	Classroom Teacher 6/1/2020
Christina Velasquez	Classroom Teacher 6/1/2021
Hernita Johnson	School-based Staff 6/1/2020
Maria Garza	Non-Instructional Staff 6/1/2020
Robert Randle	Business Member <i>Click or tap to enter a date.</i>
Joe Torres	Community Member <i>Click or tap to enter a date.</i>
Bonnie Gonzalez	Community Member 6/1/2020
Nicholas Johnson	Parent 6/1/2021
Jennifer Pratt	Parent 6/1/2021
Click here to enter text.	School-based staff <i>Click or tap to enter a date.</i>
April Jackson	Classroom Teacher 6/1/2021
Brittanie Marcell	Classroom Teacher 6/1/2020
Click here to enter text.	Classroom Teacher <i>Click or tap to enter a date.</i>
Click here to enter text.	Click here to enter text. <i>Click or tap to enter a date.</i>
Click here to enter text.	Click here to enter text. <i>Click or tap to enter a date.</i>
Click here to enter text.	Click here to enter text. <i>Click or tap to enter a date.</i>
Click here to enter text.	Click here to enter text. <i>Click or tap to enter a date.</i>

### Other Campus Intervention Team members (non-SDMC):

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

Name	Position
Torrye Hooper	School Support Officer/Lead Principal
Click here to enter text.	Effective Schools Framework (ESF) Facilitator/ Professional Service Provider (PSP) for some campuses still using this model. Click here to enter text.
Click here to enter text.	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to enter text.
Click here to enter text.	Other district personnel – position: Click here to enter text.
Click here to enter text.	Other: Click here to enter text.

## NEEDS ASSESSMENT

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\*State Requirement      \*\* Federal Requirement

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

## Narrative of Data Analysis

*(causal factors – include % of economically disadvantaged data)*

STAAR RESULTS	READING			MATH			WRITING			SCIENCE		
	2018 (%)	2019 (%)	% Dif	2018 (%)	2019 (%)	% Dif	2018 (%)	2019 (%)	% Dif	2018 (%)	2019 (%)	% Dif
Level II Approaches	70	77	+7%	81	89	+8%	NOT TESTED			NOT TESTED		
Grade 3 English	63	63	-	75	73	-2%						
Grade 3 Spanish	67	72	+5%	78	83	+5%						
Grade 3 Combined	53	58	+5%	77	71	-6%	33	59	+26%	NOT TESTED		
Grade 4 English	52	42	-10%	58	68	+10%	47	42	-5%			
Grade 4 Spanish	53	52	-1%	68	70	+2%	40	49	+9%			
Grade 4 combined	77	83	+6%	75	79	+4%	NOT TESTED			62	52	-10%
Grade 5	66	69	+3%	74	77	+3%	40	49	+9%	62	52	-10%
TOTAL	66	69	+3%	74	77	+3%	40	49	+9%	62	52	-10%

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

Lewis Elementary's Rating is Met for the 2018-2019 school year. In Domain 1: Student Achievement the score was 67, in Domain 2: School Progress the score was 75, and in Domain 3: Closing the Gaps the score was 72. The overall score for the campus was 74.

Under Domain 3: Closing the Gaps Academic Achievement Lewis Elementary did not meet the overall Reading or Math targets but Met it for African American and Hispanic students in Reading. Reading and Math target score was also met for Economically Disadvantage and Special Education students.

Under STAAR Growth Status, Lewis met Reading targets for all students except EL current and monitored. Lewis Elementary missed its Math target by one point for all students.

To meet the needs of all our students we will be using the Renaissance 360 data to identify the students who are reading two grade levels below. Students will be grouped and Reading Interventionist will pull students daily. Progress monitoring will happen every six weeks. A block of school-wide intervention time has been included in the master schedule to secure the fidelity and consistency of interventions for Tier III students.

We will continue to track each student and create goals to monitor progress. Administration will support teachers in planning for small groups and the creation of effective lessons that target the specific skills needing to be improved.

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

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\*State Requirement      \*\* Federal Requirement

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

Performance Domain	Rating	Subject(s) / Measure(s)?	Student Group(s) Contributing to low rating?	Needs addressed in the following SIP Goal(s):
Texas Accountability System – Domains Rated D or F				
I. Student Achievement	D	Reading Math Writing Science	Special Education for Approaches at 43% All other groups (African American, Hispanic, and Economically disadvantaged) for Meets and Masters	Instructional intervention for Sped groups and Tier III students. Instructional practices for Tier II and I students to increase Meets and Approaches student success ratio.
II. School Progress	C	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing the Gaps	C	Click here to enter text.	Click here to enter text.	Click here to enter text.

**STAFF DEVELOPMENT PLANS – INCLUDE BELOW**



<p><b>August 12<sup>th</sup></b></p> <p><b>AM</b> Breakfast Welcome Back Team Builder</p> <p><b>PM</b> State of the School Data Digs</p>	<p><b>August 13<sup>th</sup></b></p> <p><b>AM</b> <i>Admin @ Ortiz</i> 8:30 – 11:30</p> <p>Academic Planning for <i>ALL STAFF</i> 8:30 a.m. – 3:30 p.m. Location TBA</p>	<p><b>August 14<sup>th</sup></b></p> <p><b>AM</b> <b>Job Alike Training for ALL</b> Location TBA</p> <p>Admin Planning</p> <p><b>PM</b> School Data Presentation Data Digs</p>	<p><b>August 15<sup>th</sup></b></p> <p><b>AM</b> Assessment Expectations OnTrack and Ren 360 (Wiseman)</p> <p><b>PM</b> Grade Level Planning Data Digs</p>	<p><b>August 16<sup>th</sup></b></p> <p><b>AM</b> TADS</p> <p><b>PM</b> Compliance Trainings Data Digs</p>
<p><b>August 19<sup>th</sup></b></p> <p><b>TEACHER PREPARATION DAY</b></p>	<p><b>August 20<sup>th</sup></b></p> <p><b>AM</b> Wrap Around Services (Brunn)</p> <p><b>RTI/IAT</b> (Falcone/Johnson)</p> <p>School Wide Discipline Plan &amp; Social Emotional Learning (Rodriguez, Gatson &amp; Hernandez)</p> <p><b>PM</b> Circle Training</p> <p>Data Digs</p>	<p><b>August 21<sup>st</sup></b></p> <p><b>AM</b> Breakout Sessions See Breakout Agenda</p> <p>Session # 1 8:00 - 9:00 Session #2 9:05 - 10:05 Session #3 10:10 - 11:10 Session #4 11:15 - 12:15</p> <p>12:15 - 1:15 Lunch on your own</p> <p><b>PM</b> 1:15 - 2:15 Data Digs 2:15 Work in your classroom</p>	<p><b>August 22<sup>nd</sup></b> Lesson Plans are due by noon <b>STAFF PICTURE</b> (Wear your Lewis shirt)</p> <p><b>AM</b> Teacher Handbook Safety Training Student Health (Nurse) Grade Level Planning</p> <p><b>PM</b> Classroom Preparation</p> <p>Data Digs</p> <p>Meet the Teacher 3:30 – 5:30</p>	<p><b>August 23<sup>rd</sup></b></p> <p><b>AM</b> Data Presentations</p> <p><b>PM</b> Team Building Activity</p>

**FORMATIVE ASSESSMENT PLAN – INCLUDE TYPE AND FREQUENCY**

Click here to enter text.

## Lewis Elementary Testing Schedule

<b>Universal BOY</b>	<b>Reading</b>	<b>Math</b>			
	<b>September 3 to 20th</b>				
<b>Running Records BOY</b>	<b>Reading</b>				
	<b>September 3 to 30th</b>				
<b>Universal PM1</b>	<b>Reading</b>	<b>Math</b>			
	<b>October 14 to November 1st</b>				
<b>GT Testing Window</b>	<b>October 21 to December 14th</b>				
<b>Snapshot 1</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Science</b>	
1st grade	10/29/2019	10/28/2019	10/30/2019		
2nd Grade	10/29/2019	10/28/2019	10/30/2019		
3rd Grade	10/29/2019	10/28/2019	10/30/2019		
4th Grade	10/29/2019	10/28/2019	10/30/2019		
5th Grade	10/29/2019	10/28/2019		10/30/2019	
<b>HFWE BOY</b>	<b>Reading</b>				
	<b>November 4th-13th</b>				
<b>Snapshot 2 / DLA</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Science</b>	<b>Make-Ups</b>
1st grade	12/10/2019	12/9/2019	12/11/2019		12/12/2019
2nd Grade	12/10/2019	12/9/2019	12/11/2019		12/12/2019
3rd Grade	12/10/2019	12/9/2019	12/11/2019		12/12/2019
4th Grade	12/10/2019	12/9/2019	12/11/2019		12/12/2019
5th Grade	12/10/2019	12/9/2019		12/11/2019	12/12/2019
<b>Running Records MOY</b>	<b>Reading</b>				
	<b>December 9 to January 13th</b>				

<b>Universal MOY</b>	<b>Reading</b>	<b>Math</b>		
	<b>January 6 to 30th</b>			
<b>HFWE MOY</b>	<b>Reading</b>			
	<b>February 3 to 6th</b>			
<b>TELPAS</b>	<b>Reading</b>	<b>Speaking</b>		
	<b>February 24 to April 3rd</b>			
<b>Mock STAAR</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	
3rd Grade	2/25/2020	2/24/2020		
4th Grade	2/25/2020	2/24/2020	2/26/2020	
5th Grade	2/25/2020	2/24/2020		
<b>Snapshot 3 / District STAAR</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>STAAR Make-Ups</b>
1st grade	3/24/2020	3/23/2020	3/25/2020	
2nd Grade	3/24/2020	3/23/2020	3/25/2020	
3rd Grade - District STAAR	3/24/2020	3/23/2020	3/25/2020 (Snap 3)	3/26th and 27th
4th Grade - District STAAR	3/24/2020	3/23/2020	3/25/2020	3/26th and 27th
5th Grade - District STAAR	3/24/2020	3/23/2020	3/25/2020	3/26th and 27th
<b>STAAR Test</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Make-Ups</b>
4th Grade			4/7/2020	4/9/2020
5th Grade	4/8/2020	4/7/2020		4/9/2020
<b>HFWE EOY</b>	<b>Reading</b>			
	<b>April 13 to 15th</b>			
<b>Universal EOY</b>	<b>Reading</b>	<b>Math</b>		
	<b>April 28 to May 21st</b>			
<b>Running Records MOY</b>	<b>Reading</b>			
	<b>May 1 to 15th</b>			
<b>PPA Administration</b>				
1st Grade	5/11/2020			
2nd Grade	5/11/2020			
<b>STAAR Test</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>	<b>Make-Ups</b>
3rd Grade	5/13/2020	5/12/2020		5/15/2020
4th Grade	5/13/2020	5/12/2020		5/15/2020



<b>Rationale for Waiver</b>	Click here to enter text.
<b>Metrics of Success</b>	Click here to enter text.

<p><b>#3-All Schools - Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL)</b></p> <p>The purpose of this waiver is to use a nine-week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine-week cycle will align and provide for consistent communication with parents. This does not waive required UIL three-week progress reporting. With a 9-week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.</p>	
<p><b>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b></p>	
<b>Rationale for Waiver</b>	Click here to enter text.
<b>Metrics of Success</b>	Click here to enter text.
<p><b>#4-High Schools - Modified Schedule/State Assessment Days (State General Waiver)</b></p> <p>This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a Waiver Detail Form is required and must be completed.</p>	
<p><b>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b></p>	

<b>Rationale for Waiver</b>	Click here to enter text.
<b>Metrics of Success</b>	Click here to enter text.

**#5-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E)**

Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). The purpose of this waiver is to include 5 or more foreign exchange students per high school. This must be submitted as a general waiver application. The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. The districts and charter schools are required to enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

YES  NO

<b>Rationale for Waiver</b>	Click here to enter text.
<b>Metrics of Success</b>	Click here to enter text.

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

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

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

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

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

<b>Student Achievement: *Reading/Language Arts/Literacy</b>					
<b>*Goal:</b>		By May 2020, the percent of students meeting Approaching on STAAR Reading assessments will increase from 70% to 75%. Increase the percentage of students achieving Meets on the 4th grade Writing STAAR Writing by 20% from 14% to 34%.			
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes by: * Providing Tier I instruction that is rigorous and provides opportunities for our students to engage the content in different ways. *Provide Tier II instruction that is differentiated and in a small group setting. *Provide Objective driven, TEKS-based, targeted Tier III intervention for students to close any instructional gaps. * Expanding Educational Opportunities			
<b>*Summative Evaluation: (Year-End)</b>		Third, Fourth, and Fifth Grade Reading STAAR assessment. STAAR Writing Assessment			
<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
Teachers will administer Renaissance 360 and DRA/Running Records. Teachers and Appraisers will identify students reading two or more grade levels below and track those students at least three times a semester while provide Tier 3 support.	Administration Team Teachers	Renaissance 360 DRA	September 3 <sup>rd</sup> - September 20 <sup>th</sup> Appraisers and teachers will meet on September 27 <sup>th</sup> to identify students.	Renaissance 360 DRA Administration	Teachers will administer Renaissance 360 and DRA/Running Records. Teachers and Appraisers will identify students reading two or more grade levels below and track those students at least three times a semester while provide Tier 3 support.
By May 2020, the overall passing Reading assessment will be 75% or higher for each grade-level.	Teachers will employ instructional strategies geared toward student success while using	Administration Team Teachers	HISD Curriculum HISD Planning Tools District Snapshots DLA's	September 2019- May 2020	District Snapshot and DLA assessments

	data to establish student and class goals. Teachers will also determine intervention groups by using campus data trackers and district resources such as OnTrack and A4E.				
By May 2020, running records/benchmark assessments will display 75% of our students reading at or above grade-level.	Implementation of Jan Richardson guided reading strategies and templates during small group instruction and Book, Head, Heart for whole group instruction.	Administration Team Teachers	Running Records HISD Curriculum HISD Planning Tools	September 2019- May 2020	DRA campus data tracker
By October 1, 2019, 100% of our students who are reading 2 more levels below grade level will be placed in an intervention group.	Students reading two or more grade levels below will receive small group intervention five times per week using LLI, Neuhaus, Imagine Learning and/or Education Galaxy.	Reading Interventionist Teachers Teaching Assistants Administration Team	HISD Curriculum Running Records DRA Education Galaxy Imagine Learning	Ongoing	DRA Snapshots Observations Running Records Imagine Learning Education Galaxy
At least sixty percent (60%) of the fourth grade students taking District Writing formative assessments such as Snapshots, DLAs, and the Mock STAAR will achieve 70% or above on the	4th grade teachers will use mentor texts and the Invitation Process to teach language conventions	Assistant Principal	Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson  Motivation Writing	October 2019 - February 2020	<a href="#">Click here to enter text.</a> Admin will meet with 4th grade teachers in writing conferences after each formative assessment to review writing data, and writing samples to monitor

Revising and Editing sections of the tests.					progress and provide support. Admin will share walkthrough data with the teachers to discuss and set goals. SS #1--October 30, 2019 DLA--December 12, 2019 SS #2--January 31, 2020 Mock STAAR--February 28, 2020
At least sixty percent (60%) of the fourth grade students taking District Writing formative assessments such as Snapshots, DLAs, and the Mock STAAR will achieve a rating of 2 or above on the Composition section of the tests.	4th grade Writing teachers will collect at least two writing samples every grading cycle. Writing portfolios will include evidence of: 1. Steps in writing process 2. Published papers 3. Scoring with rubrics 4. Teacher log to document student conferences 5. Teacher feedback to improve writing and set goals.	Assistant Principal	Empowering Writers	October 2019 - February 2020	Student compositions will be reviewed in PLCs. Admin and teachers will identify/discuss characteristics of high, middle, and low writing samples. District grade level rubrics will be used to score papers. Portfolio Checks: October 30, 2019 December 12, 2019 January 31, 2020 February 28, 2020
100 % of grade 1 - 4 Writing teachers' lesson plans will reflect writer's workshop components and high yield writing strategies for integrating writing across content areas.	Lesson plans will address the components of the writer's workshop: Quick writes, Mini-lessons that provide instruction on the	Administration Team	District Curriculum guides Mentor texts	September 2019 - May 2020	Weekly lesson plan checks and teacher feedback

	analysis of mentor texts, grammar, mechanics, spelling, and revising and editing; shared, interactive writing, and independent writing.				
Fourth (4th) grade Writing teachers will participate in at least two Writing Professional Development trainings that focus on revising and editing and how to use rubrics to score writing compositions and provide feedback to students to improve their writing.	PLC meetings with focused agendas on the STAAR writing instructional strategies will be scheduled and led by District TDS.	Administration Team	District ELA training	October 10 January 23	Follow up with observations and feedback on classroom implementation of instructional strategies learned from PD.

<b>Student Achievement: *Math</b>					
<b>*Goal:</b>		BY May 2020, the percent of students meeting Approaches on STAAR Math assessments will increase from 77% to 80%			
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes by: * Providing Tier I instruction that is rigorous and provides opportunities for our students to engage the content in different ways. *Provide Tier II instruction that is differentiated and in a small group setting. *Provide Objective driven, TEEKS-based, targeted Tier III intervention for students to close any instructional gaps.			
<b>*Summative Evaluation: (Year-End)</b>		Third, Fourth, and Fifth Grade Math STAAR assessment.			
<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
BY May 2020, Universal Screener Renaissance 360 will display 80% of our students at or above grade level in Math.	Teacher and Appraiser will identify students who are two or more grade levels below and track students at least three times a semester. Students will participate in school-wide intervention block to target low performing objectives.	Administration Team	Renaissance 360	October 1, 2019 through May 30, 2020	BOY, MOY and EOY Renaissance 360

By May 2020, overall passing percentage on Math Snapshot Assessments will be 80% or higher for each grade level.	Instruction will be closely aligned with District’s curriculum and documents provided for planning each Snapshot. Teachers will practice the cloning of test items to familiarize students with the form and structure of Snapshot test items. These items will be presented to students during exits and classroom unit assessments.	J. Rodriguez—Principal C. Reyes—Specialist Teachers	HISD Curriculum Planning Guides District Snapshots DLAs Mock STAAR	September 2019 through May 30, 2020	All Math Snapshots Assessments from September to April
By April 2020, the overall passing on Exit Tickets will be 80% or higher.	Teachers will use data to establish student and class goals to determine intervention grouping by using data trackers.	Administration Team Teachers	GradeSpeed	September 2019 through May 30, 2020	Once a week Exit Ticket will be graded.
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**Student Achievement: \*Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)**

<p><b>*Goal:</b></p>	<p>By May 2020, the percent of students meeting Approaching on STAAR Science Assessments will increase from 57% to 62% and the Masters percentage will increase from 8% to 10%                  TELPAS Progress Rate for 2018-2019 was below TEA target at 34%. For the 2019-2020 school year we will increase our TELPAS Progress Rate by 5% in order to meet TEA’s target.</p>
<p><b>Strategic Priority Alignment:</b>                  *Expanding Educational Opportunities                  *Ensuring Student Health, Safety and Well-Being                  *Transforming Academic Outcomes                  *Increasing Organizational Efficiency                  *Cultivating Team HISD Talent</p>	<p>Expanding Educational Opportunities, Transforming Academic Outcomes</p> <p>Transforming Academic Outcomes by:                  *Providing Tier I instruction that is rigorous and provides opportunities for our students to engage the content in different ways.                  *Provide Tier II instruction that is differentiated and in a small group setting.                  *Provide Objective driven, TEKS-based, targeted Tier III intervention for students to close any instructional gaps.</p>
<p><b>*Summative Evaluation: (Year-End)</b></p>	<p>Summative Evaluation will be comprised by unit assessments, district snapshots, Mock STAAR exams, and the Science STAAR exam on May 13, 2020.</p> <p>2010 TELPAS</p>

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
<p>By October 2019, students will be given goals based on their district BOY exam</p>	<p>Teachers will implement best practices and differentiated stations to reach students’ individual needs.</p>	<p>Administration Team, Teachers</p>	<p>District BOY exam</p>	<p>September 2019-October 2019</p>	<p>BOY, MOY, and EOY campus and district exams</p>
<p>By May 2020, teachers will attend PD opportunities focused on analyzing data and creating data-driven lessons.</p>	<p>Teachers will receive support on how to analyze assessment data to plan for instruction and create lessons that</p>	<p>Administration Team, Teachers</p>	<p>Formative Assessment data, allocation of school resources for PD opportunities</p>	<p>September 2019-May 2020</p>	<p>BOY, MOY, and EOY campus and district exams</p>

	meet students' individual needs				
By December 2019, overall passing score from the district DLA will increase by 10 percentage points.	Teachers will administer weekly formative assessments to measure student progress and target misconceptions.	Administration Team, Teachers	Formative Assessment data, checks for understanding, unit weekly exams	September 2019-December 2019	District Snapshots, district DLA/ MOY
By May 2019, overall passing percentage on district Science Snapshot assessments will be 75% or higher.	Teacher will administer unit formative assessments in class to monitor student progress every 2-3 weeks.	Administration Team, Teachers	District Snapshots, DLA, Mock STAAR	September 2019-May 2020	District Science Snapshots from October 2019- April 2020
More than 40% of our EL students will improve their TELPAS rating by at least one level.	<p>We will implement a school-wide ESL sheltered instructional time for all bilingual classes as part of our Master Schedule.</p> <p>Students will receive sheltered ESL instruction based on their proficiency levels.</p> <p>Students with less than 2 years in US schools will received extended day ESL sheltered instruction</p>	<ul style="list-style-type: none"> <li>-All Bilingual Teachers</li> <li>-J. Rodriguez, Principal</li> <li>-W. Gatson, ESL Sheltered Instructional Coordinator</li> <li>-C. Reyes, After-school program coordinator</li> </ul>	<ul style="list-style-type: none"> <li>-No Cost</li> <li>-Lewis Master Schedule</li> <li>-2018-2019 TELPAS Summative Scores</li> <li>-Side-By-Side leveled instructional materials</li> <li>-Chancery Immigrant Student Report</li> <li>-Extended ESL Day will require an investment of \$10, 000 in Title I funds</li> </ul>	October 15, 2019-June 30, 2020	2019-202 TELPAS

	to accelerate language acquisition.				
100% of our EL students will complete 4 On-line based English listening practices	Students will use online resources like Education Galaxy and REN360 to practice their listening skills in preparation for their TELPAS Listening Assessment.	Mr. Wiseman, Technologist -Ms. Portillo, Computer Lab -Bilingual Teachers	-REN360 (No cost) -Education Galaxy (general funds) -Side-by-Side Listening exercises Free Online	October 15, 2019- June 30, 2020	2019-2020 TELPAS

**Student Achievement: Post-Secondary Readiness**

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

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

Click here to enter text.

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

<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
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**Student Achievement: \*Attendance**

*Goal:	Increase average daily attendance rate for the 2019-2020 school year from 96.5% to 97.5%
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Expanding Educational Opportunities Ensuring Student Health, Safety and Well-Being
*Summative Evaluation: (Year-End)	End of Year Average Daily Attendance Report TEA

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Reduce the number of total absences for 1st grade from 1174 to 1050.	Daily class recognition for perfect attendance as part of incentive program. Recognition of students with perfect attendance every 9-week grading period. Intervention from school administration to address students with history of chronic absences. Incorporation of new Core enrichment classes, after-school clubs, and sporting events to increase student interest.	Jorge Rodriguez, Principal Garza, SIR Clerk Wiseman, Technologist PTO	Daily attendance report from GradeSpeed Chancery YTD attendance reports PTO Fundraising	Daily classroom attendance Monthly perfect attendance celebration for classes. 9-week grading period	Attendance records from Chancery and GradeSpeed.

Reduce the number of total absences for 2nd grade from 1099 to 990	Daily class recognition for perfect attendance as part of incentive program. Recognition of students with perfect attendance every 9-week grading period. Intervention from school administration to address students with history of chronic absences. Incorporation of new Core enrichment classes, after-school clubs, and sporting events to increase student interest.	Jorge Rodriguez, Principal Garza, SIR Clerk Wiseman, Technologist PTO	Daily attendance report from GradeSpeed Chancery YTD attendance reports PTO Fundraising	Daily classroom attendance Monthly perfect attendance celebration for classes. 9-week grading period	Attendance records from Chancery and Gradespeed.
Reduce the number of total absences for 3rd and 4th grade from 1020 to 900.	Daily class recognition for perfect attendance as part of incentive program. Recognition of students with perfect attendance every 9-week grading period. Intervention from school administration to address students with history of chronic absences. Incorporation of new Core enrichment classes,	Jorge Rodriguez, Principal Garza, SIR Clerk Wiseman, Technologist PTO	Daily attendance report from GradeSpeed Chancery YTD attendance reports PTO Fundraising	Daily classroom attendance Monthly perfect attendance celebration for classes. 9-week grading period	Attendance records from Chancery and Gradespeed.

	after-school clubs, and sporting events to increase student interest.				
Reduce the number of total absences for 5th grade from 991 to 900.	Daily class recognition for perfect attendance as part of incentive program. Recognition of students with perfect attendance every 9-week grading period. Intervention from school administration to address students with history of chronic absences. Incorporation of new Core enrichment classes, after-school clubs, and sporting events to increase student interest.	Jorge Rodriguez, Principal Garza, SIR Clerk Wiseman, Technologist PTO	Daily attendance report from GradeSpeed Chancery YTD attendance reports PTO Fundraising	Daily classroom attendance Monthly perfect attendance celebration for classes. 9-week grading period	Attendance records from Chancery and Gradespeed.
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**Improve Safety, Public Support, and Confidence: \*Violence Prevention & Safety**  
***(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)***

<b>*Goal:</b>	100% of faculty and students will follow safety procedures at all times decreasing Incident reports, discipline referrals, and in-school/out of school suspension by 50%.
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Ensuring student health, safety and well-being by: - Implementing safety trainings and protocols throughout the school year - Professional development for teachers and staff on students SEL

<b>*Summative Evaluation: (Year-End)</b>	2019-2020 Parent survey
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<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
Ensure that 100% of all required drills (fire, shelter in place, intruder, etc. are conducted in accordance to Districts Guidelines	All staff members will review, revise, and implement the district's and campus' emergency plan	- J. Rodriguez, Principal - W Gatson, Assistant Principal	Lewis teacher handbook	September 2019- May 2020	District Intruder exercise reports
Monthly fire drills will be safely completed under 4 minutes.	Monthly fire drills, inclement weather drills, shelter in place, lock down drills	- J. Rodriguez, Principal - W Gatson, Assistant Principal	Fire drill planning documents	September 2019- May 2020	HISD Fire Drill Report
Ensure that staff and students feel a change in the school climate	Students will complete kindness challenges; create personal kindness goals; recognize	. Hernandez, Counselor J. Rodriguez, Principal W. Gatson Assistant Principal	Kidness Challenge Curriculum document	Click here to enter text.	Click here to enter text.

	students "caught being kind"				
One hundred percent (100%) of the Lewis teachers will implement Restorative practices.	Teachers will conduct Circle lessons at least once a week on Mondays.	Principal Assistant Principal Teacher Specialists Counselor Wraparound Specialist	Circle Lessons	August 2019 - May 2020	Chancery Student Behavior Reports
One hundred percent (100%) of the Lewis teachers will utilize Class Dojo to track student behavior and communicate with parents regarding student behavior and other school activities.	Every teacher will be issued Ipads to provide immediate feedback, redirection, and communication to students and parents regarding student behavior.	Teachers Principal Assistant Principal Teacher Specialists Counselor Wraparound Specialist	Campus Ipads	September 3, 2019 - May 29, 2020	Class Dojo Usage reports
One hundred percent (100%) of the Lewis teachers will use a tiered behavior process to provide behavior interventions and document student response to interventions.	A school-wide tiered discipline management process will be implemented to improve and support student behavior at different levels.	Teachers Principal Assistant Principal Teacher Specialists Counselor Wraparound Specialist	Discipline tracking forms Parent communication forms	September 3, 2019 - May 29, 2020	Teacher documentation of behavior interventions
At least ten (20) behavior contracts, counseling sessions, or Student Assistance referrals will be created each academic semester for students who require behavior support.	Teachers will refer students to the Assistant Principal, Wraparound Specialist, and/ or Counselor after Tier 1 behavior interventions have been unsuccessful.	Teachers Principal Assistant Principal Counselor Wraparound Specialists Teacher Specialists	Behavior Contracts In-house Counseling Sessions Wraparound services	September 3, 2019 - May 29, 2020	Outcome review of support and services provided at end of each grading cycle.

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\*State Requirement      \*\* Federal Requirement

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

<b>Improve Safety, Public Support, and Confidence: *Parent and Community Involvement</b>					
<b>*Goal:</b>		Maintain a school culture that welcomes parent and community participation at 100% for the 2019 - 2020 school year			
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Increasing Organizational Efficiency to maintain a welcoming campus environment for parents and community members.			
<b>*Summative Evaluation: (Year-End)</b>		Family and Community Engagement Survey, Wraparound EOY assessment			
<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
Increase the number of parent volunteers for the VIPS program	During community engagement events computer stations will be available for parents to register into VIPS program.  School personnel will provide guidance and technical support to parents during this process.	Mr. Wiseman, Title I Coordinator M. Garcia, SIR Clerk J. Rodriguez, Principal	Computer stations and laptops. Already in school so no further cost or investment required.	September 15, 2019 to May 15, 2020.	VIPs Enrollment report Raptor
Increase the number of community engagement events.	Continue with all monthly Coffee with the principal events.	J. Rodriguez, Principal Admin Team	Community Engagement Binder Lewis 2019-2020 Community engagement calendar	September 2019 – May 2020	Community Engagement EOY Report

	Continue with Meet the Teacher and Open House Events.  Implement new Hispanic Heritage Celebration community engagement event.				
Maintain Platinum status as a Family Friendly School	Work with Community Engagement representative and create our 2019-2020 plan to meet all requirements for platinum status.	Ms. Brunn Wraparound Specialist	Community Engagement Guidelines	September 2019-May 2020	Family Friendly School EOY report
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**Improve Safety, Public Support, and Confidence: \*Coordinated Health Program (ES, MS and K-8 Campuses)**

<p><b>*Goal:</b></p>	<p>Increase parental participation in health and wellness programs and continue to improve campus health and safety</p>
<p><b>Strategic Priority Alignment:</b>                  *Expanding Educational Opportunities                  *Ensuring Student Health, Safety and Well-Being                  *Transforming Academic Outcomes                  *Increasing Organizational Efficiency                  *Cultivating Team HISD Talent</p>	<p>Expanding Educational opportunities for students in the areas of physical education.                  Ensuring student health and well-being</p>

**\*Summative Evaluation: (Year-End)** [Click here to enter text.](#)

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
<p>Increase parental/student involvement in wellness events and health related activities</p>	<p>Coordinate with to increase their site visit to Lewis</p>	<p>Admin Team M. Pennington, Nurse</p>	<p>Ronal McDonald Mobile Clinic No cost</p>	<p>September 2019 – June 2020</p>	<p>Title I Participation rosters</p>
<p>Increase the percentage of all 3rd – 5th grade students meeting goal on Fitness Gram for 2020</p>	<p>Students opportunities for physical exercise and physical education time will double with creation of new PE Specials class.  Stablish new girls' soccer club for students</p>	<p>Coach Chavez Coach Rosales</p>	<p>Fitness Gram Curriculum documents No Cost</p>	<p>September 2019 – June 2020</p>	<p>EOY Fitness Evaluation</p>

	Establish new boys' soccer club for students				
For the 2019 - 2020 school year, more than 50% of staff will be trained in CPR/AED and 100% trained in Blood borne Pathogens	On-site professional development opportunity will be provided for teachers to acquire certification.	Admin Team M. Pennington, Nurse	School Library No cost	October 2019	Sign-up documentation
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<b>Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.</b>					
<b>*Goal:</b>		Improve the academic achievement of our Economically Disadvantaged and Special Education students			
		Improve the academic achievement percentage of our Gifted and Talented students.			
<b>Strategic Priority Alignment:</b> *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		CSF – Improve Academic Performance; Increase the Use of Quality to Drive Instruction; Increase Learning Time			
<b>*Summative Evaluation: (Year-End)</b>		By May 2020 the percentages of Special Ed students meeting Approaching on Reading STAAR assessments will increase from 37% to 40%			
		By May 2020, the percentage of GT students achieving Masters on the STAAR exam will increase by 5%			
<b>*Measurable Objective</b>	<b>*Strategy</b>	<b>*Title of Staff Member Responsible</b>	<b>*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)</b>	<b>*Timeline</b>	<b>*Formative Evaluation</b>
All Special Population students will be identified by October 1, 2019.	Identify the Special Population students in all grade levels and notate them on the campus Data Trackers.	Administration Team SPED Department SIMs clerk Technology Coordinator	Chancery EasyIEP	October 1, 2019	Chancery EasyIEP.
By October 1, 2019, an intervention plan will be created to support Special Population students.	Create an Intervention/Enrichment plan with differentiated instruction for Special Population students to reach at least Approaches based on preliminary data.	Teachers SPED Department Administration Team	Easy IEP Education Galaxy A4E OnTrack LLI Imagine Learning Education Galaxy	September 2019- May 2020	RTI logs Student Assessments

By <b>December 2019</b> , all students will participate in an individualized Gifted Education Plan.	Teachers will create and implement enrichment and extension projects to support identified GT students and students with the potential to reach a Mastery score on the STAAR exam.	Teachers, Teacher Assistants, Administrative support	Education Galaxy, differentiated work stations, product menus, student-led projects	September 2019-May 2020	District Formative Assessments, STAAR 2020
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## SIP Part 3: Special Funding Goals

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

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

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

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

Student Achievement for STAAR testing in the areas of Reading, Math, Writing, and Science

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

- **After-school tutorials for Reading, Math, Writing, and Science.**
- **ESL After-school tutorials for new commers**
- **Saturday tutorials**

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

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

1. School-wide intervention plan for Tier II and Tier I students
2. Differentiation of Tier I instruction in the classroom to provide opportunities for students who already master content to be challenged at an appropriate level.
3. Increase of instructional rigor in Tier I instruction by consistent and strategic opportunities for our students to develop and implement their Higher-Order Thinking Skills
4. Implementation of technology-based instructional resources that identify students' level of content mastery and promotes growth by engaging students with content at the right level of challenge and rigor

- 3. Parent and Family Engagement:** Campuses shall jointly develop with, and distribute to, parents and family

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

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

- 1) Increase of student-based community engagement events in the fine arts
- 2) Establishment of functional PTO
- 3) Monthly parent engagement events with district and school leaders
- 4) Strategic use of media to consistently and frequently communicate school related information with parents and the community.

<p><b>Capital Outlay Requested (Y/N)?</b></p> <p>Choose an item.</p>
----------------------------------------------------------------------

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

No capital outlay requested.

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

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

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

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

\*Total amount of State Compensatory Education funds: [Click here to enter text.](#)

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

\*List names here:

\*Total number of FTE's funded with State Compensatory Education funds: None

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

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

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

**Goal Area: \*Mandated Health Services**

**1. Immunization Monitoring**

**Person Responsible** for monitoring immunization requirements, data entry, and state reporting requirements: [Click here to enter text.](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

**6. Medication Administration**

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

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2019-2020: Note: an unlicensed individual assigned

to the school clinic cannot be referred to as “the nurse” which is a protected title. The should be referred to as Unlicensed Assistive Personnel (UAP) [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. [Click here to enter text.](#)

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

[Click here to enter text.](#)

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\*State Requirement      \*\* Federal Requirement

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