

THE VARNETT SCHOOL SOUTHEAST

Campus Improvement Plan 2018/2019

"A Legacy of Excellence"



Jessika Hearne, Campus Director
12707 Cullen Blvd, Houston, TX. 77047
713.726.7654
jhearne@varnett.org

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DMAC Solutions ®

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THE VARNETT SCHOOL SOUTHEAST

Mission

Mission Statement

The mission of the Varnett Public School is to provide a rigorous academic program which meets the needs of our diverse population. The four principles of our core beliefs are high student achievement, safety, respect and common decency. We are committed to meeting those needs through providing a safe learning environment, a highly qualified dedicated staff, advanced technological tools, involving parents and families and utilizing community resources. This mission is based on the belief that:

School choice motivates excellence.

The overall student achievement level must be improved.

There can be no achievement gap between socioeconomic groups and/or children of ethnic diversity.

Recruitment and retention of highly effective teachers are the keys to excellence and increasing student achievement.

Meaningful parental engagement must be increased.

All students, staff, and parents must be treated with common decency.

Mission Continued

Vision

Vision Statement

The Varnett Public School is dedicated to excellence in all things.

Nondiscrimination Notice

THE VARNETT SCHOOL SOUTHEAST does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Resources

Resource	Source
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Gen Supp - Reg Ed	Local
Misc Op Costs - Reg Ed	Local
Professional Services - Reg Ed	Local

The Varnett School Southeast Site Base Decision Making Team (SBDM)

Name	Position
Alexander, Amber	Teacher
Atkins, Rev. Derrick	Community Member
Benton, Deonna	Instructional Coach
Cain, Shaquita	Parent
Campbell, Drew	Teacher
Donahoe, Kendrick	Teacher
Dozier, Britney	Instructional Facilitator
Galloway, Crystal	Parent
Hamilton, Lakeisha	Curriculum and Instructional Officer
Hearne, Jessika	Campus Director

*The Site Based Decision Making Team previously met on May 22, 2018 to **develop** the Campus Improvement Plan.

*The Site Based Decision Making Team met on July 23, 2018 to **review and revise** the Campus Improvement Plan.

The team will meet on the following dates and times of the 2018-19 Academic School Year in order to **evaluate** the Campus Improvement Plan, and make any necessary **revisions**:

Meeting Dates and Times:

October 11, 2018 - 4:30 p.m.

December 13, 2018 - 4:30 p.m.

March 14, 2019 - 4:30 p.m.

May 9, 2019 - 4:30 p.m.

You can find the Campus Needs Assessment and Campus Improvement Plan in the Varnett Southeast's Student Handbook, Varnett Southeast's front office, The Varnett Public School district's office, and on the Varnett Southeast's Website, in English/Spanish.

Link to Campus Website: <https://southeast.varnett.org/>

***CIP Page Numbers: 18-22

***Opportunities for ALL students are addressed on pages: 18-21

The Varnett School Southeast Parent and Family Engagement Committee (PFE)

Name	Position
Bryant, Franchell	Administrative Assistant
Cain, ShaQuita	Parent
Donahoe, Kendrick	Teacher
Dozier, Britney	Instructional Facilitator
Galloway, Crystal	Parent
Payne, Shannon	Parent Liaison
Sherman, Robbie	Teacher Assistant
Sidney, Natasha	Teacher

The Parent and Family Engagement Committee will meet **on campus**, the first Thursday of every month, starting on September 6, 2018. Meeting dates are subject to change. You can find the Parent and Family Engagement Policy and Compact in the Varnett Southeast's Student Handbook, Varnett Southeast's Front Office, The Varnett District's Office, and on the Varnett Southeast's Website, in English/Spanish.

Link to Campus Website: <https://southeast.varnett.org/>

Meeting Dates and Times:

September 6, 2018 - 4:15 p.m.

October 4, 2018 - 1:00 p.m.

November 1, 2018 - 4:15 p.m.

December 6, 2018 - 1:00 p.m.

January 10, 2019 - 4:15 p.m.

February 7, 2019 - 1:00 p.m.

March 7, 2019 - 4:15 p.m.

April 4, 2019 - 1:00 p.m.

May 2, 2019 - 4:15 p.m.



Varnett Southeast Comprehensive Needs Assessment

School Profile

Varnett Southeast is one of four campuses in The Varnett Public School District. Varnett Southeast opened its doors in 2018 and serves predominantly middle class to low socio-economic families. Varnett Southeast serves 133 students in Kindergarten to 7th Grade. Kindergarten through 2nd Grade are self-contained, and 3rd through 7th Grade are departmentalized.

The student population is 95% African-American, 0% Anglo, 0% Asian, 5% Hispanic, 56% male and 44% female with a low socioeconomic status of 92%. The staff population is 100% African-American, 0% Anglo, 0% Asian, 0% Hispanic, 25% male and 75% female with an average of 3 years of experience. Seventy-eight percent of the teaching staff are considered experienced with more than 3 years of teaching experience, and 100% of paraprofessionals are considered Highly Qualified.

The overall mobility rate for the campus and the drop-out rate is currently unavailable. The average daily attendance rate for students is 95%. The average daily attendance rate for staff is 95%. There is a total of 132 Level 1 discipline referrals, with a total of 0 suspensions in the inaugural year.



Varnett Southeast serves three English Language Learner students, two students are identified for 504 services, and 2% of students are served at the Tier II Level of the RTI program. Nine students receive special education services (7%).

Special Programs

Our Schoolwide Title I program consists of parent and family engagement activities, extended day for math and reading, ongoing professional development in all instructional areas, external tutors and one Instructional Coach. Our State Compensatory Program (SCE) supports tutorials, provides materials and supplies for at-risk students. Teacher assistants provides push in and pull out services.

Student Achievement:

Strengths:

- Baseline data will be used to place students in current systems for monitoring and program placement.

Problems:

- Reading scores are low
- Math scores are low
- Low Reading Capabilities are heavily impacting the other core subject areas

Family and Community Involvement:

Strengths:

- Parents attend ARD meetings and student programs.
- Parents attend parent meetings.



Problem:

- Most parents lack transportation that prevents them from being in attendance at different activities held on campus.

Curriculum, Instruction, and Assessment:

Strengths:

- The district uses TEKS Resource System as our curriculum. Instruction is divided in six-weeks cycles and follow a scope and sequence for each grade level and each content area.
- Teachers use weekly/classroom assessment data to drive re-teaching, looping and learning stations. Data from district wide, and campus based assessments is used to group students for intervention based on specific TEKS. Grade level teams also use data from common assessments on SMART goals to inform their instruction as a whole.
- The curriculum is aligned to state requirements for instruction. Instruction is aligned to the TEKS for each grade level and content area. Assessments are aligned to the scope and sequence in our curriculum. Our curriculum includes vertical alignment between both grade levels and between different levels of students. Additionally, it includes instructional information specific to English language learners.
- Each of the approved textbooks we use includes student modules for guided practice, intervention and assessment.
- Instructional strategies and activities are aligned with student learning needs and expected outcomes for achievement mostly through learning stations, push in/ pull out interventions and small group instruction. About 50% of our teachers consistently use learning stations to differentiate instruction. Nearly all teachers use teacher table for immediate re-teaching. A large number of our students need differentiated instruction as they are RTI, SpEd, ESL or 504. Those teachers who consistently differentiate their instruction see growth in individual student mastery of the TEKS.
- The lesson plan template provided for teachers is set up to include student engagement, higher order thinking skills, problem solving, critical thinking, etc. Site administration pays specific attention to the questions asked of students during instruction [and the Domain of Knowledge] by labeling them in the teacher's lesson plan, analyzing assessment questions with teachers, and counting and classifying them during walkthroughs.
- Campus based assessments are developed using the DMAC system, which is aligned to state assessments.
- Assessments are created based on the scope and sequence in TEKS Resources System. Questions are chosen by district personnel from the DMAC system.



- Campus based assessments are given every six weeks and include new as well as ongoing TEKS, aligned to the scope and sequence in our curriculum and are also aligned to the standardized state assessment. The teachers attend team meetings to analyze the data and discuss students' performance.

Problem

- There is no evidence that a process exists for monitoring, evaluating, and revising the curriculum at the site level.
- Student performance continues to lag.

Staff Quality, Recruitment and Retention:

Strengths:

- The current staff works well together.

Problem:

- Teachers are assigned to varied content areas and grade levels based on enrollment numbers.

School Culture and Climate:

Strengths:

- A partnership with an outside Etiquette program, was utilized to build students' character and to help improve climate at Southeast.
- Students and teachers continuously work to build trusting relationships.

Problem:

- Discipline issues, Dress Code violations, and Inappropriate cell phone usage negatively impacts instruction. Students are distracted by social media
- Teachers all agree that student cell phone use is out of control, and that it is taking away from instructional time.
- Students become angry and upset, when positively redirected to put their cell phones away, during instructional time.



- Additional training on classroom management and instructional planning is needed.

School Organization:

Strengths:

- The district/school supports the growth and expansion of all students.
- The district is extremely supportive of the school and leadership.
- Class sizes have been balanced in an effort to provide more one-on-one time between teachers and students. The master schedule was designed to encompass daily intervention periods, and more time was dedicated to the subject areas of reading and math.
- Subjects in which students performed poorly received additional time built into the master schedule to help support areas of concern.
- Teachers provide bottom-up feedback to campus leadership. Many ideas/suggestions are implemented based on the feedback provided by teachers.
- Teachers created their own bi-weekly assessments instruments. Additionally, teachers are able to preview multiple assessments to ensure alignment to the curriculum.
- All stakeholders have access to campus leadership. Furthermore, all stakeholders are allowed to sit on multiple committees within the learning institution.
- The overall perception of the learning institution is positive. Students, parents, and staff members seem to be content and motivated to succeed.
- School expectations reveal a high success rate in terms of achievement, students practice common decency, and show respect to all stakeholders.

Problem:

- Teachers did not have a voice in the design of the master schedule.
- Teachers did not have a voice/input in curriculum and discipline management plan.
- 22% of teachers lack experience.



Technology:

Strengths:

- All classrooms are equipped with Interactive Whiteboards.
- Each classroom has WiFi access.

Problem:

- Students do not have their own netbooks.
- Some teachers lack professional development on available Tech programs

Summary of Identified Problem and Related Strategies

There is an identified problem in the reading capabilities across grades K-7 based upon Benchmarks and STAAR results. Low reading capabilities heavily impact the other core subject areas. Based upon this prioritized problem, the site-based team identified several intervention strategies:

-Assessing students reading levels, within the first 20 days of school, which would help us identify where our students currently are, and allow us to develop an appropriate intervention plan, to get them to where they should be.

There is an identified problem in discipline, dress code, and inappropriate cell phone usage during instructional time. Based upon this prioritized problem, the site-based team identified several intervention strategies:

-Implementing a strict cell phone usage and dress code policy. Make amendments to our campus handbook. Meet with parents to discuss expectations and consequences if expectations are not met.



There is an identified problem in lack of student motivation. Based upon this prioritized problem, the site-based team identified several intervention strategies:

-Teachers will receive a minimum of 20 hour in professional development, and will work diligently to incorporate more engaging activities, that will make and keep learning fun, producing effective teaching and learning.

CNA #1 Meeting Minutes

Date: 5/22/2018

Time: 3:30 p.m. - 5:30 p.m.

Location: Southeast Conference Room

Meeting Type: CNA & Root-Cause-Analysis

Facilitator: Jessika Hearne

Attendees: Deonna Benton (Teacher), Fred Bryant (Teacher), Drew Campbell (Teacher), Marian Edwards (Parent), Cheryl Elmes (Teacher), Jessika Hearne (Campus Director), Walter Kendrick, Jr. (Teacher), Latosha Pierce (SpEd Teacher), Kaicee Rogers (Teacher), Robbie Sherman (Teacher Assistant), Natasha Sidney (Teacher), Mary Smith (Instructional Facilitator)

Notes:

During the meeting, end of year activities were discussed before we began the CNA process. The Mission and Vision was reviewed during the meeting, as well as Benchmark, STAAR Test, and Discipline Data. A Root-Cause-Analysis/10-5-5 was conducted and the team created problem statements and assured that the problem statements were effective/ met the following criteria:

- Substantiated by facts and data
- Written objectively
- Use concise language
- Include specific details (who...what...when...)
- Focus on a single, manageable issue
- Has relevance
- Avoids causation or solutions



The following problems were identified and discussed:

- Low reading capabilities are heavily impacting the other core content areas.
- Discipline issues, dress code violations, and inappropriate cell phone usage negatively impacts instruction. Students are distracted by social media.
- Students lack motivation
- Lack of adequate resources across all grade levels

The following possible solutions were identified and discussed:

- Assessing students reading levels within the first twenty days of school, would help us identify where our students currently are, and allow us to develop an appropriate intervention plan, to get them to where they need to be.
- A strict cell phone usage policy and cell phone policy would help.
- Meeting with parents to inform them of expectations. ("Cell Phone Pockets" - Students will be assigned a permanent cell phone pocket at the beginning of the academic school year. In each class, cell phones will be collected during the first period of the day, locked up, and returned during the last period of the day.)
- Teachers will incorporate more technology and engaging activities, that will make and keep learning fun, while at the same time meet the needs of all learners.
- Teachers will continue to have a voice, and through ongoing collaboration and feedback, we will choose the best resources available, that have been approved by the district.

CNA #2 Meeting Minutes

Date: 7/23/2018

Time: 9:30 a.m. - 10:30 a.m.

Location: Southwest Cafeteria

Meeting Type: CNA & Root-Cause-Analysis

Facilitator: Jessika Hearne



Attendees: Deonna Benton (Instructional Coach), Kendrick Donahoe (Teacher), Britney Dozier (Instructional Facilitator), Drew Campbell (Teacher), Jessika Hearne (Campus Director), Christel Ijadimini (Teacher), Amber Alexander (Teacher), Sherry Shinn (Teacher), Lakeisha Hamilton (Curriculum Instructional Officer), ShaQuita Cain (Parent), Rev. Derrick Atkins (Community Member)

Notes:

During the second CNA meeting, the team reviewed data discussed at previous CNA meeting, held on May 22, 2018. The most recent STAAR and Stanford 10 data was also reviewed. Together we all discussed findings (Problems & Possible Solutions), reviewed our 2018-19 Campus Goals, and made all necessary revisions. Feedback was given throughout the meeting from all attendees.

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Goal 1. By the end of the 2018-19 school year, all STAAR test scores will increase at minimum by 25%, as compared to the scores of the 2017-18 academic school year.

Objective 1. Increase overall Reading and Mathematics STAAR Test scores for ALL students who are AT RISK of not meeting the challenging State academic standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. PLC: Conduct data analysis of assessments to identify all at-risk students that need focused attention. Utilize contracted external tutors for push in and pull out tutorials for identified Tier II students and subgroups in reading and math, grades 3-8. (Target Group: All, ECD, AtRisk, 504) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Campus Director(s), Curriculum and Instruction Officer, Data Management and Testing Coordinator, Instructional Coaches, Instructional Facilitators, Professional Development Director, Special Education Teachers, Teacher Assistants, Teacher(s)</p>	<p>Every 6 weeks</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement</p>	<p>Summative - Benchmark Data STAAR Data Stanford 10 Data Other End of Year Assessments</p>
<p>2. During the last 30-45 minutes of each day, within the classrooms of all at-risk 3rd-8th grade, students will take ownership of their own learning, by facilitating their own tutorial sessions. They will form "POC"(Point of Confusion) groups, and collaborate to identify and clarify any and all misunderstandings, in Math, English Language Arts and Reading, Science, and Social Studies. High achieving students who are in the Accelerated Bridge Program will sharpen their skills during the built-in student enrichment period within the Master Schedule, with experiences in STEM and Aerospace. (Target Group: ECD, AtRisk, 3rd, 4th, 5th, 6th, 7th , 8th) (Strategic Priorities: 2,3,4) (CSFs: 1,4)</p>	<p>Campus Director(s), Curriculum and Instruction Officer, Instructional Facilitators, Professional Development Director, Special Education Teachers, Teacher Assistants, Teacher(s)</p>	<p>Weekly</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Gen Supp - Reg Ed</p>	<p>Summative - Both Formative and Summative: Weekly Checkpoints District Benchmarks End of Year Assessments</p>
<p>3. Assessing ALL students reading levels, within the first 20 days of school, which would help us identify at-risk students, their needs, and allow us to come up with the appropriate intervention plan, to get them to where they should be. (Title I SW: 2,3,8) (Target Group: All, ECD, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Campus Director(s), Data Management and Testing Coordinator, Instructional Coaches, Instructional Facilitators, Teacher(s)</p>	<p>1st 6 weeks</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Gen Supp - Reg Ed</p>	<p>Summative - Benchmark Data STAAR Data Stanford Data</p>

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- Goal 1.** By the end of the 2018-19 school year, all STAAR test scores will increase at minimum by 25%, as compared to the scores of the 2017-18 academic school year.
- Objective 1.** Increase overall Reading and Mathematics STAAR Test scores for ALL students who are AT RISK of not meeting the challenging State academic standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Implement a STAAR Preparation/Intervention Program for all students grades 3-8 for all STAAR Tested subjects within the Master Schedule. (Target Group: ECD, AtRisk, 3rd, 4th, 5th, 6th, 7th , 8th, 504) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Director(s), Instructional Coaches, Instructional Facilitators, Teacher Assistants, Teacher(s)	Every 6 weeks	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Gen Supp - Reg Ed, (L)Professional Services - Reg Ed	Summative - Benchmark Data STAAR Data Stanford Data
5. All Pre-Kindergarten-8th grade teachers will receive a minimum of 20 hours of research-based professional development in the content areas of Mathematics and Literacy, and additional training in the areas of differentiated instruction, classroom management, and effective communication with parents, all at-risk students, and colleagues. (Target Group: All, ECD, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2,7)	Campus Director(s), Curriculum and Instruction Officer, Data Management and Testing Coordinator, Instructional Coaches, Professional Development Director	Monthly	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Gen Supp - Reg Ed, (L)Professional Services - Reg Ed	Summative - Benchmark Data STAAR Data Stanford 10 Data
6. All first year teachers who are new to the district, will be assigned to the district's "New Teacher Cohort" in which they will participate in ongoing professional development on how to implement best teaching practices, in efforts to increase overall student performance. (Strategic Priorities: 1,4) (CSFs: 1,2,7)	Campus Director(s), Instructional Coaches, Professional Development Director	Once a month	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Gen Supp - Reg Ed, (L)Professional Services - Reg Ed	Summative - Benchmark Data STAAR Data Stanford 10 Data

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Goal 2. During the 2018-2019 academic school year, Varnett Southeast will attain a campus attendance rate (ADA) of 98%.

Objective 1. Increase student access to instruction and interventions available during school day, and parental involvement in academic activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Varnett Southeast will promote attendance by contacting all parents of any and all students absent for the day in order to find out why. All students returning from being absent must have a note from doctor or parent. (Target Group: All, ECD, AtRisk) (Strategic Priorities: 4) (CSFs: 6)</p>	<p>Campus Director(s), Parent Liaison(s), PTO, Special Education Teachers, Teacher(s)</p>	<p>August 2018-May 2019-Daily, Weekly, Monthly</p>	<p>(F)Title I, (L)Misc Op Costs - Reg Ed</p>	<p>Summative - Attendance records Decrease in absences Increase in students being recognized at the end of the year, during the 2018-2019 Awards Day Ceremony. STAAR Data Stanford Data Benchmark Data</p>
<p>2. All students will receive "SWAG Bucks" each week they are not absent, tardy or in detention, and will be able to spend them for various activities according to guidelines. All students will be recognized for maintaining perfect attendance throughout the entire school year during awards ceremony. (Target Group: All, ECD, AtRisk) (Strategic Priorities: 4) (CSFs: 6)</p>	<p>Campus Director(s), Parent Liaison(s), Teacher(s)</p>	<p>Daily, Weekly, Monthly, 2018-2019</p>	<p>(F)Title I, (L)Misc Op Costs - Reg Ed</p>	<p>Summative - Attendance and absentee reports November Level 1 & 2 discipline infractions Benchmark Data STAAR Data Stanford Data</p>

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Goal 3. By the end of the 2018-19 school year, all Level 1 referrals will decrease at a minimum by 5% as compared to the Level 1 referrals of the 2017-18 academic school year.

Objective 1. Decrease overall discipline referrals, maximize all students in class instructional time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Assign Etiquette courses to the grade levels with the highest number of discipline/office referrals. Etiquette courses will assist in building character in all at-risk students, as well as meet the social-emotional needs of all at-risk students. (Target Group: All, ECD, AtRisk) (Strategic Priorities: 4) (CSFs: 4,6)</p>	<p>Campus Director(s), Professional Development Director, Teacher(s)</p>	<p>TBA</p>	<p>(L)Gen Supp - Reg Ed, (L)Professional Services - Reg Ed</p>	<p>Summative - Walkthroughs and classroom observations. Summative- Student Discipline Data in terms of office referrals, will be monitored closely weekly. *Student/Parent & Teacher Feedback.</p>
<p>2. Implement a Mentoring Program to Grade Levels 5-8. The Mentoring Program will assist in building character in all at-risk students, as well as meet the social-emotional needs of all at-risk students. (Title I SW: 2) (Title I TA: 2,3) (Target Group: All, ECD, AtRisk, 5th, 6th, 7th , 8th) (Strategic Priorities: 4) (CSFs: 1,4,6)</p>	<p>Campus Director(s), Climate Committee, Professional Development Director, Teacher(s)</p>	<p>TBA</p>	<p>(F)Title I, (L)Gen Supp - Reg Ed, (L)Professional Services - Reg Ed</p>	<p>Summative - Walkthroughs and classroom observations. Summative- Student Discipline Data in terms of office referrals, will be monitored closely weekly. *Student/Parent & Teacher Feedback.</p>
<p>3. Implement a strict cell phone usage and dress code policy in efforts to increase STAAR and Stanford 10 Test scores. Meet with all parents to discuss expectations and consequences if expectations are not met, as well as the academic benefits of meeting expectations. (Title I SW: 1,2,6,10) (Title I TA: 1,2,3,7) (Target Group: All, ECD, AtRisk) (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,5,6)</p>	<p>Campus Director(s), Instructional Coaches, Parent Liaison(s), Parent Volunteers, Teacher Assistants, Teacher(s)</p>	<p>Weekly</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Gen Supp - Reg Ed, (L)Misc Op Costs - Reg Ed</p>	<p>Summative - Walkthroughs and classroom observations. Student Discipline Data in terms of office referrals, will be monitored closely weekly. *Student/Parent & Teacher Feedback.</p>

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools