

**Rollin Lee Isaacs School  
PK-5<sup>th</sup> Grade**

**Lisa Gayden, Principal**

**2011-2012**

**Continuous School Improvement Planning Goals  
Houston Independent School District**

**Action Plan**

Presented and approved by faculty on (insert date here).

Presented to parents and community on (insert date here).

**Signatures**

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PTO/PTA Parent Representative

Date

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Teacher Representative

Date

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Principal

Date

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School Improvement Officer

Date

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Chief School Officer

Date

The signatures of the School Improvement Officer and the Chief School Officer indicate that this document has been reviewed by them and they certify that this document meets all district requirements for a School Improvement Plan.

**R. L. Isaacs Elementary  
School of Careers and Service  
Action Plan  
2011-2012**

|                    |  |
|--------------------|--|
| <b>3 Year Goal</b> | <p><b>To improve student achievement in reading</b></p> <ul style="list-style-type: none"> <li>By the year 2014, the percentage of students in grades K-5 reading at or above grade level on the Stanford 10 will increase from 32% to 100% and 92% to 100% on the Aprenda.</li> </ul>   |
| <b>Goal 1:</b>     | <p><b>To improve student achievement in reading</b><br/>By the end of the 2011-2012 school year,</p> <ul style="list-style-type: none"> <li>the percentage of students in grades K-5 reading, at or above grade level, on the Stanford 10 will increase from 32% to 55%.</li> <li>the percentage of students in grades K-3 reading, at or above grade level, on the Aprenda will increase from 92% to 100%.</li> </ul> |

| Strategy/Action  | Person Responsible  | Formative/Summative Measurement   | Resources Needed  | Timeline                            |
|--|---|---|---|-------------------------------------|
| <p>1. A focus on small group and differentiated instruction will be provided daily during reading instruction.</p> <ul style="list-style-type: none"> <li>During the reading block teachers will provide guided reading, small group instruction and students will work in literacy</li> </ul> | <p>Consultant with the Debbie Dillard Group</p> <p>Lisa Gayden,<br/>Principal</p> | <p>TPRI (BOY, MOY, and EOY)</p> <p>Interim Assessments</p> <p>Diagnostic (BOY, MOY, and EOY)</p> <p>Stanford 10</p> | <p>Practice with Purpose by Debbie Dillard</p> <p>Getting Started with stations by Debbie Dillard</p> | <p>September 2011-December 2011</p> |
| <p>2. The Reading Interventionist, TDS Specialists and instructional leadership team will work with grades PK-5 instructional staff to support instructional strategies that will improve literacy for all students.</p>   | <p>PK-5 teachers</p> <p>Eileen Krieger,<br/>Reading Interventionist</p>           | <p>Stanford 10</p> <p>TPRI</p>  | <p>HAPG</p> <p>Texas Reading Institute Training Materials</p>   | <p>August 22, 2011 through</p>      |

|  |   |   |   |   |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>The teacher development specialist will observe and model high-yield instructional strategies that will increase teacher performance in demonstrating effective reading strategies in grades PK-5.</li> <li>The teachers will receive training for the DRA (Developmental Reading Assessments) to determine student reading levels.</li> <li>The teachers will receive Model Classroom Set-up Training</li> </ul> | <p>Theresa Bibbs –<br/>Teacher Development Specialist</p> <p>Lisa C Gayden,<br/>Principal</p>                   | <p>Apollo 20 Benchmarks<br/>6 - Assessments</p> <p>DRA Assessments</p>  | <p>Vertical Alignment Matrix</p> <p>Student Data</p> <p>Reading Street</p> <p>Teacher Development Specialist</p> <p>DRA Kits Practice with Purpose by Debbie Dillard</p> <p>Getting Started with stations by Debbie Dillard</p> | <p>May June 1, 2012</p> <p>Monday, August 8 and 10, 2011</p> <p>August 13, 2011</p> |
| <p>3. All K-5 teachers will use the Empowering Writers program as a school wide initiative. This program will aide in incorporating writing across the curriculum.</p>   | <p>All Grade Level Teachers</p> <p>Eileen Krieger, Reading Interventionist</p> <p>Lisa C. Gayden, Principal</p> | <p>Student Writing Samples</p> <p>Benchmark Assessments</p> <p>Stanford 10</p> <p>Student Work Sample Reviews</p> | <p>Empowering Writers Binder - Teachers</p> <p>Writing Notebooks - Students</p> <p>GF1—1110-11-6399-180-10-E1-101</p>   | <p>August 22, 2011 through May June 1, 2012</p>                                     |
| <p>4. Weekly classroom walk-through observations with feedback in grades PK-5 and Special Ed to ensure effective instruction is occurring in the area of reading.</p>  | <p>Lisa C. Gayden, Principal</p> <p>Teacher Development Specialists</p>   | <p>(BOY, MOY, and EOY)<br/>6 - Assessments</p>  | <p>New Teacher Appraisal Rubric</p>   | <p>August 22, 2011 through May June 1, 2012</p>                                     |

|   |   |   |  |   |
|---|---|---|--|---|
| <p>5. The Read 180 program will be used to address severe reading needs for students falling in the Tier 3 reading group. The Read 180 Intervention class will be held daily in conjunction with the daily reading block.</p> <ul style="list-style-type: none"> <li>• Tier 3 students are those students who are 25% or less not on grade level in reading.</li> </ul>   | <p>All Grade Level Teachers</p> <p>Mr. McGuire and Ms. Watkins, Teacher/Teacher Assistant</p> <p>Lisa Gayden, Principal</p>   | <p>Benchmark Assessments and Progress Monitoring Data</p> <p>TPRI (BOY, MOY, and EOY)</p> <p>Interim Assessments</p> <p>Stanford 10</p> | <p>Stanford 10</p> <p>Read 180 Program</p>   | <p>Week of August 29 through Week of May 31</p> |
| <p>6. Use of the Texas Reading Institute Training Materials, Deb Diller Small Group Instruction and Reading Interventionist will be used to provide intervention to Tier II and Tier III students (K-2)</p> <ul style="list-style-type: none"> <li>• Student progress data will be monitored, maintained and used to adjust instruction for student success</li> <li>• Student progress will be discussed, during the weekly PLC meetings.</li> </ul> | <p>Grade Level Teachers</p> <p>Eileen Krieger, Reading Interventionist</p> <p>Theresa Bibbs, Teacher Development Specialist Support</p> <p>Lisa Gayden, Principal</p> | <p>TPRI (BOY, MOY, and EOY)</p> <p>Interim Assessments</p> <p>Stanford 10</p>   | <p>DRA Kits</p> <p>Reading Street</p> <p>Texas Reading Institute Training – Instructional Checklist</p> <p>Read 180</p> <p>TPRI Intervention Activities (IAG- Intervention Activity Guide)</p> | <p>August 22, 2011 through May June 1, 2012</p> |
| <p>7. A focus on small group and differentiated instruction will be provided daily during reading instruction.</p> <ul style="list-style-type: none"> <li>• During the reading block teachers will provide guided reading, small group instruction and students will</li> </ul>   | <p>Consultant with the Debbie Diller Group</p> <p>Lisa Gayden,</p>  | <p>TPRI (BOY, MOY, and EOY)</p> <p>Interim Assessments</p> <p>Diagnostic</p>  | <p>Practice with Purpose by Debbie Dillard</p> <p>Getting Started</p>  | <p>September 2011-December 2011</p>             |

| work in literacy   | Principal  | (BOY, MOY, and EOY)  | with stations by Debbie Dillard                               |   |
|--|--|--|---|---|
| <p>8. Book Buddies will be started on the campus to allow students to connect, share and develop their reading.</p> <ul style="list-style-type: none"> <li>The grades will partner to share in the experience of reading.</li> <li>Book Buddy Groups <ul style="list-style-type: none"> <li>5<sup>th</sup> will work with 3<sup>rd</sup> and Pre-K</li> <li>4<sup>th</sup> will work with 2<sup>nd</sup> and Sp.Ed</li> <li>1<sup>st</sup> will work with K</li> </ul> </li> </ul> | All teachers   | Stanford 10<br>DRA Levels  | Classroom Libraries   | 2 Fridays every month<br>Starting September 9, 2011           |
| 9. DEAR (Drop, Everything and Read) will be incorporated at the beginning of each day to offer students more time to read.   | All classes  | DRA Levels   | Classroom Libraries   | Every day starting<br>August 22, 2011 through<br>June 1, 2012 |
| 10. The Real Men Read Program will continue for 2011-2012 school year to aide in strengthening the reading capacity for our student. It will also facilitate great reading role models for them as well.   | Ms. Krieger and<br>Ms. Watson,<br>Chairs   | DRA Levels   | Volunteers<br><br>Books                                       | August 19, 2011 through<br>June 1, 2012                       |
| 11. A school wide Literacy Night will be held to highlight the student's effort in literacy and writing.   | PK-5 Classroom Teachers<br><br>Ms. Krieger, Ms. Stephens and<br>Ms. Castro,<br>Chairs<br><br>Ms. Castaneda,<br>PTO representative<br><br>Lisa Gayden,<br>Principal | Student Work and Preparation   | Reading Activities<br><br>Plan and Layout<br><br>Refreshments | March 2012  |
| 12. Teachers in grades K-5 will provide after school tutorials to students that are below grade level in Stanford 10/Aprenda 3 and the District Common Assessments.  | All teachers   | Stanford 10/Aprenda 3<br>Common Assessments<br>Classroom Assessments | Stanford 10<br>Test Bank<br>GFI-1130-11-6118-180-30-E1-142    | September 2011-May 2012                                       |

R. L. Isaacs Elementary  
School of Careers and Service  
Action Plan  
2011-2012

|                    |  |
|--------------------|--|
| <b>3 Year Goal</b> | <b>To improve student achievement in math, by the year 2014, the percentage of students in grades K-5 mathematics at or above grade level on the Stanford 10 will increase from 52% to 100% and 96% to 100%.</b>   |
| <b>Goal 2:</b>     | <b>To improve student achievement in mathematics</b><br>By the end of the 2010-2011 school year, <ul style="list-style-type: none"> <li>• the percentage of students in grades K-5 mathematics at or above grade level on the <b>Stanford 10</b> will increase from 52% to 70%.</li> <li>• the percentage of students in grades K-3 mathematics, at or above grade level, on the <b>Aprenda</b> will increase from 96% to 100%.</li> </ul> |

| Strategy/Action   | Person Responsible  | Formative/Summative Measurement                                       | Resources Needed  | Timeline                             |
|---|---|---|---|--------------------------------------|
| 1. All teachers for grades PK-5 will provide students with differentiated and small group instruction for math. <ul style="list-style-type: none"> <li>• Student progress data will be monitored, maintained and used to adjust instruction for student success</li> <li>• Student progress will be discussed, during the weekly PLC meetings.</li> </ul> | PK-5 Classroom Teachers<br><br>Math - TDS<br><br>Lisa Gayden, Principal | Diagnostic (BOY, MOY, and EOY)<br><br>Stanford 10<br><br>Student Work | Math Manipulatives<br>Math Workstations<br><br>Supplies and Materials | August 22, 2011 through June 1, 2012 |

|   |   |   |   |  |
|---|---|---|---|--|
| <p>2. The campus will have 4 Apollo 20 Math Fellows all grade levels. However, the primary grade will be 4<sup>th</sup> grade with the Tier 2 and 3 students.</p>   | <p>4 Isaacs Math Fellows<br/>Lisa Gayden, Principal</p>   | <p>Benchmarks<br/>Diagnostic (BOY, MOY, and EOY)<br/>Stanford 10<br/>Student Work</p> | <p>Envision Math Diagnostics and Intervention Kit<br/>Reasoning Minds</p> | <p>August 22, 2011 through May June 1, 2012</p>            |
| <p>3. Fast Math computer program will be utilized as a math intervention for students at Tier 1 and 3 within the computer Ancillary</p>   | <p>PK-5 Classroom Teachers<br/>Ms. Rodriguez, Technology Instructor<br/>Lisa Gayden, Principal<br/>All teachers</p>                               | <p>Interim Assessments<br/>Diagnostic (BOY, MOY, and EOY)<br/>Stanford 10</p>         | <p>Fast Math</p>  | <p>September 2011 through June 2012</p>                    |
| <p>4. Math Buddies will be started on the campus to allow students to connect, share and develop their math.</p> <ul style="list-style-type: none"> <li>• The grades will partner to share in the experience of math concepts.</li> <li>• Math Buddy Groups <ul style="list-style-type: none"> <li>5<sup>th</sup> will work with 3<sup>rd</sup> and Pre-K</li> <li>4<sup>th</sup> will work with 2<sup>nd</sup> and Sp.Ed</li> <li>1<sup>st</sup> will work with K</li> </ul> </li> </ul> | <p>PK-5 Classroom Teachers<br/>Mr. Brewer, Ms. Ford and Mr. Espinoza, Chairs<br/>Ms. Castaneda, PTO representative<br/>Lisa Gayden, Principal</p> | <p>Interim Assessments<br/>Diagnostic (BOY, MOY, and EOY)<br/>Stanford 10</p>         | <p>Envision Math</p>  | <p>1 Wednesday every month Starting September 21, 2011</p> |
| <p>5. A school wide Math Night will be held to highlight the student's scientific knowledge and learning. Each grade level will be responsible for activities.</p>  | <p>PK-5 Classroom Teachers<br/>Mr. Brewer, Ms. Ford and Mr. Espinoza, Chairs<br/>Ms. Castaneda, PTO representative<br/>Lisa Gayden, Principal</p> | <p>Student Work and Preparation</p>   | <p>Math Activities<br/>Plan and Layout<br/>Refreshments</p>               | <p>November 2011</p>                                       |

R. L. Isaacs Elementary  
 School of Careers and Service  
 Action Plan  
 2011-2012

|                    |  |
|--------------------|--|
| <b>3 Year Goal</b> | <b>To improve student achievement in science, by the year 2014, the percentage of students in grades 1-5 reading at or above grade level on the Stanford 10 will increase from 44% to 100% and Aprenda will increase from 92% to 100%.</b>   |
| <b>Goal 1:</b>     | <p>To improve student achievement in science</p> <p>By the end of the 2011-2012 school year.</p> <ul style="list-style-type: none"> <li>the percentage of students in grades K-5 science at or above grade level on the Stanford 10 will increase from 44% to 62%.</li> <li>the percentage of students in grades K-3 science, at or above grade level, on the Aprenda will increase from 92% to 100%.</li> </ul> |

| Strategy/Action   | Person Responsible   | Formative/Summative Measurement   | Resources Needed   | Timeline                                |
|---|--|---|--|---|
| 1. Teachers will be invited to attend the Baylor Science Training to develop their science instruction skills.  | PK-5 Classroom Teachers<br><br>Lisa Gayden, Principal  | Stanford 10   | Baylor College of Medicine<br><br>HISD Science Curriculum Dept.  | June 2011<br>Training - 10 days         |
| 2. All grade levels will teach science to increase the science capacity of the students throughout the school <ul style="list-style-type: none"> <li>The 5E model will be the model utilized for science instruction. (<b>Engagement, Elaboration, Explanation, Evaluation</b>)</li> <li>Science instruction will be observed and modeled in the classes by the campus leadership and TDS.</li> </ul> | PK-5 Classroom Teachers<br><br>Cicely Kelly, Science Teacher Development Specialists<br><br>Lisa Gayden, Principal | Interim Assessments<br>Common Assessments<br><br>Stanford 10<br><br>Student Lab Work<br><br>Classroom Walkthroughs and Observations | HISD Curriculum<br>UT Dana Center<br><br>Science Materials and Labs<br><br>Teacher Development Specialists<br><br>Science Journals | August 22, 2011<br>through June 1, 2012 |

|   |   |                                     |   |   |
|---|---|-------------------------------------|---|---|
| <p>3. NSRC - National Science Resource Center Laser program will provide grant surveys and input to increase and enhance Science instruction on the campus.</p>       | <p>PK-5 Classroom Teachers<br/>Cicely Kelly, Science Teacher Development Specialists<br/><br/>Lisa Gayden, Principal</p>                                    | <p>Teacher Input and feedback</p>   | <p>NSRC - National Science Resource Center</p>                                | <p>August 22, 2011 through June 1, 2012</p> |
| <p>4. A school wide Science Night will be held to highlight the student's scientific knowledge and learning. Each grade level will be responsible for activities.</p> | <p>PK-5 Classroom Teachers<br/>Ms. Earehart/ Ms. Meeks and Mr. Eaton, Chairs<br/><br/>Ms. Castaneda, PTO Representative<br/><br/>Lisa Gayden, Principal</p> | <p>Student Work and Preparation</p> | <p>Student Led Experiments<br/><br/>Plan and Layout<br/><br/>Refreshments</p> | <p>January 2012</p>                         |

# Addendum

Rollin Lee Isaacs Elementary School

PK-5<sup>th</sup> Grade

Lisa Gayden, Principal

2011-2012

Continuous School Improvement Planning

Houston Independent School District

Each school year the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). Each campus improvement plan must:

- Utilize a school wide planning team to complete the needs assessment (NCLB).
  - **Organizational structure, shared-decision making, methods of communication and membership and composition of the SDMC (Addendum).**
- Assess the academic achievement for each student in the school using the academic excellence indicator system (AEIS). Identify data sources and analyze data (NCLB).
  - **Who are we? Where are we now? Where are we today? (FIP).**
  - **Specified in Executive Summary under "Comprehensive Needs Assessment".**
  - **Document needs assessment and conclusions with narratives, charts and graphs in the "Comprehensive Needs Assessment" section in Addendum.**
- Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, subchapter A. Clarify the vision for reform (NCLB).
  - **Why do we exist? Where do we want to be? What are the gaps?**
  - **Where are we now? How do we want to be? How will we get there? (FIP)**
  - **Specified in Executive Summary under "Information" – Mission, Vision, Values.**
  - **SMART Goals specified in Executive Summary under "Inquiry Process and Analysis".**
- Identify how the campus goals will be met for each student.
  - **How do we do business? How can we get to where we want to be?**
- Determine the resources needed to implement the plan.
  - **How can we get to where we want to be?**
  - **What materials do we need, and how will we pay for them? (FIP)**
- Identify staff needed to implement the plan.
  - **How can we get to where we want to be?**
  - **Who will get us there? (FIP)**
- Set time lines for reaching the goals.
  - **How can we get to where we want to be?**
  - **When will we perform the activities? (FIP)**
- Measure progress toward the performance objectives systematically to ensure that the plan is resulting in academic improvement.
  - **How will we evaluate our efforts?**
  - **How do we know we are getting there? How will we evaluate success? (FIP)**
- Provide for a system to document and analyze parental and community involvement at the campus.
  - **Addendum and/or SIP template**
- Include goals and methods for violence prevention and intervention on campus.
  - **Addendum**
- Create a school profile that includes (NCLB):
  - **Student Needs – (Executive Summary – Comprehensive Needs Assessment & Inquiry Process and Analysis)**
  - **Curriculum and Instruction (Executive Summary – Quality Design and Planning)**

- **Professional Development (Addendum)**
- **Family and Community Involvement – (Addendum)**
- **School Context and Organization – (Executive Summary – Information)**
- Identify all funding sources in the Resources Needed column of the SMART Goals document.
- **Fund Sources (GF1, SCE, TI, TII, TIII, AMI, ARI...)**
- Have not met Adequate Yearly Progress see AYP Section after Professional Development Section.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

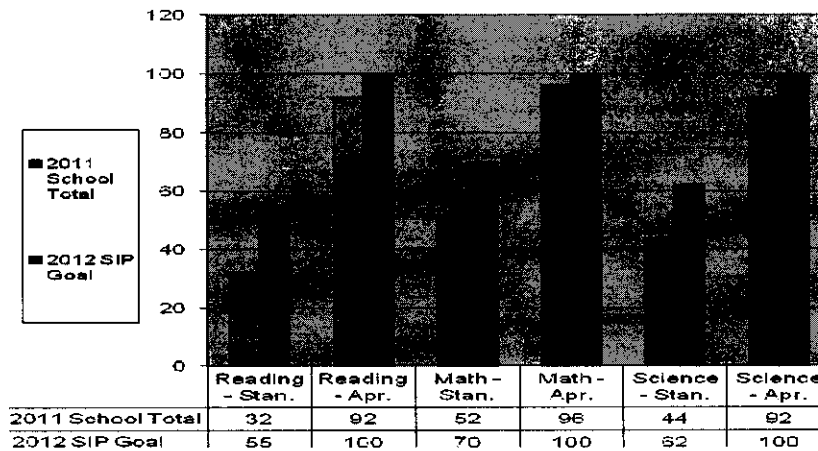
### Comprehensive Needs Assessment

The data used for our needs assessment is derived directly from the results of our Stanford 10, Aprenda 3 and TELPAS as well as the TEA Accountability tables, EVAAS, AEIS, data from PEIMS, HISD Chancery, and from teacher, student and parent surveys. Our planning process framework is derived from the work of Dr. Victoria Bernhardt and Dr. Douglass Reeves and can be found in the HISD Continuous School Improvement Planning Guide. All of the work is grounded in the concepts of professional learning communities.

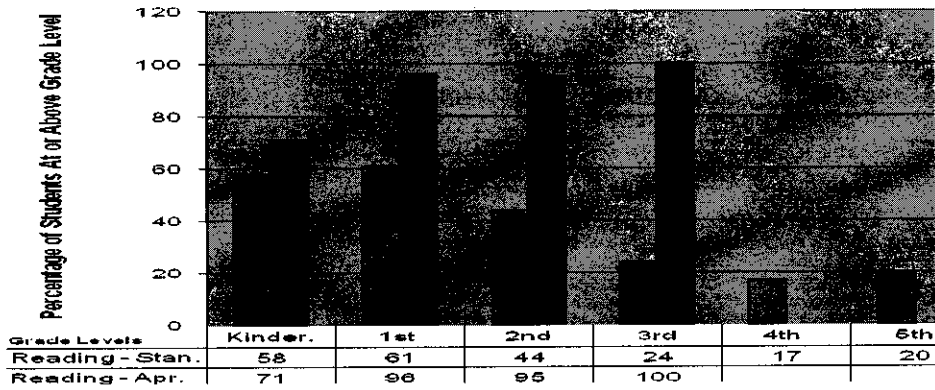
#### Student Learning Analysis

- **Stanford 10 and Aprenda 3 Comparison Results:**

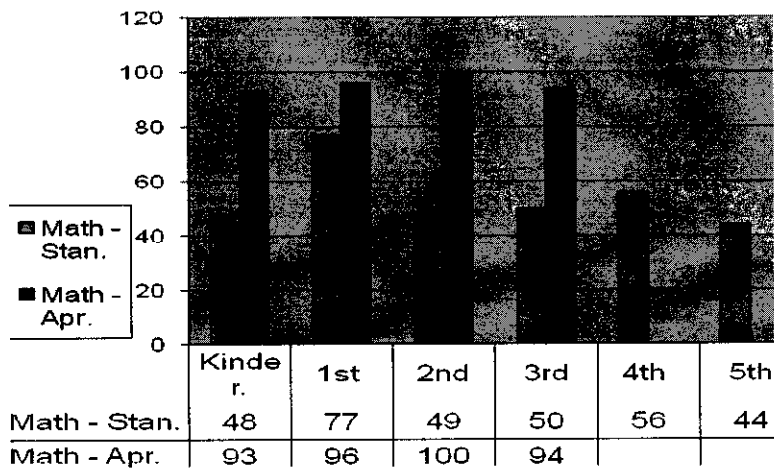
**2011 – Stanford and Aprenda 3  
Percentage of Students At or above Grade Level  
Schoolwide Total Data and 2012 SIP Goal**



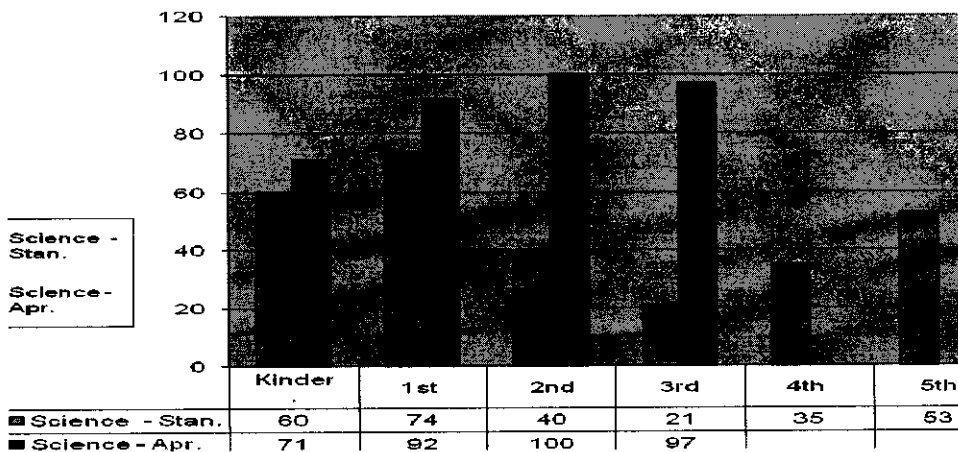
**2011 – Stanford and Aprenda 3  
Percentage of Students At or above Grade Level  
Reading Data**



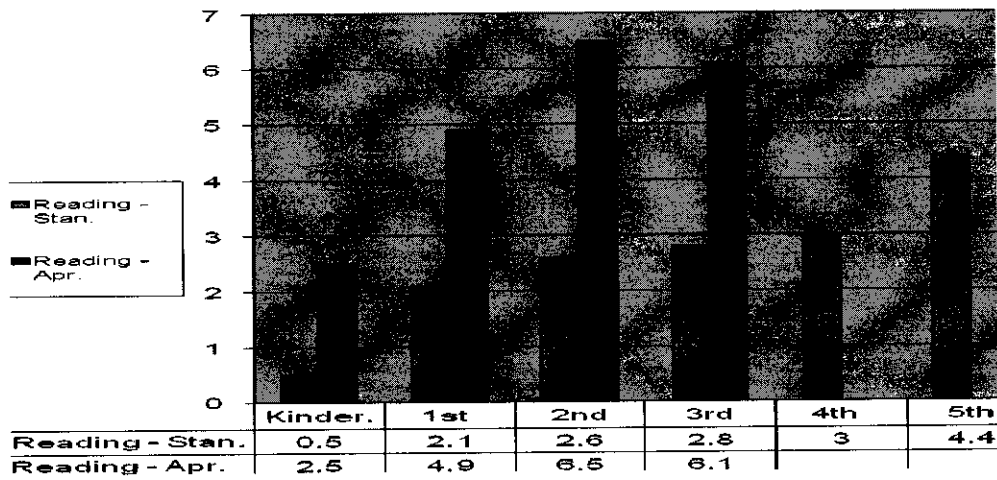
**2011- Stanford 10 and Aprenda 3  
Percentage of Students At or Above Grade Level  
Math Data**



**2011 - Stanford 10 and Aprenda 3  
Percentage of Students At or Above Grade Level  
Science Data**

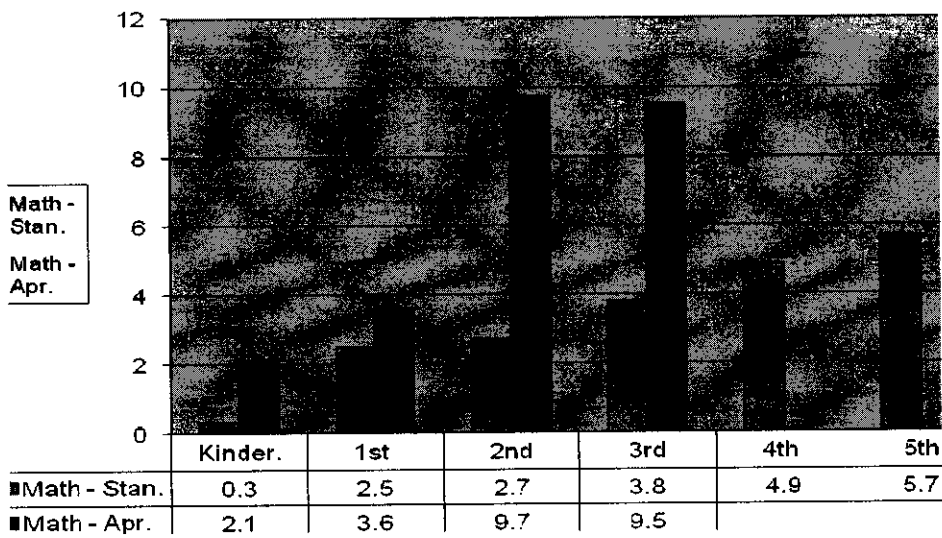


**2011 – Stanford 10 and Aprenda 3  
Reading Grade Equivalencies**

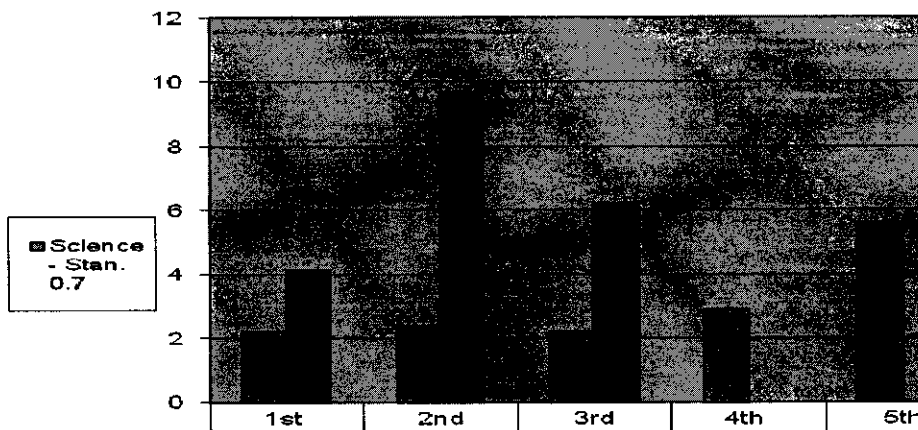


\*Note: Kinder. Stanford 10 is K.5

**2011 – Stanford 10 and Aprenda 3  
Math Grade Equivalencies Data**



**2011 – Stanford 10 and Aprenda 3  
Science Grade Equivalencies Data**



|                     |     |     |     |     |     |
|---------------------|-----|-----|-----|-----|-----|
| Science - Stan. 0.7 | 2.2 | 2.4 | 2.2 | 2.9 | 5.6 |
| Science - Apr. K.7  | 4.1 | 9.7 | 6.2 |     |     |

### Demographic Data Analysis

Rollin Lee Isaacs' school population for 2010-2011 revealed that forty five point zero two percent (45.02%) of children are African Americans, point two one (.21%) is White, point two percent (.21%) is American Indian/Alaska Native and fifty four point fifty six percent (54.56%) are Hispanic. Seven point sixty eight percent (7.68%) of the student body receives Special Education services, thirty six point ninety three percent (36.93%) are LEP students and thirty four point sixty five percent (34.65%) receives bilingual instruction and nine point thirty four percent (9.34%) are Gifted and Talented. Ninety-eight point seventy six percent (98.76%) of the student body receives free and/or reduced lunch and are considered economically disadvantaged. The 2010-2011 attendance rate is ninety-eight point seventy six percent (98.76%) - an increase of 1.1% from 2009-2010.

### School Programs and Processes Analysis

- **Teacher Practices:** Classroom teachers will use common assessments to assess students' performance on selected objectives every three weeks in Reading/ELA/Writing, Math, and Science. The results from the common assessments will be used to re-teach and differentiate instruction. Results from diagnostic tests through the web-based program Campus-On-Line will provide teachers with additional information to address areas of concern.
- **Acts of Leadership:** The administration will conduct regular walk-throughs to ensure objectives are being taught at appropriate rigor and pacing; monitor grade level PLC & Vertical Team Meetings; monitor teacher evaluation process by conducting observation walk-throughs, reviewing common assessment data, and conducting teacher conferences/conversations at least four times per year to improve teacher effectiveness and student performance.
- **Engaged Stakeholders:** Academic performance feedback is provided to students and parents through progress reports, PTO meetings, parent-teacher conferences, and the HISD Parent/Student Connect portal link.

### Perceptions Analysis

- **Engaged Stakeholders:** Parents Meetings are conducted on a monthly basis where general student data results are shared. The parents/community demonstrated favorable opinions toward student academic and achievement assessment results according to the 2010-2011 Title I PAC survey. Access to the School Improvement Plan is available in the front office for parents/community review. Feedback opportunities are available during Parent Advisory Council (PAC)/Parent-Teacher Organization (PTO) Meetings.

The faculty, teachers/staff and SDMC of Isaacs Elementary have reviewed the data from 2010-2011 and have identified areas of strength and weakness and factors contributing to the current student performance. These areas are discussed below and have been considered in the development of the goals, objectives and

initiatives/strategies in the School Improvement Plan.

**Areas of Strength/Weakness:**

- Aprenda Reading & Math test results reflect ninety-two percent 92%+ of students in grades 1-3 performing on grade level. **(Strength)**
- Stanford 10 Reading test results reflect students reading at or above grade level as follows: 1<sup>st</sup>- 61%; 2<sup>nd</sup>- 44%; 3<sup>rd</sup>- 24%; 4<sup>th</sup>- 17%; 5<sup>th</sup>- 20%. **(Weakness)**
- Stanford 10 Math test results reflect students performing at or above grade level as follows: 1<sup>st</sup>- 77%; 2<sup>nd</sup>- 49%; 3<sup>rd</sup>- 50%; 4<sup>th</sup>- 56%; 5<sup>th</sup>- 44%. **(Weakness)**
- Eighty-eight percent (88%) of students in Kindergarten thru second grade met standard on TPRI/Tejas Lee End-of-Year Reading Evaluation. **(Strength)**
- TELPAS results reflect eighty-six percent (86%) of LEP students progressed at least one proficiency level from 2010. **(Strength)**

**Inquiry Process**

The inquiry process looks at the data from the comprehensive needs assessment to determine what SMART goals need to be set and what groups of students need additional attention and support for successful learning.

**Possible cause-effect:** The root cause for some students' failure to meet standard on Reading, Math and Science can be attributed to instruction from a novice teacher, large class size, and ineffective intervention practices.

**Strategies driven by specific needs:** An expansion of the tutorial program will be implemented to assist all students who are at risk of failing. The campus will continue to use the Horizontal Alignment Pacing Guide (HAPG) for teaching objectives and guiding instruction, provide small group instruction and school-wide intervention for all grades, and provide professional development training in reading, math and science for all teachers. Teachers and lead instructional team will meet weekly in Professional Learning Communities (PLC) to discuss student academic achievement/progress, conduct data analysis to guide instruction, and re-adjust daily schedule to meet student needs.

Teachers use Marzano's strategies modeled during on-going professional development to address the needs of students based on Tejas Lee and Stanford 10 data. All teachers will implement the Frayer Model with their students daily in Reading and Science to reinforce their vocabulary in context. Daily student participation in Reading, Math, and Science labs will provide hands-on, critical thinking, inquiry and investigative experiences for students.

**Interventions used to improve student performance are as follows:**

- Teach to students' learning styles; differentiate instruction;
- Provide opportunities for students to participate in "real-life" experiences that promote "hands-on"

- learning,” and produce authentic student work samples/projects;
- Use effective instructional strategies that would include flexible grouping, modifications, and extended learning opportunities for students;
- Provide small group instruction;
- Implement weekly collaborative PLC Meetings with and across grade levels;
- Use data analysis to develop appropriate instructional strategies in Reading and Math;
- One hundred twenty minute math block and one hundred twenty (120) minute Reading block (LA, Writing) for grades PK-5;
- Utilize Reading Interventionist and Apollo 20 Math Fellows support with small group intervention in primary and intermediate grades;
- Provide intervention during the school day and tutorials after-school and Saturday Camp;
- Provide tracking results from assessments every 3 weeks to monitor student progress and achievement in Reading, Writing/Language Arts, Math and Science (Grades K-5);
- Teach students to use a self-analysis tracking system on all assessment given and establish on-going goals as a result.

**Programs used to improve student performance are as follows:**

Reading Street Curriculum (Grade K-5)  
 Read 180 (4<sup>th</sup> & 5<sup>th</sup>)  
 Neufeld/ Understanding Math software program (Grade K-5)  
 River Deep Reading and Math software program (Grade K-5)  
 Orchard Reading, Language Arts, Science software program (Grade K-5)  
 envision Math software program (Grade K-5)  
 Achiever Math, Reading, & Language Arts software program (Grade PK-5)  
 Renzulli (web-based) program (Grade K-5)  
 Science Lab/Computer Lab/Math Lab/Reading Lab  
 United Streaming Science (web-based) resource program (Grade PK-5)  
 Learning.com (web- based) curriculum program (Grade K-5)  
 Empowering Writers  
 Fast Math

**Analysis of adult actions**

In an effort to decrease the achievement gap, all teachers are teaching science in all grade levels. All teachers will give a developmental Reading Assessment to their students to identify their reading level.

- Professional Development will cover the Reading Street curriculum, Response to Intervention (RTI) strategies, Renzulli web-based program, Differentiated Instruction, Neuhaus Training, Read 180 and Apollo 20 Math Fellows and school-based training in the areas of math, ELA/writing and science as needed. Partnerships will include support from SIO Team, parents and community and business partners.
- **Achievement results (effects) linked to causes:** Intervention instruction was effective for many students. Students needing further assistance received during/after-school and Saturday tutorials to meet their individual needs.

**10 Components of a Title I Program**

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the three SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.
2. **School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth, the continued use of CLEAR and the staff development which accompanies it, the use of Model Lessons and the meeting by content and grade level to monitor and develop instructional plans are part of our school-wide reform strategies.

3. **Instruction by highly qualified teachers – 100%** of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and on-going professional development** – Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered at the feeder pattern, HISD and regional offices. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.
5. **Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's HISD Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that **100%** of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Family Math, Science and Literacy Nights are held to increase parents in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example ESL classes or STARR information programs.
7. **Transition from early childhood programs** – Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – The use of formative and summative assessments and allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.
10. **Coordination and integration of Federal, State, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

#### Organizational Structure

Our campus Shared Decision-Making Model (SDM) is 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. 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 SDMC is the shared decision-making body. SDMC representatives are elected by the faculty and parents are elected by the PTO membership. It meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. The Council 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 Communication

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.

### Membership Composition of the Shared Decision-Making Committee

|                                    |   |                             |   |
|------------------------------------|---|-----------------------------|---|
| Number of Classroom Teachers (2/3) | 4 | Number of Parents           | 1 |
| Number of School-based Staff (1/3) | 2 | Number of Community Members | 2 |
| Number of Non-Instructional Staff  | 1 | Number of Business Members  | 1 |

| Name of SDMC Member       | Position (Term expires) |
|---------------------------|-------------------------|
| Ricardo Nazario           | Business Member         |
| Yolanda Meeks             | Classroom Teacher       |
| Elizabeth Cobble          | Classroom Teacher       |
| Lisa Earehart             | Classroom Teacher       |
| Sherie Ford               | Classroom Teacher       |
| Sylvia Rodriguez          | Non-Instructional Staff |
| Della Woods               | Non-Instructional Staff |
| Leticia Castaneda         | Parent                  |
| Lisa Gayden               | Principal               |
| Pricilla Brown            | School-Based Staff      |
| Reverend Dalton Glen      | Community Member        |
| Reverend Stanley Hilliard | Community Member        |

### State Compensatory Education

|  |             |
|--|-------------|
| Total amount of State Compensatory Education Funds.                        | \$31,359.00 |
| Personnel funded with State Compensatory Education Funds (number of FTEs.) | 0.0         |
| List title of funded staff i.e.  | 0.0         |
| List title of funded staff i.e.  | 0.0         |
| Total FTEs funded with State Compensatory Education Funds.                 | 0.0         |

State Compensatory Funds are coded in the *Resources Needed* column of the campus goals as SCE \$31,359.

Isaacs Elementary has \$31,359.00 for State Compensatory Education funds to be used to help improve and

enhance and supplement the regular education program for students in at-risk situations. After school and Saturday tutorials will be provided for students in grades 3-5 who have not progressed on the assessments/ Teachers will be paid extra duty pay with SCE funds. Materials and supplies will be purchased with State Compensatory Education Funds for these tutorials. These supplemental state compensatory education funds are used to enhance the Title 1 school wide program at our campus.

#### Gifted/Talented Program Goal

For 2011-2012, provisions to modify services for students identified as Gifted/Talented (G/T) are provided through the implementation of the Vanguard Standards (Standards 5, 6, 7 and 8), and the G/T Curriculum Framework Scholars & Knowledge.

|           |  |
|-----------|--|
| Formative | Differentiation strategies for instruction and assessment are documented weekly in lesson plans. Middle school G/T students will be scheduled into four Pre-AP or IBMYP classes each year. High school G/T students will be scheduled into at least two advanced classes each year.  |
| Summative | Students identified as G/T shall be expected to score above grade level on the district required Stanford/Aprena and score at the commended level on TAKS. LEP/Special Education/504 students will be expected to show annual growth on these or related assessments when tested in the same language. Students enrolled in AP and IB classes which have corresponding College Board and IB exams shall take the corresponding AP or IB exams. |
| Strategy  | Implement and monitor Pre-AP/AP and IBYP/IBMYP/IB skills and strategies and the G/T Curriculum Framework Scholars & Knowledge.   |

#### Parent and Community Involvement Goal

For 2011-2012, the percent of parents and community members attending PTO meetings will increase by 20%.

|           |  |
|-----------|--|
| Formative | At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.                            |
| Summative | At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.               |
| Strategy  | Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events. |

#### Violence Prevention and Intervention Goal

For 2011-2012, discipline referrals for drugs, alcohol, and tobacco will be reduced by 100% from the previous year.

|           |   |
|-----------|---|
| Formative | Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.          |
| Summative | At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession |
| Strategy  | Implement and monitor the school wide safety and security plan.   |

#### Violence Prevention Goal

For 2011-2012, the discipline referrals for ie. fighting will be reduced by 100% from the previous school year.

|           |  |
|-----------|--|
| Formative | Each grading period the discipline referrals will be reviewed to determine the percent of referrals.                     |
| Summative | At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for 2012. |
| Strategy  | Implement and monitor the school wide safety and security plan.  |

#### Attendance Goal

For 2011-2012, the ADA student attendance will be at or above 98%.

|           |   |
|-----------|---|
| Formative | Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.          |
| Summative | The year end ADA will be reviewed to determine if the annual attendance objective was met.  |
| Strategy  | Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences. |

#### Special Education Goal

For 2011-2012, the percent of students meeting performance standards of the tests they took will be at or above 100%

|           |   |
|-----------|---|
| Formative | Each grading period, students' progress on TEKS will be monitored and reviewed.   |
| Summative | Results of the STARR Accommodated, STARR Modified and STARR Alt tests will be reviewed to determine if the ARD objectives were met. |
| Strategy  | Provide differentiated instruction to address learning needs of identified special needs students.                                  |

#### Highly Qualified Teacher Goal

|  |  |
|--|--|
| For 2011-2012, the percent of highly qualified teachers in the core academic areas will be at or above 100%. |  |
| Formative  | At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.        |
| Summative  | At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met. |
| Strategy   | Conference with teachers to implement a plan to become highly qualified.   |

#### Secondary Drop – Out Prevention Goal

|  |   |
|--|---|
| For 2011-2012, the dropout rate will be N/A% or less with no student group exceeding N/A%. |   |
| Formative  | Each grading period the documentation will be reviewed for students who have checked out of school. |
| Summative  | 2010-2011 drop-out data will be reviewed.   |
| Strategy   | Monitor school leavers bi-weekly, contact parents and implement intervention plans.                 |

#### High School AEIS Goal – Ninth Graders

|  |   |
|--|---|
| The percent of 2011-2012, first time ninth grade students who advance to the tenth grade (fall to fall) will be at least N/A%. |   |
| Formative  | After each grading period, the number of incoming ninth grade students who are at-risk for failing one or more classes will be reviewed.  |
| Summative  | At the end of the school year (August), the percent of incoming (previous fall) ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met. |
| Strategy   | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.        |

#### High School AEIS Goal – Texas Scholars

|  |  |
|--|--|
| For 2011-2012, the percent of graduates who are Texas Scholars will be at or above N/A%. |  |
| Formative  | Each semester prepare a list of students who have opted out of the Texas Scholar program by grade level.   |
| Summative  | At the end of the school year, calculate the percent of graduates who are classified as Texas Scholars.  |
| Strategy   | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs. |

#### High School AEIS Goal – Advanced Courses

|  |  |
|--|--|
| For 2011-2012, the percent of students who have completed at least one advanced course will be at or above N/A%. |  |
| Formative  | Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.   |
| Summative  | At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.          |
| Strategy   | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs. |

#### High School AEIS Goal – Advanced Placement Exams

|  |  |
|--|--|
| For 2011-2012, the percent of students who take an AP exam will be at or above N/A%. |  |
| Formative  | At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.                              |
| Summative  | At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.        |
| Strategy   | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs. |

### High School AEIS Goal – SAT/ACT Exams

|  |  |
|--|--|
| For 2011-2012, the percent of graduates who take SAT/ACT exams will be at or above N/A%. |  |
| Formative  | After the first semester, the number of students taking the SAT-1 at least once will be reviewed.                                  |
| Summative  | At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met. |

### Dyslexia Program Goals

For 2011-2012, provisions for identification, assessment and instructional services to students having or suspected of having dyslexia or a related disorder, and the provisions for dyslexia teachers and parents are provided through compliance with laws governing dyslexia programming: TEC §11.252, TEC §38.003; TEC §28.006; TAC 19 §74.28; §504 of the Rehabilitation Act of 1973 and Dyslexia Program Guidelines/standards.

|           |  |
|-----------|--|
| Formative | By October 2011, identify campus areas of need using various objective data: inservice/meeting agendas and sign-in sheets; campus data files; documentation of referral/assessment procedures, instructional services, campus parent education program; student records and program evaluation.  |
| Summative | By June 2012, identify campus progress using various objective data examples: student progress monitoring data; program evaluation; inservice/meeting agendas and sign-in sheets; campus data files; documentation of procedures, Tier II and Tier III instruction, campus parent education program data; student records; program evaluation; |
| Strategy  | Implement various strategies as determined by needs of campus. (Refer to Dyslexia Program Supplement for possible strategies.)   |
| Strategy  | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.   |

### District and State Waivers

**INSERT description of all requested district and state waivers here.**

## Isaacs Elementary School Houston Independent School District Staff Development Plans 2011-2012

| Date                                     | Who should attend                      | Purpose  |
|--|--|--|
| <b>Full Day Staff Development</b>        |  |  |
| August 15, 2011                          | Professional Development for all staff | Empowering Writers   |
| August 16, 2011                          | Professional Development for all staff | General Information Faculty/Staff Meeting<br>Presenter: Lisa Gayden, Principal |
| August 17, 2011                          | Professional Development for all staff | New Teacher Appraisal System<br>Presenter: Lisa Gayden, Principal              |
| August 18, 2011                          | Professional Development for all staff | New Teacher Appraisal System<br>Presenter: Lisa Gayden, Principal              |
| <b>Early Dismissal Staff Development</b> |  |  |
| October 12, 2011                         | All Staff                              | Professional Development - Reading   |
| November 9, 2011                         | All Staff                              | Professional Development - Math  |
| January 11, 2012                         | All Staff                              | Professional Development - Science   |
| February 29, 2012                        | All Staff                              | Professional Development - Writing   |
| April 18, 2012                           | All Staff                              | Professional Development - Math and Reading                                    |

### Adequate Yearly Progress – Stage One

- Identify and address the specific academic issues that caused the campus to be identified under AYP for school improvement.
  - **Specified in SMART Goals**
- Specify how no less than 10% of Title I Part A funds will be utilized to provide high-quality professional development for teachers and the principal.
- How will this address the academic achievement problem that caused the campus to be identified under AYP for school improvement?
  - Do the professional development activities meet the specified requirements under section 1119?
  - **Specified in Strategies and Fund Sources in SMART Goals.**
- Provide written notice about the academic achievement problem that caused the campus to be identified under AYP for school improvement to the parents of students attending the campus.
  - Is the notice in the appropriate language of the parents?
- Specify the responsibilities of the school and district in providing assistance under section 1120A.
- Provide activities before school, after school, during the summer and during any extension of the school year as appropriate.
  - **Specified in Strategies in SMART Goals.**

### Adequate Yearly Progress – Stage Two

- Incorporate all of the requirements identified in the School Improvement plan and Stage 1.
- Implement Supplemental Educational Services, as required by all Stage 2 schools.

### Adequate Yearly Progress – Stage Three

- Incorporate all of the requirements identified in the School Improvement plan and Stage 1 and 2.
- Implement the corrective actions identified as required of all Stage 3 schools.

### Adequate Yearly Progress – Stage Four

- Incorporate all of the requirements identified in the School Improvement plan and Stage 1, 2 and 3.
- Develop a plan for alternative governance, and steps to make arrangements to implement the plan, as required of all Stage 4 schools.

### Title I – Stage Five

- Incorporate all of the requirements identified in the School Improvement plan and Stage 1, 2, 3 and 4.
- Implement the alternative governance arrangement developed in Stage 4.