

**HOUSTON INDEPENDENT SCHOOL DISTRICT**

**Campus Name: Parker Elementary**

**Campus Number: 215**

**Principal Name: Lori Frodine**

**School Support Officer Name: Delesa O’Dell-Thomas**

**Chief School Officer Name: James McSwain**

**Area School Office: West**

**SCHOOL IMPROVEMENT PLAN 2018-2019**

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

***MISSION STATEMENT***

|  |
| --- |
| Parker Elementary’ s mission is to educate & nurture the whole child through the integration of academics, music, and innovative meaningful learning experiences. Our vision is to be a diverse, intellectual community where students, parents, and teachers work in harmony to develop integrity and a love for learning, music, and the arts. |

***SCHOOL PROFILE***

|  |
| --- |
| Parker Elementary is a high performing academic school with an award winning Music Magnet Program with classes ranging from pre-kindergarten through fifth grade and is located in the Westbury area of the Houston Independent School District. Parker Elementary has almost 850 students, with 40% on magnet transfers coming from all over the Houston area. All students in kindergarten through fifth grade participate in a comprehensive music program. Instruction is offered in music enrichment, Suzuki strings, choral music, piano, guitar, studio music, and band. Emphasis is placed on maintaining a strong instructional program. Parker has a well-qualified, sensitive staff of talented and creative teachers who strive to help each child reach his/her maximum potential. Almost 50% of the teachers have 11 or more years of experience, 19% of the teachers have from 6 to 10 years of classroom experience, and 34% of the teachers have less than 6 years’ experience. Parker's qualified classroom teachers are complemented by a highly qualified support staff including an Assistant Principal, Magnet Coordinator, Reading Intervention Teacher, Bilingual Intervention Teacher, Physical Education Teacher, Librarian, Technology Teacher, Art Teacher, and nine Music Teachers. Teachers have been trained to use a wide variety of instructional strategies in the areas of rigor and relevance, gifted and talented, cooperative learning, Daily Five literacy, Writers Workshop, problem solving, hands-on science through the grade levels, and more. Parker's total population is comprised of 21% African-American, 2% Asian, 48% Hispanic, and 26% White students. Our special populations is made up of, English Language Learners 22%, and gifted and talented program serves 26% of the population. Economically disadvantaged students total 52% of the current enrollment and 39% of the students are classified as at-risk. Student attendance for the 2017-2018 school year was 97.3%. |

***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 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 | **6** | Number of Parents (at least 2) | **2** |
| Number of School-based Staff  (Half the number of classroom teachers) | **3** | Number of Community Members  (at least 2) | **2** |
| Number of Non-Instructional Staff | **1** | Number of Business Members | **1** |

*(Modify or insert additional lines as needed)*

|  |  |
| --- | --- |
| **Name of SDMC Member** | **Position (Add Date Term expires)** |
| Andrea Foley | Classroom Teacher (spring 2019) |
| Kawanza Basden | Classroom Teacher (spring 2020) |
| Shauna Wilson | Classroom Teacher (spring 2019) |
| Stephanie King | Classroom Teacher (spring 2019) |
| **Joy Stalnaker** | Classroom Teacher (spring 2020) |
| Heather Grosso | Classroom Teacher (spring 2019) |
| Bryan Berry | School-based Staff (spring 2019) |
| Julie Dickinson | School-based Staff (spring 2019) |
| Randall Bardin | School-based Staff (spring 2020) |
| Rommy Orozco | Non-Instructional Staff (spring 2020) |
| Lesslee Cross | Business Member (spring 2019) |
| Karen Pikett | Community Member (spring 2019) |
| Sherry Braun | Community Member (spring 2019) |
| Marco Pina | Parent (spring 2020) |
| Shelah Crear | Parent (spring 2019) |
| Lori Frodine | Principal |

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

For campuses rated *Improvement Required* for 2018-2019:

|  |  |
| --- | --- |
| **Name** | **Position** |
| Click here to enter text. | School Support Officer (SSO) |
| Click here to enter text. | Professional Service Provider (PSP) |
| 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***

***Narrative of Data Analysis, Problems and Root Causes   
(causal factors – include % of economically disadvantaged data)***

|  |
| --- |
| We have identified three primary root causes for our 2017-2018 data results. In the areas of reading and math, we believe the systemic use of the Daily Five Reading & Daily Three Math structure in grade K-5 provided more effective individualized student instruction from teachers and therefore has increased student performance on STAAR over time. We also believe our continued decline on Writing at the 4th grade has been due to a lack of consistencies among our reading teachers in effectively implementing Writers Workshop. Finally, our decline at 3rd Spanish reading was due to the need to focus heavily on reading concepts for this particular group of students. |

***Narrative of Identified Needs – Include Special Education Needs***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Overall we showed more growth in areas in the 2017-2018 school year than we saw areas of decline. We had more special education students pass this year than in years past and saw gains in all areas for Math and Science. Focus areas for the 2018-2019 school year will be 4th grade Writing as our trend shows a slow decline at all levels. We will also focus on 3rd grade Spanish Reading which showed a slight decline from last year. See below for trend data:   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Math** | | | | | | | | | **Grade** | **2015-2016** | 2016-2017 | **2017-2018** | **Change** | **Cohort** | **Masters** | **Masters Change** | **Masters Cohort** | | **3rd** | 93% | 90% | **90%** | **0%** |  | **35%** | **-4%** |  | | **3rd Spanish** | 83% | 45% | **80%** | **35%** |  | **20%** | **20%** |  | | **4th** | 92% | 95% | **91%** | **-4%** | **1%** | **39%** | **-7%** | **0%** | | **5th** | **93% (87%)** | 96%(95%) | **94%** | **-1%** | **-1%** | **48%** | **11%** | **2%** | |  |  |  |  |  |  |  |  |  | |  | **Reading** | | | | | | | | | **Grade** | **2015-2016** | 2016-2017 | **2017-2018** | **Change** | **Cohort** | **Masters** | **Masters Change** | **Masters Cohort** | | **3rd** | 88% | 80% | **88%** | **8%** |  | **36%** | **-4%** |  | | **3rd Spanish** | 72% | 73% | **65%** | **-8%** |  | **20%** | **6%** |  | | **4th** | 86% | 85% | **79%** | **-6%** | **-1%** | **27%** | **-4%** | **-13%** | | **5th** | **90%(84%)** | 93%(88%) | **92%** | **4%** | **7%** | **42%** | **-3%** | **11%** | |  |  |  |  |  |  |  |  |  | |  | **Writing** | | | | | |  |  | | **Grade** | **2015-2016** | 2016-2017 | **2017-2018** | **Change** | **Masters** | **Masters Change** |  |  | | **4th** | 81% | 79% | **69%** | **-10%** | **14%** | **-6%** |  |  | |  |  |  |  |  |  |  |  |  | |  | **Science** | | | | | |  |  | | **Grade** | **2015-2016** | 2016-2017 | **2017-2018** | **Change** | **Masters** | **Masters Change** |  |  | | **5th** | 79% | 84% | **85%** | **1%** | **29%** | **9%** |  |  |     We will continue with several of our successful programs, including our Intervention Program which includes after school and Saturday tutorials and our small group pullouts. Our Professional Learning Communities and our Leadership Team will continue to meet weekly and monthly to focus on instructional improvement. We will continue to focus on our school wide Daily 5 Reading and Daily 3 Math initiative and Writers Workshop. This should provide consistency and continuity at each grade level and allow for strong vertical alignment, ultimately improving student achievement. |

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

| Performance  Domain | Met?  Y/N | Unmet or barely met  Subject(s) / Measure(s)?  (Barely met would be the cut point for a domain score of D. | Student Group(s)  Below Standard? | Needs addressed  in the following  SIP Goal(s): |
| --- | --- | --- | --- | --- |
| Texas Accountability System | | | | |
| I. Student Achievement | Yes | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| II. School Progress | Yes | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| III. Closing the Gaps | Yes | Click here to enter text. | Click here to enter text. | Click here to enter text. |

***Staff Development Plans – Include below***

|  |
| --- |
| Our focus for all staff development this year falls into the following categories: reading and math using the Daily 5 methodology, technology integration, and project based learning. We will be providing staff wide trainings in these areas. Additionally we will be implementing Mozart Hour, our version of Genius Hour, K-5, providing training to all classroom teachers during August PD and our early dismissal days. We will also be conducting a school wide book study to focusing on growing student’s greatness, by reading *The Talent Code* by Daniel Coyle. This will allow us to focus on best practices for learning for all of our students. |

***School waivers from Board Policy/Guidelines***

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2017-2018 school year. **Yes  No**

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

|  |  |
| --- | --- |
| **All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2017-2018 Academic Calendar**  This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 20th, November 10th, January 26th and February 23rd of the 2017-2018 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.  Yes  No | |
| **Rationale for Waiver** |  |
| **Metrics of Success** |  |

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

|  |  |
| --- | --- |
| **High Schools - Modified Schedule/State Assessment Days (State General Waiver)** This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. Al 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 statement of compliance is required.  Yes  No | |
| **Rationale for Waiver** |  |
| **Metrics of Success** |  |

|  |
| --- |
| **High Schools – Foreign Exchange Student Waiver (State General Waiver)** The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application.  • 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 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 |

|  |  |
| --- | --- |
| **Rationale for Waiver** |  |
| **Metrics of Success** |  |

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

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

|  |  |
| --- | --- |
| **Title:**  Yes  No | |
| **Rationale for Waiver** |  |
| **Metrics of Success** |  |

|  |  |
| --- | --- |
| **Title:**  Yes  No | |
| **Rationale for Waiver** |  |
| **Metrics of Success** |  |

**GOALS:** Faced with a **Priority Need** and the **Critical Success Factor(s),** the **Goal** is the changed outcome the campus is planning to accomplish. The SIP requires **SMART Goals**, including measurable objectives based on the **Needs Assessment** and a year-end **Summative Evaluation**. Campuses **must** address any unmet accountability standard or domain. **All goal areas below, that are specific to your campus grade levels, must be addressed.**

**SIP Part 2: Goals & Objectives**

**Goal Area I: Increase Student Achievement**

1. Reading/Language Arts/Literacy
2. Mathematics
3. Texas Accountability System
4. Post-Secondary Readiness
   1. Dropout Prevention / Graduation Rate Improvement (MS,HS)
   2. Ninth Grade Promotion (HS)
   3. Advanced Course / Dual Credit Enrollment (HS)
   4. AP/IB Exams Participation and Scores (HS)
   5. PSAT/SAT/ACT Participation and Scores (HS)
   6. College Readiness (ES,MS,HS)
5. Attendance

**Goal Area II: Improve Safety, Public Support, and Confidence – Safety & Violence Prevention**

1. Bullying Prevention
2. Child Abuse & Sexual Abuse Prevention
3. Dating Violence Awareness
4. Drug, Tobacco, Alcohol Prevention
5. Suicide Prevention
6. Discipline Management – Safe Environments
   1. DAEP Referrals
   2. Special Education In-school Suspension
   3. Special Education Out-of-School Suspension
7. Parent and Community Involvement
8. Coordinated Health Program

**Goal Area III: Special Population Goals & Strategies – include funding sources in the Resource Column for Special**

**Populations**

1. Gifted & Talented Program
2. Special Education Program
   1. STAAR/EOC Participation
   2. Representation
      1. Overall
      2. African-American
      3. Hispanic
      4. ELL
   3. Placement in Instructional Setting 40/41
3. Economically Disadvantaged
   1. STAAR/EOC Participation
4. English Language Learners
   1. STAAR/EOC Participation
   2. TELPAS Reading and Composite Scores
5. Dyslexia Program

**GOAL AREA 1: Student Achievement: Reading/Language Arts/Literacy**

|  |  |
| --- | --- |
| **Priority Need:** | Increase performance on STAAR Writing |
| **Critical Success Factor(s):** | Increase Academic Performance |
| **Goal:** | Increase STAAR Writing by at least 10% |
| **Summative Evaluation: (Year-End)** | During the 2018-2019 school year all students in grade 4 will improve their language arts by increasing 11% as measured by the Writing STAAR Test, going from 69% to 80% |

| **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.)** | **Timeline** | **Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| Focus on consistency of implementation for Writers Workshop from kinder-5th grade | Increase student Writing Achievement | Leadership Team | Regular Fund - Writers Workshop training and materials | August – staff wide training | Monthly |
| Use of common assessment/district benchmark results to drive instructional decisions. | Increase student performance in Reading | Leadership Team | Regular Fund - On Track Training, Time | August-May | Each Cycle |
| Campus Intervention Plan, including push-in, pull-out, afterschool, and Saturday tutorials | Increase student performance in Reading | Leadership Team | Title 1 Funds - Extra Duty Pay & Hourly Pay  PTO Funds – IXL Resources  Comp Ed Fund – Hourly Tutors | August-May | Each Cycle |
| Increasing parental involvement Hosting Family Literacy Night for Parker Families | Increase student performance in Reading | Ms. Brook | Title 1 Fund - Time for planning | Fall grades 3-5  Spring grades K-2 | Fall grades 3-5  Spring grades K-2 |

**GOAL AREA 1: Student Achievement: Math**

|  |  |
| --- | --- |
| **Priority Need:** | Increase Masters Level on STAAR Math |
| **Critical Success Factor(s):** | Increase Academic Performance |
| **Goal:** | Increase Masters level to at least 40% |
| **Summative Evaluation:**  **(Year-End)** | During the 2018-2019 school year all students in grades 3rd-5th will improve their math skills by increasing performance at masters level exceeding 40% as measured by the Mathematics STAAR Test. |

| **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.)** | **Timeline** | **Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| Use of Daily Three Practices Kinder-5th grades. | Increase student math Achievement | Leadership Team | Regular Fund - Daily 5 Books & Training | August – staff wide training | Monthly |
| Use of common assessment/district benchmark results to drive instructional decisions. | Increase student performance in Math | Leadership Team | Regular Fund - OnTrack Training, Time | August-May | Each Cycle |
| Campus Intervention Plan, including push-in, pull-out, afterschool, and Saturday tutorials | Increase student performance in Math | Leadership Team | Title 1 Funds - Extra Duty Pay & Hourly Pay  PTO Funds – IXL Resources  Comp Ed Fund – Hourly Tutors | August-May | Each Cycle |
| Integration of Math/Science Lab into Classroom | Increase TEKS alignment and increase hands on activities in math/science | Leadership Team | Comp Ed Fund - Hourly Pay for Math/Science Lab Teachers | Weekly  September-April | Each Semester |

**GOAL AREA 1: Student Achievement: Attendance**

|  |  |
| --- | --- |
| **Priority Need:** | Maintaining High Attendance |
| **Critical Success Factor(s):** | Improve School Climate |
| **Goal:** | Increase Attendance Rate to at least 98% |
| **Summative Evaluation:**  **(Year-End)** | During the 2018-2019 school year Parker Elementary s average attendance rate will increase from 97.3% to 98% |

| **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.)** | **Timeline** | **Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| Monthly Perfect Attendance Award for students who have perfect attendance. | Increase student attendance | Admin Team | PTO Fund - purchase incentives | September- May | Each Month |
| Monthly reward for class with highest attendance rate. Recognition of highest in each grade level. | Increase student attendance | Admin Team | Regular Fund – purchase rewards | September- May | Each Month |
| A referral system will be used to refer students to the counselor with any repeated attendance issues. | Increase student attendance | Susan Carlock | Title 1 Fund – counselor position | September- May | Each Month |

**GOAL AREA 2: Improve Safety, Public Support, and Confidence: Parent and Community Involvement**

|  |  |
| --- | --- |
| **Priority Need:** | Maintaining High Parental Involvement |
| **Critical Success Factor(s):** | Improve School Support & Confidence |
| **Goal:** | Increase Zoned Enrollment |
| **Summative Evaluation:**  **(Year-End)** | During the 2018-2019 school year Parker Elementary’ s zoned student population will increase 5% as measured by our Kindergarten enrollment going from 55% to 60% |

| **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.)** | **Timeline** | **Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| Increasing parental involvement Hosting Family Literacy Night for Parker Families | Increase student performance in Reading | Ms. Brook | Title 1 Fund - Time for planning | Fall grades 3-5  Spring grades K-2 | Fall grades 3-5  Spring grades K-2 |
| Increase recruiting for zoned families. | Attend more local PreK centers and recruiting for Kindergarten | Carol Kehlenbrink | Magnet Fund – Magnet Coordinator position | Fall and spring | May |
| Increase partnership with Parker PTO | Co-host more events with PTO | Lori Frodine | Regular Fund – cost for events | Fall and spring | May |
| Increasing parental involvement Hosting Family Literacy Night for Parker Families | Increase student performance in Reading | Ms. Brook | Title 1 Fund - Time for planning | Fall grades 3-5  Spring grades K-2 | Fall grades 3-5  Spring grades K-2 |

**GOAL AREA 3: Special Populations: Special Ed., Gifted and Talented, ELL, Economically Disadvantaged, Dyslexia, At-Risk, etc.**

|  |  |
| --- | --- |
| **Priority Need:** | Increase performance on STAAR for all student populations |
| **Critical Success Factor(s):** | Close the academic performance between ethnicity groups |
| **Goal:** | Increase ESL student performance on STAAR |
| **Summative Evaluation:**  **(Year-End)** | During the 2017-2018 school year all 4th ESL/Transitional students will improve their reading skills by increasing passing rates by 11% as measured by the STAAR Test, going from 49% to 60%. |

| **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.)** | **Timeline** | **Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| Use of Daily Five Practices Kinder-5th grades for differentiation. | Increase student achievement | Leadership Team | Regular Fund - Daily 5 Books & Training | August – staff wide training | Monthly |
| Intervention plan targeting our ESL/Transitional students with small group pull out instruction. | Increase student achievement | Susan Carlock, Bryan Berry | Title 1 Fund – counselor position  Comp Ed Fund – hourly tutors | August-May | Monthly |
| Use of common assessment/district benchmark results to progress monitor students. | Increase student achievement | Leadership Team | Regular Fund - OnTrack, Time | August-May | Each Cycle |
| Implementation of Mozart Hour, project based learning model. | Increase student achievement | Leadership Team | GT Fund - Resources and Training | August – staff wide training | Weekly |

**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.**

|  |
| --- |
| Overall we showed more growth in areas in the 2017-2018 school year than we saw areas of decline. We had more special education students pass this year than in years past and saw gains in all areas for Math and Science. Focus areas for the 2018-2019 school year will be 4th grade Writing as our trend shows a slow decline at all levels. We will also focus on 3rd grade Spanish Reading which showed a slight decline from last year. |

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

|  |
| --- |
| We will continue with several of our successful programs, including our Intervention Program which includes after school and Saturday tutorials and our small group pullouts. Our Professional Learning Communities and our Leadership Team will continue to meet weekly and monthly to focus on instructional improvement. We will continue to focus on our school wide Daily 5 Reading and Daily 3 Math initiative and Writers Workshop. This should provide consistency and continuity at each grade level and allow for strong vertical alignment, ultimately improving student achievement. We will also use the district Renaissance 360 data to monitor student progress and use IXL Math & Reading to support our struggling students. |

1. **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. **Daily 5 Reading**
  2. **Daily 3 Math**
  3. **Writers Workshop**
  4. **Intervention Program**

1. **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. Partner with PTO to host family nights throughout the school year
  2. Host Math & Literacy Nights each semester
  3. Host several Open Houses through the year
  4. Parent Conferences

|  |
| --- |
| **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.** |

|  |  |
| --- | --- |
| **Positions Funded Out of Title I Funds**  **(Please indicate the quantity of each position selected for the school year.)** | |
| * Parent Engagement Rep * Tutor, Academic (Hourly) * Tutor, Associate (Hourly) * Tutor, Sr. Academic   1 Counselor (must have rationale that shows  duties are supplemental to the regular school  program)   * Social Worker (must have rationale that shows duties are supplemental to the regular school program) * Psychologist (must have rationale that shows duties are supplemental to the regular school program) * Coach, Graduation * Teacher, AVID * Teacher Specialist * Instructional Specialist * Teacher, Intervention (Hourly)   All grade levels - [General]   * Teacher, Intervention (Hourly)   All grade levels – [Math]   * Teacher, Intervention (Hourly)   All grade levels – [Reading]   * Teacher, Intervention (Hourly)   All grade levels – [Science] | * Teacher, Intervention [General]   All grade levels (Cannot be primary teacher of record)   * Teacher, Intervention [Math]   All grade levels (Cannot be primary teacher of record)   * Teacher, Intervention [Reading]   All grade levels (Cannot be primary teacher of record)   * Teacher, Intervention [Science]   All grade levels (Cannot be primary teacher of record)   * \*Teacher, Class-Size Reduction [General]   All elementary grade levels   * \*Teacher, Class-Size Reduction [Bilingual]   All elementary grade levels   * \*Teacher, Class-Size Reduction [ESL]   All elementary grade levels   * \*Teacher, Class-Size Reduction [All core content areas]   All secondary grade levels |

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

|  |  |
| --- | --- |
| **Item** | **Yes or No** |
| 1. **In-State Travel** | No |
| 1. **Out-of-State Travel** | No |
| 1. **Professional Development** | No |
| 1. **Field Lessons** | No |
| 1. **Contracted Services** | No |
| 1. **Tutoring** | **Yes** |
| 1. **Materials and Supplies** | **Yes** |

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

**Total amount of State Compensatory Education funds**: $37.800.00

**Personnel funded with State Compensatory Education funds**: $13,169.00

**List names here**: Fanisha Jordan

**Total number of FTE’s funded with State Compensatory Education funds**: .21

**Brief description of how these funds are utilized on your campus**: To reduce class size

**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: School Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2018 (include an estimate of number of students that must be screened): 850

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

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

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 3, 2018 (include an estimate of number of students that must be screened): Click here to enter text.

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

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

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 3, 2018 (include an estimate of number of students that must be screened): Click here to enter text.

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

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

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before May 6, 2019 (include an estimate of number of students that must be screened): Click here to enter text.

1. **Spinal Screening at Grades: 6, 9**

**Person Responsible** for screening, data entry, completing referral form

s, and submitting state report: School Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before May 6, 2019 (include an estimate of number of students that must be screened): **.**

1. **Medication Administration**

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

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2018-2019: Click here to enter text.

1. **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. School Nurse

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2018 – 2019 school year.  (Include the number of AEDs on campus: Click here to enter text.