

# YOUTH & EDUCATION

SCHOOL  
SPEED  
LIMIT  
**20**  
WHEN  
FLASHING



# EXISTING CONDITIONS

The Houston Independent School District (HISD) is an overall low-performing district. Children at Risk ranked HISD 417 out of 903 school districts in Texas and 23rd out of the 32 largest school districts in the state. About half of all Texas school districts are ranked better than HISD, and over 70 percent of large school districts are better.<sup>43</sup> No wonder roughly half of the school-aged population (5-17) in Houston opt-out of HISD schools.<sup>44</sup>

Minority neighborhoods typically send their children to HISD schools more than do white, affluent neighborhoods. This means that the failures of HISD hurt minorities more. HISD's student demographics reflect this disparity. A disproportionate number of students who attend HISD schools are African-American or Hispanic compared to the city's demographics. White non-Hispanic children make up 23% of Houston's school-aged population, but only account for 8 percent of Houston's public school population.<sup>45</sup>

Those who do not or cannot opt out of Houston's public schools are left to face grave inequity. Former HISD superintendent Terry Grier acknowledged just one form of inequity in his school district: gifted and talented

43 Children at Risk School District Rankings, 2015.  
 44 American Communities Survey, 2013-2014 1-year estimates.  
 45 HISD District Wide Profile, 2013-2014.

Name	Houston Rank	State Rank*	Grade	4-Year Graduation Rate	TEA Rating
Young Elementary	652	3349	D	-	Improvement required
Bastian Elementary	727	3859	D	-	Improvement Required
Reynolds Elementary	760	4033	F	-	Met Standard
Attucks Middle	347	1958	F	-	Met Standard
Woodson School K-8	784	4199	F	-	Improvement Required
Worthing High	157	1193	F	61.3	Improvement Required
Sterling High	156	1192	F	68.5	Improvement Required
Carnegie Vanguard High	3	11	A+	100	Met Standard

\*State rankings are by elementary, middle, and high schools. Elementary: Out of 4,359; Middle: Out of 2,062; High: Out of 1,193. Source: Children at Risk 2014 and Texas Education Agency Accountability Ratings 2013

programs in schools identify white students five times more often as gifted and talented than their African-American peers. Schools receive \$400 more funding per gifted and talented student, thereby contributing to a growing funding disparity between HISD schools.<sup>46</sup>

White non-Hispanic families in affluent areas of Houston are also choosing not to attend  
 46 HISD State of the Schools, 2015. <http://www.houstonisd.org/stateoftheschools>

public schools in their communities, likely because these families have more resources to choose better education opportunities for this children. However, if they were to choose their neighborhood public schools, they would be choosing some of the best HISD has to offer.

In Sunnyside, HISD is the primary education provider. Children under 18 years of age make up 29 percent of Sunnyside's population, which is a larger proportion than that of the

city overall (25%). There are approximately 6,000 school-aged children in Sunnyside.<sup>47</sup> A little over 4,000 children attend neighborhood schools, some of which have larger attendance boundaries that span beyond Sunnyside. Families who choose to support and attend their local schools must face deteriorating quality in school performance.

Since most Sunnyside parents rely on community public schools for their children, they fear school closure. Nearby Jones High School was repurposed and Dodson Elementary was closed for consistently underperforming and low enrollment, issues Sunnyside schools suffer from as well.<sup>48</sup> Schools are often the last remaining public institution in struggling neighborhoods. Closing these schools equates to pulling out the only public investment in the community, the final straw in disinvestment.

Moreover, closed schools do not benefit anyone in the process. Students will often end up attending equally under-resourced schools, keeping student performance stagnant or declining. Receiving schools often do not receive the resources they need to accommodate the new students.

The school district often does not save any

<sup>47</sup> American Communities Survey, 2009-2013 5-year estimates.

<sup>48</sup> Mellon, Ericka. "HISD votes to close Dodson, repurpose Jones." *Houston Chronicle*. March 14, 2014.

money closing a school due to renovating receiving schools, transporting students farther, and maintaining, demolishing, or fixing up the closed school.<sup>49</sup>

Data reflect the Sunnyside community's concerns. In the table below, Sunnyside schools were compared to Carnegie Vanguard

<sup>49</sup> "Debunking the myths of school closures." *Schott Foundation*. July 12, 2013.

High School, a premier school once located in the Sunnyside area, but was relocated by HISD in 2009.<sup>50</sup> Sunnyside schools are failing students academically. Five out of the seven schools in Sunnyside are not meeting the standards set by the Texas Education Agency, while the other two are only one notch above 50 Mark, Steve. "Exit for 2 HISD trustees, new campus for Carnegie Vanguard." *West University Examiner*. December 11, 2009.

#### Who Attends Sunnyside Schools?†

The average Sunnyside school is:

- 82% African American
- 17% Hispanic
- <1% White non-Hispanic
- 92% economically disadvantaged
- 78% at-risk\*
- 32% mobility rate

Of Sunnyside High Schools students:

- 36% are enrolled in AP/Pre-AP/IB courses
- 79% are enrolled in Career and Technology education
- 79% graduate in four years
- 16% dropout over 4 years

The average HISD school is:

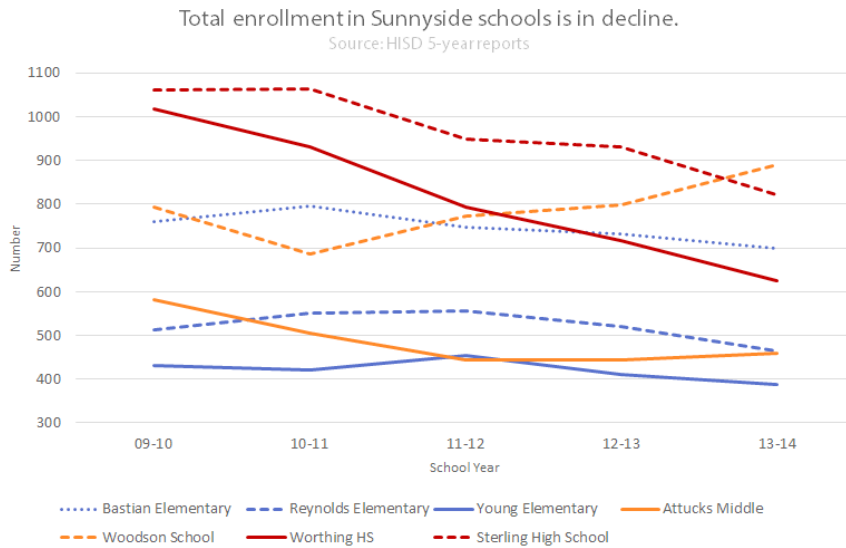
- 25% African American
- 62% Hispanic
- 8% White non-Hispanic
- 81% economically disadvantaged
- 69% at-risk
- 19% mobility rate

Of HISD high school students:

- 52% are enrolled in AP/Pre-AP/IB courses
- 16% are enrolled in Career and Technology education
- 81.6% graduate in four years
- 11.1% dropout over 4 years

† Sunnyside schools are highly segregated, with a high percentage of minority and economically disadvantaged students. In Dallas ISD, administrators are taking action to create choice schools across the city so that schools do not have to reflect the demographics of their neighborhoods. Learn more in [this video](#).

\* "At-risk" is defined as having a higher probability of failing academically or dropping out of school due to circumstances that could jeopardize their ability to complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency (as in the case of migrant-worker families), or other conditions, or it may refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or other learning-related factors that could adversely affect the educational performance and attainment of some students. Source: <http://edglossary.org/at-risk/>



failure. Children at Risk's Achievement Index, which reflects student performance on the STAAR test and high school graduation rates, shows that neighborhood schools are worse than 88-99% of schools in the Houston area.<sup>51</sup>

Minority youth in schools also face an ever-increasing potential of criminalization due to school disciplinary policies that disproportionately impact African-American students. During the 2014-2015 school year, 70 percent of disciplinary incidents in pre-kindergarten through second grade involved African-American students, even though African-Americans make up just 25 percent of the district population. White students, who make up 8 percent of the district population, were involved in just 3 percent

<sup>51</sup> Children At Risk, 2014.

of the disciplinary incidents.<sup>52</sup> Sunnyside schools are feeling the impact of this inequity as they have especially high disciplinary incident rates, well above the rate of 1 in 2 students districtwide (45%). At Woodson School (K-8), Attucks Middle and Sterling High, there are more disciplinary incidents than kids enrolled in the schools.<sup>53</sup>

Despite these statistics, the district refuses to revise a policy to prohibit suspensions or expulsions for pre-kindergarten through second-grade students for behavioral issues, a policy that states and school districts around the country are considering and implementing.<sup>54</sup> HISD has said it delayed this policy due to the fact that the number of counselors district-wide has declined over the last five years. Some schools, including Sunnyside's Worthing High, Woodson K-8, Young Elementary, Reynolds Elementary, and

<sup>52</sup> "HISD Board of Education requests additional information on discipline policy proposal." HISD News Blog.

<sup>53</sup> HISD School Profiles, 2013-2014.

<sup>54</sup> "Connecticut moves to restrict suspension and expulsion in the early grades." New America EdCentral. June 26, 2015.

Attucks Middle, have no counselors on staff.<sup>55</sup> Schools in areas with proportions of white non-Hispanics higher than the city average and poverty lower than the city average such as Bellaire High and Lamar High have at least five counselors on staff.

Attendance rates have declined over the last five years for all neighborhood schools with the exception of Woodson K-8 School. However, the school age population in Sunnyside has increased by 26% since 2010 and 42% since 2000, likely meaning that more families are choosing to enroll in charter or public schools outside of the neighborhood schools.

Four-year graduation rates have declined between 2010 and 2013 from 80% to 76% at Worthing and from 87% to 83% at Sterling.<sup>56</sup> Districtwide, the graduation rate has been stagnated at 82% during the same time period, putting Worthing well below average for HISD. High schools with less than half of their student population economically disadvantaged and located in more affluent, less racially segregated parts of Houston have much higher graduation rates. Lamar High, for example, has had a 93% graduation rate for the last four years.

Four-year dropout rates are increasing in both of Sunnyside's high schools, with Worthing

<sup>55</sup> HISD and School Profiles, 2013-2014.

<sup>56</sup> HISD and School Profiles, 2013-2014.

dropout rates increasing from 16% in 2010 to 20% in 2013. Sterling dropout rates have also increased from 10% to 13% in the same time span. Districtwide, dropout rates have hovered around 11% for the last three years, meaning Worthing has reached a dropout rate nearly twice as high as the district overall. Lamar's dropout rate has hovered around 3% since 2010.

In 2015, Grier announced the expansion of EMERGE, a program that encourages low-income, high-performing students to apply and attend Tier 1 and Ivy League institutions upon graduation. Funding for counselors will also be expanded to more high schools in an effort to increase college attendance rates.<sup>57</sup> While this is good news for Sunnyside high schools, much more is needed from HISD to improve K through 12 education in this neighborhood. Students of all grades are struggling to reach their potential due to a lack of curriculum innovation, resources, and counseling services. Many students in Sunnyside face struggles every day that would make it difficult for anyone to excel in class, such as food and housing insecurity, drugs and violence, or lack of medical and mental health assistance. The city of Houston must work with HISD to not only improve schools themselves, but the lives of students outside of school.

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<sup>57</sup> HISD State of the Schools, 2015.

## Vision

**In 15 years, Sunnyside will have schools that raise the bar for neighborhood students, empathetic teachers with the resources to teach students of all learning styles, and ancillary programs and activities that expose students to new ideas and new people.**

## Goals

1. Sunnyside schools are high-quality, leading students on a path to success in careers and higher education
2. Sunnyside schools thrive from parent and community support
3. Schools and HISD are held accountable for the success and failure of Sunnyside schools

## Performance Indicators

- Increase student attendance from 87% to 95% by 2020
- Percent of students graduating
- Percent of students going to college and/or percent of students getting trade certifications
- Improvement on school pride surveys and rigor perception
- Improvement on neighborhood-led school report card
- Increase enrollment to 2009 levels by 2020 <sup>58</sup>

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<sup>58</sup> 2009 enrollment levels were: Bastian Elementary: 761; Reynolds Elementary: 513; Young Elementary: 430; Attucks Middle: 581; Woodson School: 792; Sterling High: 1060; Worthing High: 1017 (HISD 5-year Reports, 2014).

## Strategies

**Goal 1: Sunnyside schools are high-quality, leading students on a path to success in careers and higher education.**

**Provide access to counseling and social services to help at-risk students succeed.**

There is no clear sense behind how HISD distributes counselors to high schools. The three largest high schools in HISD have anywhere between 400 and 1,000 students assigned to one counselor. Worthing and Sterling high schools each have one counselor, making their ratio 672 to 1 and 1,037 to 1, respectively. The American School Counselor Association recommends one counselor for every 250 students.<sup>59</sup>

Having a sufficient number of school support staff such as counselors, nurses, and social workers helps reduce rates of disciplinary actions and provides support for at-risk students so they can focus on their learning. Sunnyside students must have access guidance counselors, health services and special supports for issues such as homelessness, abuse or teen pregnancy.

**Incorporate additional instructional and supplemental instructional support to close grade deficiency gaps.**

HISD's program to reform the worst public middle and high schools has received mixed

<sup>59</sup> [ACSA Role Statement](#).

reviews of its ability to improve math and reading scores, especially long-term. The program, in particular, does not provide any supplemental reading assistance. Instead of entering all schools in the controversial Apollo 20 program, neighborhood schools should provide tutoring and supplemental instruction to boost student performance in both reading and math (reading at elementary school levels in particular). This could be carried out by community volunteers or high school mentors in elementary schools.

**Offer certifications and college credit through ancillary programs.**

Ancillary programs currently available in schools provide additional structure and practical learning opportunities and are already utilized by a large proportion of Sunnyside students. Participation in these programs also boost school funding and reduce a school's risk of closure. Parents and community members want to make sure students have the skills and tools they need to either start a career or attend college when they graduate. Trades such as mechanical, plumbing, electrical and green jobs, college credit, or certificates should be offered to students through ancillary programs.

**Use housing and economic development programs to increase child stability and reduce student turnover.**

## The Community in Schools Model

A community school is both a place and a set of partnerships between a school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone—all day, every day, evenings and weekends.

Using public schools as hubs, community schools bring together many partners to offer a range of support and opportunities to children, youth, families and communities. Partners work together to ensure:

- Students attend school consistently and succeed academically
- Students are actively involved in learning and their community
- Families are increasingly involved with their children's education
- Students are healthy - physically, socially and emotionally
- Communities are desirable places to live

Learn more at <http://www.communityschools.org>

Students who change schools frequently are typically behind their peers by a year or more in reading and math, and are therefore more likely to repeat a grade or have low test scores. Other students can suffer by attending a school with a high rate of students without stable, long-term homes. Classroom time will be spent more on review and make-up work and stall the learning of all students. Teachers can become frustrated, leading to increased teacher turnover. Some schools with high percentages of mobile populations are teaching classes at a full grade below grade level.<sup>60</sup> In order to improve stability, parents need to be able to find housing that is affordable, in quality condition, and appropriate for the size of their family. They also need nearby jobs to pay the bills.

**Encourage and provide resources to schools to incorporate extended learning and enrichment opportunities inside and outside of class.**

School should be a place where students are encouraged to dream big. Students should learn what is possible and then strive for more than that. Taking engaging field trips, hosting events on campus that incorporate new experiences, and bringing in guest speakers that have achieved the seemingly unthinkable will help open students' minds.

<sup>60</sup> Cunningham, M. & G. MacDonald. 2012. "Housing as a platform for improving education outcomes among low-income children." *Urban Institute*.

In order to offer additional enrichment opportunities, it takes partnerships, and more importantly a budget, that can cover the costs. This is what some Houston charter schools do, where every teacher is required to include field experiences into their lesson plans. HISD has taken an important step in expanding opportunities for college visits to all of its high schools, but more needs to be done to expose students to more from kindergarten to high school.

**Make daycare and pre-school available for all families in Sunnyside.**

There is a high need for quality childcare in Sunnyside. However, many daycare and afterschool programs struggle due to lack of funding or support from schools. HISD and nonprofits should partner with existing daycare, preschool, and afterschool services to improve the quality and availability of these services.

**Goal 2: Sunnyside takes pride in their schools, evidenced by more parental participation and community support**

**Organize listening sessions to learn what students are interested in, what their needs are and how they would like to improve their schools.**

Residents don't feel as though students' interests are being tended to. Luckily, there are many case studies of schools and communities empowering students to

**Students as Allies in Improving Houston Schools**

A program set up by the nonprofit organization What Kids Can Do aimed to:

- Promote discussion among students, parents, principals and the community about central issues in teaching and learning
- Bring student research and ideas of these issues to a public forum to discuss realistic next steps toward change
- Model student-teacher, youth-adult partnerships through the program and future projects

Houston A-Plus Challenge and Greater Houston Writing Project were the local partners on the project. They conducted a student survey in seven diverse high schools and the students presented the findings in a creative way (through skits, poems, songs, and videos) at a Youth Summit with students and teachers from 15 high schools in Houston. The teachers and students then set out to work on projects at their school, making improvements that were deemed important by the surveys.

Learn more: SAA Houston Final Report

### The Good Life Alliance

Roberto Rivera founded the Good Life Alliance and Fulfill the Dream program to ignite disengaged youth through innovative curriculum coupled with music, media, and movement. He piloted his program in Chicago high schools and has since taken it nationwide. It targets at-risk students to teach students leadership, relationships, and citizenship skills.

Fulfill the Dream is a ten-lesson workshop that blends hip hop, media, reading, and reflective writing and touches on everything from consumerism to civil rights, healthy relationships to grief and forgiveness. The program also provides an opportunity for students to create an action plan to fulfill their dreams. The end of the series culminates in a creative piece from each student to reflect on what they've learned and plan how they will use this knowledge to serve others.

Fulfill the Dream has boosted attendance, GPAs, and graduation rates for students who have participated in the program.

Learn more: Fulfilling the Dream: The Power of Hip Hop and The Good Life Alliance

identify problems at their school, develop a project to help fix the problem, and take action to make improvements.

### Provide specific and ongoing opportunities for parents to be partners in education and community members to continue to support their schools.

High-performing schools know that it takes dedicated teachers, students and parents to improve schools and education. Sunnyside community members also want to help their neighborhood schools in any ways they can.

From tutoring and mentorship to improving the way schools look, many residents are looking for a way to make a difference. Neighborhood schools must create specific ways for parents, students and community members to become involved in the life of their schools. Parent-teacher organizations must be revived with a true voice in their schools. Organize frequent (at least quarterly) meetings and check ins between principals, PTA, and the community for collaboration and accountability.

### Dual College Credit Pathways

Join efforts with area community colleges to provide high school students the opportunity to earn college credit and high school credit through concurrent enrollment with community college while still in high school. This option is currently not available in Sunnyside and specifically, Worthing High School.

By participating in this program, money is saved on college tuition. Participating students and their parents benefit by significant savings on both immediate and long term costs of a college education. Community colleges typically waive tuition and fees for dual credit students.

Participation in this program accelerates time to complete degree and readiness to enter professional job market. Students can earn up to two years of college credit that can transfer to a Texas public higher educational institution. Students also can obtain college credit toward a career and technical education workforce degree or certificate that can position them for unique employment opportunities upon graduation from a high school.

Students find that dual credit programs establish skills to be successful in college such as following a syllabus, meeting classroom and course requirements, conducting themselves appropriately, using self-discipline, and improving and applying higher thinking skills.

Learn more: <http://www.hccs.edu/district/students/dualcredit/>

Outside of a voice in school policy, schools could also supply a garden area for parents to adopt a plot and plant flowers, or a regular clean-up day to beautify the campus.

**Foster a relationship with youth by offering opportunities for youth to get involved in the community.**

Sunnyside residents want to instill community pride in their schools, but also want students to be proud of their community. Each church, civic club, business, and community organization should have attractive ways for students to get involved and learn about their community. Moreover, schools can partner with area businesses, nonprofits and public institutions to provide job and internship opportunities and offer programs for students to be mentors and students to be mentored.

**Provide neighborhood services in schools, utilizing schools as community centers.**

The community should work with the school to allow school amenities to become community amenities where appropriate. Schools should allow organizations to use auditoriums or gyms as gathering spaces for meetings and events open to the public.

**Goal 3: Schools and HISD are held accountable for the success and failure of Sunnyside schools.**

**Perform an assessment of grade deficiencies.** HISD must take the time

**Dudley Street Neighborhood Initiative: Youth Development**

Youth have been an integral part of DSNI since its beginning in 1984 when Roxbury, Massachusetts residents took back their community from arson, dumping, and disinvestment. There's something for everyone ages 0-24 at DSNI, as well as parents and concerned community members. Below are just a few of their initiatives:

- Dudley Children Thrive helps families with children ages 0-5 to prepare for success in school and life. Residents, families, and organizations support parents as First Teachers to help children feel smart, loved, and confident to succeed. The program focuses on Early Literacy, Nutrition, and Wellness.
- The Dudley Youth Council holds weekly meetings to plan event and educational activities for youth in the neighborhood. The Youth Committee is a part of the DSNI board of directors and provides direction and strategies for educational and career opportunities available to youth in the community.
- Youth organizers are hired by DSNI throughout the school year and summer. Organizers have helped residents make a documentary supporting early literacy, build raised bed gardens, and plan community landscape projects.
- GOTCHA (Get Off the Corner Hanging Around) was initially a summer youth employment collaborative with nearby neighborhoods that has since become a school year employment program with events, outreach, and advocacy to increase the number of quality jobs for youth.
- College Bound introduces students to post-secondary opportunities through retreats, college visits, mentoring by area college students, and workshops on the application and financial aid process.
- Young Alumni Network engages young people after high school to provide further leadership opportunities in the community, as well as resources and connections to be successful in college, career and life.

Learn more: [DSNI Youth Opportunities](#)

to identify where they are falling short in providing African-American and Hispanic students in Houston with an education that will provide them with upward mobility after graduation. Administrators owe it to communities like Sunnyside to: 1) identify strengths and weaknesses of neighborhood schools; 2) perform a comprehensive review of district policies and external barriers that prevent schools success; and 3) locate specific opportunities in tools such as school budgets, curriculum, staffing and other assessments to make real, lasting improvements.

School assessments should include:

- student grade deficiencies;
- administrative and programmatic spending;
- teach-student ratio;
- teacher quality, levels of experience and qualities that make teachers effective;
- feeder school programs and shortcomings impacting performances at higher level schools;
- measures of school climate and discipline issues;

- access to wrap-around supports for students; and
- measures of parent engagement.

The entire assessment and plan should take a full school year to complete, engaging students, parents and teachers as partners throughout all stages. Understanding the needs and problems faced by these three groups is essential to moving forward and building better schools.

### National Church Adopt-A-School Initiative

As schools become more open to the community, there will be more opportunity for the community to get involved in schools. Churches already offer food and clothing to families, but perhaps more formal partnerships with schools could unfold.

The Turn Around Agenda, a program started by a senior pastor in Dallas, spurs proactive intervention to address the needs of urban youth and families in Dallas. It has since become a national model for church and school partnerships, which are established to effect positive social change in the community. The program focuses on four main aspects of public school outreach:

- Technology and Education Institute (adult literacy, language learning, GED prep, computer literacy)
- Family Care Pregnancy Center (pregnancy services, counseling, education)
- Human Needs Assistance (food pantry, thrift store, counseling, housing assistance)
- Mentoring, Afterschool and Summer Programs

Learn more: The Turnaround Agenda

### Case Study of Collaboration

Webb Middle School and Reagan High School are two low-income schools in Austin, TX and both faced closure under the state's accountability law. Parents, administrators, teachers and local businesses worked together to create a community school turnaround plan. In 2008, before undertaking this plan, Reagan High School's graduation rate was 47% and the campus struggled to keep their doors open. As of 2014, the graduation rate is 82%.

Learn more: <http://www.kvue.com/story/news/local/community/2014/10/07/reagan-high-school-webb-middle-school-aisd/16880333/>

**Grant writers available to Sunnyside schools find funds for additional programs/services.**

Residents want to look into other funding opportunities to support afterschool programs and other enriching activities for students for which HISD provides little or no funding. Private schools have grant writers on campus and residents would like the same for their public schools.

**Promote a school staffing structure that cultivates cultural competency, collaboration and high expectations.**

HISD administrators and staff should actively be champions for black and brown communities at every level of the district.need to be more sensitive to and understanding of the needs of black and brown students. Hiring educators and administrators who empathize with these communities, especially by dealing with adversity themselves, would be a step in the right direction for communities like Sunnyside. Professional development workshops regarding working with diverse and at-risk students should be required at all levels. The Houston Independent School District is characterized by an administration which is very heavily skewed white in the student population which is heavily children of color. It's not just the optics of this that are bad. Sunnyside residents feel the repercussions of this when the school district allows an entire community's schools to fail.

**Implement a well-rounded, culturally-relevant curriculum that prepares students for college and careers.**

Community leaders have pointed toward the misrepresentation of history in books issued by the district, which was made a national issue when a Pearland mother learned that African enslavement in the 1500s and 1800s was referred to as migration of "workers" to the U.S.<sup>61</sup> HISD must ensure history books are accurate and acknowledge the successes of black and brown communities. HISD should distribute an approved supplementary book list that accounts for African-American and Latino culture, requiring teachers to incorporate some of these readings into their curriculum. This should include the culturally and geographically relevant history of Sunnyside.

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61 Fernandez, M. & C. Houser. "Texas mother teaches textbook company a lesson on accuracy." *The New York Times*, Oct. 5, 2015.

Stage	Strategy	Target	Associated Goal
Short-term	Provide access to counseling and social services to help students succeed.	HISD Administration	Goal 1: Sunnyside schools are high-quality, attracting a diverse range of neighborhood families
	Additional instructional and supplemental instructional support in every school to close grade deficiency gaps.	HISD Administration, Neighborhood School Administration	Goal 1: Sunnyside schools are high-quality, attracting a diverse range of neighborhood families
	Reform school discipline; Positive behavior approach to school discipline	HISD Administration, Neighborhood School Administration	Goal 1: Sunnyside schools are high-quality, attracting a diverse range of neighborhood families
	Organize listening sessions to learn what students are interested in, what their needs are and how they would like to improve their schools.	Neighborhood Schools	Goal 2: Sunnyside schools thrive from parent and community support
	Provide specific and ongoing opportunities for parents to be partners in education and community members to continue to support their schools	Neighborhood Schools	Goal 2: Sunnyside schools thrive from parent and community support
	Provide opportunities for youth to get involved in the community	Neighborhood Schools, Sunnyside Residents	Goal 2: Sunnyside schools thrive from parent and community support
	Perform an assessment of school deficiencies	HISD Administration, Neighborhood Schools	Goal 3: Schools and HISD are held accountable for the success and failure of Sunnyside schools
	Research-based teacher evaluation program created with collaboration from teachers, parents, students, and administrators.	HISD Administration	Goal 3: Schools and HISD are held accountable for the success and failure of Sunnyside schools

Stage	Strategy	Target	Associated Goal
Long-term	Offer certifications through ancillary programs	HISD Administration, Neighborhood School Administration, Houston Community College	Goal 1: Sunnyside schools are high-quality, leading students on a path to success in careers and higher education
	Use housing and economic development programs to increase child stability and reduce student turnover	City of Houston Economic Development and Housing and Community Development Departments	Goal 1: Sunnyside schools are high-quality, leading students on a path to success in careers and higher education
	Encourage and provide resources to schools to incorporate extended learning and enrichment opportunities inside and outside of class.	HISD Administration, Neighborhood School Administration	Goal 1: Sunnyside schools are high-quality, leading students on a path to success in careers and higher education
	Make daycare and preschool available for all families in Sunnyside.	HISD administration, Nonprofits	Goal 1: Sunnyside schools are high-quality, leading students on a path to success in careers and higher education
	Provide neighborhood services in schools, utilizing schools as community centers	Neighborhood Schools, HISD Administration	Goal 2: Sunnyside schools thrive from parent and community support
	Grant writers available to Sunnyside schools find funds for additional programs/services	HISD Administration	Goal 3: Schools and HISD are held accountable for the success and failure of Sunnyside schools
	Promote a school staffing structure that cultivates cultural competency, collaboration and high expectations	HISD Administration, Neighborhood Schools	Goal 3: Schools and HISD are held accountable for the success and failure of Sunnyside schools
	Implement a well-rounded, culturally-competent curriculum that prepares students for college and careers.	HISD Administration, Neighborhood Schools	Goal 3: Schools and HISD are held accountable for the success and failure of Sunnyside schools