



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

ADAMS HILL ELEMENTARY SCHOOL 2017-2018

OUR MISSION

Adams Hill students will:

- *Be independent thinkers
- *Make intelligent decisions
- *Accept responsibility
- *Work cooperatively
- *Become good citizens
- *Be prepared for college

ADAMS HILL ES

Needs Assessment 2017-2018

Process

In the textbox below document the process you followed when completing the needs assessment.

February: Working with our PLC teams and conducting the S.W.O.T.
February: ILT/TL Meeting-teams worked on each core area and used their performance data to determine what specific areas we as a school needed to work on. The ILT/TL Team added it to our S.W.O.T. posters for our consensus builder activity in March
March 3rd Early Release: Vertical Teams worked together to determine which three areas they found to be essential as a need for next year from the S.W.O.T conducted in February. In addition, the vertical teams listed activities that were being done with the students for each core area.
March-completed March Progress Checks. Have found from Data Review meetings that our CDB scores have begun to improve in Math, Reading, and Writing. Continue to have monthly collaboration meetings with each teacher for the students strengths and weaknesses.
March 21st-reviewing System Safeguard for writing with Sonia Sanchez and Don Van Winkle. Discussed each activity and what was worked on and what needed improvement for the future.
March 31st-inputted March Progress check.
April 12th-Meeting with Sonia Sanchez to review our consensus builder and what areas we need to look at for Root Cause for our May Team Leader Meeting.
May 16th-End of the year Team Leader Meeting-Sonia Sanchez was in attendance. We worked on Root Cause for Writing, Science, Math, and Reading. We are working on making our goals more specific to Adams Hill.
May 30th-S.A.T. meeting to discuss final root cause for writing, math, reading, and science.
May 30th: Science: The problem is a lack of constant repetition of Science Academic Vocabulary.
Math: The problem is an insufficient experience with structures to be able to apply to problem solving process.
Reading: The problem is that IRIs are not used in conjunction with running records to obtain an established reading level.
Writing: The problem is that writing and exposure is not happening on a daily basis in all grade levels,.
June 6th-Meeting with Sonia Sanchez (open SIP Lab) to help with verbage on goals and needs for the 17-18 SIP
August 2017-Meet with leadership team to discuss wording of the current SIP/Data Day.
September 2017-meet with Sonia Sanchez to discuss our activities for System Safeguard in Writing.
October 2017-Science dept. rep. attends Science weekly meetings with 5th grade level.
February 2018-SAT meeting to discuss our SIP for 18-19.
April 2018-SWOT (Leadership Team coming together to find new ways to conduct SWOT)
May 2018-Inviting Sonia Sanchez to work with us for our all day leadership meeting regarding tweeking our goals for 18-19 especially in the areas we didn't make system safeguard.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization's priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.
<input checked="" type="checkbox"/> STAAR/EOC/TAKS
<input checked="" type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE
<input checked="" type="checkbox"/> TELPAS
<input checked="" type="checkbox"/> Promotion/retention (Elementary)
<input type="checkbox"/> Failure rates (Secondary)
<input type="checkbox"/> Completion and graduation rates (High School)
<input type="checkbox"/> SAT/ACT (High School)
<input type="checkbox"/> AP (High School)
<input type="checkbox"/> Other

Findings	<p>STAAR: 2016-2017 42 failures in Reading and 13 failures in Math. 1st round: 5th Math: 87% 1st Round: 5th Reading: 59% 56% Eco Dis passed Reading/87% passed Math 29% Special Ed passed Reading/57% passed Math 41% At Risk passed Reading/82% passed Math 50% LEP passed Reading/88% passed Math</p> <p>2nd Round in reading-21 of 42 passed Math-3 out of the 13 passed.</p> <p>CDB's showed improvement- 3rd Math CDB-56% Universal Screener--Dec.--57%--Mar. 61% 3rd Reading CDB-Nov.--58%--Apr.--64%</p> <p>4th Writing CDB--Oct. 46%/53%--Jan. 50%/56% 4th Math CDB--Universal Screener-48%--Nov. 64%--Apr.-68% 4th Reading CDV--Nov.-56%--Feb.-56%</p> <p>5th Math CDB--Universal Screener-59%--Nov.-63%--Jan.-58% 5th Reading CDB--Nov.-61%--Feb.-59%</p> <p>Reading: Our campus averaged 33% below grade level in reading. Math: our campus averaged 28% below grade level in math.</p>
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CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/>	Student attendance
<input checked="" type="checkbox"/>	Discipline
<input checked="" type="checkbox"/>	Grades
<input checked="" type="checkbox"/>	CDBs
<input checked="" type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Other

Findings	<p>Utilizing PBIS this year in all areas: cafeteria, bathrooms, classroom, and hallway showed a drastic decline in office referrals.</p> <p>Discipline data: We conducted our PBIS observations and scored a 83% on our Fidelity checklist. Our average of office referrals for the year estimated at about 50.</p> <p>Attendance has still be a continuing issue. We continue to find ways to improve attendance through free dress days, popsicles, incentives, etc. We averaged between 95% every 6 weeks per our audits days. Our biggest hits were on Mondays and Fridays.</p> <p>Our CDBs showed improvements as above states. We still need work in many core subjects. We will continue to research interventions and strategies for the betterment of our students. We will continue data review and collaboration meetings. In addition, meeting with instructional specialists to discuss curriculum. Adding Collaboration Tuesday Mornings and Collaboration Wednesday during Team meetings.</p> <p>August PD for Common Assessments as we move our campus toward being a more solidified PLC Campus. Will implement data reviews during Collaboration Wednesday to plan for next steps.</p> <p>Utilizing more running records through a scheduled format for teachers. In addition, scheduling IRIs each nine weeks to help us obtain more established reading levels.</p> <p>Implementing Collaboration Tuesdays and Wednesday with Instructional Specialists.</p>
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CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/>	Distribution of leadership and responsibilities
<input checked="" type="checkbox"/>	Decision making structures on the campus
<input checked="" type="checkbox"/>	Teacher input
<input checked="" type="checkbox"/>	Campus goals
<input checked="" type="checkbox"/>	Monitoring of teacher performance; feedback to staff
<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Master schedule
<input checked="" type="checkbox"/>	Teacher and parent surveys
<input type="checkbox"/>	Other

Findings	<p>Teacher Survey send in late Spring. Asking the teachers their thoughts regarding activities and events for the year, how administration was working, data review, collaboration, PBIS, and parental events. The conclusion was that the events were a success with a few tweeks, admin was working better together, and communication is still a goal focus for 17-18. Teachers mentioned data reviews and collaboration being done during conferences.</p> <p>OHI data survey-we as a campus improved in all areas of the OHI survey. Out of the 12 schools, only 3 showed improvement. Our next goal is Problem Solving.</p> <p>We will continueto work with instructional leadership team, team leaders, instructional specialists, counselor, and rotation Specialists to discuss the needs and/or changes for our campus. The Vice Principal will meet monthly withs IA's.</p> <p>Area of improvement: vertical team, collaboration Tuesdays and Wednesdays, TEKS snapshots, increasing walk-throughs, and emphasizing non-negotiables.</p> <p>Collaboration meetings with teachers every 5 to 6 weeks to monitor the students who are in need of interventions. Continue our Tier meetings every week to assist teachers with data for ESPED and collaborating their needs for interventions and/or testing.</p> <p>Continue working on goal focus, PBIS, and communication through our Faculty Advisory Council. In addition, adding Problem Solving as our next goal for OHI.</p>
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CSF 4: Increased Learning Time

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other

Findings	<p>eRTI meetings held every week to discuss the students who are struggling academically with reading and/or math. We look at the data from the teachers, benchmarks, daily work. The fidelity of these meetings helps us to assist the students sooner for testing, if needed.</p> <p>Rise and Shine intervention groups held Monday-Thursday where students are divided among the grade level based on their needs. K-1 will continue Rise and Shine while 2-5 will increase their instruction time and/or do individual intervention in the classroom.</p> <p>Continue of Collaboration meetings every 5 to 6 weeks with the Instructional Specialists, Counselors, and Science AST. At these meetings, we discuss strengths and weaknesses of all students who are academically struggling. We implement the intervention that we, as a committee will fit their needs.</p> <p>Interventions: We are wanting to find better ways that interventions are working and being implemented with fidelity. We are revamping how students are put into the Tier process by collaborating with the teachers in regards to Tier One. Staff development piece to help teachers understand that they are the first intervention with the students. In addition, we will conduct common assessments throughout the timeline to keep "real" time data for all core subjects. We will meet after each common assessment to see what direction we need to go in to adjust instruction.</p> <p>Emphasize our Day Tutors schedule for our K-1st.</p> <p>Hiring of a Science AST for our campus. In addition, Science PD in August and Common Assessment PD in August.</p>
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CSF 5: Family/Community Engagement
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.
<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Family and community activities
<input checked="" type="checkbox"/> Family and community input
<input checked="" type="checkbox"/> Family and community services
<input checked="" type="checkbox"/> Second language communication
<input type="checkbox"/> Other

Findings	<p>Continue offering: Coffee with the Counselors, NFL Night, Science Night, choir and strings events, Concert on the Lawn, AH Variety Show, and PTA performances. We included a Spring carnival: Patriot Palooza which was a big hit. We also revamped our Science Night which was a hit with our parents. We also had a new music teacher, who has had music come alive on our campus. He has implemented our first Concert on the Lawn, Missions Family Baseball Night for our choir, Karate Recorders, and encouraged many children to join choir. In addition, we will add AMP Night and Reading, Writing, Math, and Science with a Twist (grant funded). In addition, we will add the AMP Night to promote Art, Music, and PE.</p> <p>Our campus continues to think of ways to help increase our parental involvement. We feel that with many of the old and new items added that our parental involvement has increased. We will continue attendance incentives, ways to increase PTA, increasing ways to have parents volunteer, and bringing back fun ideas such as Fiesta Parade/Parties, EOY parties, and a carnival.</p> <p>We will continue to utilize bi-monthly parent newsletter, Remind, School Messenger, Facebook, and Twitter. In addition, I create a weekly newsletter through SMORE and send it through Remind. My goal next year is to push remind to all parents so they have constant contact with the campus and administrators.</p> <p>For 2017-2018, we will have our choir sing at the NEF 5K, we are looking into the Missions baseball game, find ways to increase our Watch D.O.G.S. program and PTA membership, and revamp our NFL night for reading and math. and continue to brainstorm ideas to increase our parental involvement.</p>
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CSF 6: School Climate
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.
<input checked="" type="checkbox"/> Teacher surveys
<input checked="" type="checkbox"/> Parent surveys
<input checked="" type="checkbox"/> Student surveys or panels
<input checked="" type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Student attendance
<input checked="" type="checkbox"/> Extra-curricular activities and clubs
<input type="checkbox"/> Other

Findings	<p>Teacher Survey send in late Spring. Asking the teachers their thoughts regarding activities and events for the year, how administration was working, PBIS, attendance, Collaboration, and Data Reviews. The conclusion was that the events were a success with a few tweeks, admin was working better together. Through our OHI data, Problem Solving will be our next adventure. We will continue to implement our FAC Committee to help us with the new focus.</p> <p>Extra Curricular: Student Council, patrols, broadcasting, art club, solar cars, young astronauts, robotics, recorders, strings, princess club, and choir. Next year, we are looking to add the Gentlemen club. We are hoping to work with the Stevens HS athletes with these clubs.</p> <p>Discipline- We will continue to be a full PBIS Campus in all areas. The full implementation of PBIS has decreased our office referrals and ISS. We created new PBIS videos to show the students the correct way for appropriate behavior in all areas. We scored a 83% on our PBIS Fidelity checklist.</p> <p>We will work on implementing this more to help our attendance. We had a dip each nine weeks and our looking at other ways to improve our daily attendance. Continue attendance incentives to help increase our attendance percentage each 6 weeks through prizes, bingo or game day. Continue Patriot Pride to help encourage students to show off their Pillars of Character. Continued class meetings and buddy classes.</p> <p>We will continue to add teacher fun during the year for our climate. Monthly Dessert Dens will continue, monthly goodies, facelift of the lounge and workroom, and monthly activities outside of school for a family fun.</p>
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CSF 7: Teacher Quality
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.
<input checked="" type="checkbox"/> Teacher attendance
<input checked="" type="checkbox"/> Teacher experience and years on campus
<input checked="" type="checkbox"/> Class size
<input checked="" type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other

Findings	<p>Continue to look at ways to implement prizes for teachers along with the students perfect attendance. We will add them to the Are You Here drawing to earn prizes daily.</p> <p>Looking to find ways to include all staff-IAs and Specialist to earn attendance incentives to help with our staff attendance.</p> <p>Continue with Data Reviews, Collaboration, Tier, Instructional Specialist, Counselor, and ILT/TL meetings. Continue monthly meetings with our Faculty Advisory Council, Special Education, and Rotation Specialists.</p> <p>Our data review meetings will be during our conferences time to discuss common assessments with an agenda set to be purposeful in regards to strategies, planning, and goal setting. We will utilize subs to have an hour to hour and half for meetings.</p> <p>Critical conversations of our beliefs, mission, vision, Norms, goal focus, our SIP, Problem Solving, and core subject expectations on a monthly basis to continue our communication goal.</p> <p>Look to implement more vertical team time for TEK snapshots.</p> <p>Look to continue to get assistance from C & I with a ELAR IST and Math IST. Utilizing these key people for professional development in math, reading, and writing. Hiring of a Science AST to implement TEK based labs for Prek-5.</p>
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Priority Needs

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

To increase the usage of TEKS based Science Academic vocabulary 100% of the time by classroom teachers and students.

CSF 1 Academic Performance
 CSF 2 Use of Quality Data to Drive Instruction
 CSF 4 Increased Learning Time
 CSF 7 Teacher Quality

Priority Need 2

To use Running Records in conjunction with IRIs as scheduled to increase our students from 33% on reading level to 80% on reading grade level by the end of the school year.

CSF 1 Academic Performance
 CSF 2 Use of Quality Data to Drive Instruction
 CSF 4 Increased Learning Time
 CSF 7 Teacher Quality

Priority Need 3

All Prek-5 teachers and students are to implement Math Structures 100% of the time when working a word problem.

CSF 1 Academic Performance
 CSF 2 Use of Quality Data to Drive Instruction
 CSF 4 Increased Learning Time
 CSF 7 Teacher Quality

Priority Need 4

To increase our writing rubric scores to 3's and 4's for 70% of our 2nd-5th students and a score of 2's for K-1 students by the end of the year.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 4 Increased Learning Time
CSF 7 Teacher Quality

Campus: ADAMS HILL ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/30/2017

SAT Member	Name	Signature
Principal	Annette Robinson	
Parent Community Representative	Christie Martinez-Encinas	
Staff Representative	Terry Contreras	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Leticia Gasaway	Staff Member
Fransica Castano	Staff Member
Kristin Kinser	Staff Member
Terry Contreras	Staff Member
Peter Matteson	Staff Member
Belinda Martinez	Staff Member
Margot Sarabia	Staff Member
Rupert Young	Parent
Brenda Martinez	Parent
Christie Martinez-Encinas	Parent
Misty Barclay	Parent

CAMPUS: ADAMS HILL ES

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Adams Hill Space Camp: T-TESS/Employee Handbook/Instructional Expectations/Crisis Plan, 504	Collaboration	K-5 Teachers	All Students		0
08/22/2017		Common Assessments	Assessment	K-5 Teachers Admin.	All students		0
08/23/2017		Convocation/Science PD	Curriculum	K-5 Teachers	All Students		0
10/09/2017		Fall Parent Conferences/District PD	Instruction	K-5 Teachers	All Students		0
11/20/2017	08/14/2017	Adams Hill Space Camp: Team Building/TTESS	Instruction	All Staff	All Students		3
11/21/2017	08/15/2017	Adams Hill Space Camp: IRI Review/Curriculum Planning	Collaboration	All Staff	All Students		3
02/19/2018		21st Learning(Technology)/Unpacking TEKS	Instruction	K-5 Teachers	All Students		0

CAMPUS: ADAMS HILL ES

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	67%	32%	70%	74%	76%	69%	31%	14%	75%
African-American	57%	39%	60%	62%	72%	65%	35%	10%	77%
Hispanic	68%	31%	72%	70%	74%	69%	30%	14%	75%
White	68%	37%	72%	84%	86%	77%	42%	15%	85%
Economically Disadvantaged	66%	31%	70%	66%	68%	67%	28%	13%	75%
Special Education	33%	21%	37%	44%	48%	38%	17%	0%	40%
At-Risk	52%	13%	52%	58%	58%	54%	9%	6%	58%
Limited English Proficient	67%	11%	67%	62%	63%	57%	14%	14%	70%
Asian	N/A	N/A	70%	89%	78%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	70%	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	50%	100%	75%	71%	50%	50%	50%	65%
Two or More	50%	0%	70%	80%	87%	67%	17%	17%	75%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	48%	13%	55%	64%	62%	51%	20%	7%	60%
African-American	43%	14%	55%	53%	56%	67%	11%	11%	75%
Hispanic	48%	12%	55%	60%	59%	52%	19%	6%	60%

White	67%	33%	55%	72%	73%	25%	25%	13%	70%
Economically Disadvantaged	47%	12%	55%	56%	52%	53%	20%	7%	60%
Special Education	33%	17%	37%	33%	32%	0%	0%	0%	45%
At-Risk	25%	2%	30%	44%	37%	17%	3%	0%	45%
Limited English Proficient	0%	0%	55%	54%	49%	0%	0%	0%	70%
Asian	N/A	N/A	55%	85%	72%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	55%	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	55%	67%	50%	50%	50%	0%	60%
Two or More	0%	0%	55%	70%	76%	0%	0%	0%	60%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	70%	34%	78%	79%	80%	76%	36%	12%	83%
African-American	65%	35%	78%	66%	72%	80%	25%	10%	85%
Hispanic	72%	34%	78%	77%	78%	75%	36%	12%	83%
White	63%	37%	78%	87%	88%	81%	35%	15%	85%
Economically Disadvantaged	68%	33%	78%	73%	73%	75%	34%	10%	83%
Special Education	54%	21%	60%	53%	56%	48%	17%	0%	55%
At-Risk	59%	17%	78%	67%	65%	67%	15%	3%	75%
Limited English Proficient	56%	33%	78%	73%	72%	64%	14%	7%	80%
Asian	N/A	N/A	78%	94%	86%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	78%	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	50%	78%	80%	78%	50%	50%	0%	70%
Two or More	0%	0%	78%	82%	89%	83%	67%	17%	90%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	
All Students	65%	28%	70%	73%	76%	60%	27%	14%	68%
African-American	57%	43%	70%	59%	68%	43%	29%	14%	55%
Hispanic	65%	27%	70%	68%	73%	60%	25%	13%	68%
White	67%	33%	70%	84%	87%	67%	50%	33%	75%
Economically Disadvantaged	67%	30%	70%	65%	67%	55%	20%	9%	62%
Special Education	33%	17%	35%	44%	46%	50%	20%	0%	58%
At-Risk	50%	14%	70%	56%	59%	48%	9%	8%	55%
Limited English Proficient	N/A	N/A	70%	57%	58%	86%	14%	14%	90%
Asian	N/A	N/A	70%	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	70%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	70%	75%	93%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	70%	81%	86%	75%	25%	25%	80%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.8%	96%
African-American	95.4%	95.8%	95.9%	97%
Hispanic	95.6%	95%	94.7%	96%
White	96%	95.8%	95.2%	96%
Economically Disadvantaged	95.4%	94.4%	94.7%	96%
Special Education	94.5%	93.9%	93.8%	95%
Limited English Proficient	96.4%	95.8%	96.3%	97%
Asian	97.8%	96.8%	97.4%	98%
American Indian	95.3%	95.2%	96.1%	97%
Hawaiian Pacific Islander	95.5%	96.1%	95.8%	97%
Two or More	95.9%	96%	95.3%	96%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	2.4%	1%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : To increase the usage of TEKS based Science Academic vocabulary 100% of the time by classroom teachers and students.

Goal : To increase the use of science academic vocabulary through the use of unit inventories to assist our Economically Disadvantaged students.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Data Review meetings to discuss common assessments and CDBs. Monthly meetings with the Science AST to collaborate on labs and schedules of all classes.
November Progress Check	<p>From August till present, the grade levels participate in Science Collaboration weekly with our Science AST.</p> <p>In collaboration with the Science AST, common assessments have been implemented and the utilization of the Science lab has been increased greatly with 4th and 5th as well as trickling down to K-3. With our labs there are more hands on experiments and labs with the students.</p> <p>We have had the opportunity to have the Environmental teacher, Kent Page complete lessons with our 5th graders.</p> <p>Science journals have been turned in every 6 weeks.</p> <p>Through walk-throughs, unit inventories have been very evident in the classrooms. The teachers are utilizing them along with essential questions to help increase science academic vocabulary.</p> <p>A representative from the Science dept. meets with our 5th grade teachers weekly to help plan for the upcoming units since we did not meet a system safeguard.</p>

March Progress Check	<p>100% of 5th grade students participated in a science fair project for our annual Science Night. During the evening, we had 105 families signed in for an evening of hands-on activities.</p> <p>Science journals continue to be turned in every 6 weeks. As administrators, we have seen the growth in this subject area, especially having a Science AST.</p> <p>Science collaboration continues weekly with a different grade level at Wednesday meetings.</p> <p>CDB data shows growth in In 3rd grade had 74% passing at a standard of 60% In 4th grade 33% of the students passed the SS/Sc integrated CDB with a passing standard of 60%. In 5th grade 80% of the students passed if passing standard is 60%. In 5th grade 70% of the students passed if the passing standard is 70%. 5th Science CDB: 75%</p> <p>Walkthroughs continue to show unit inventories being utilized to increase science academic vocabulary.</p>
June Progress Check	<p>CDB data shows growth in In 3rd grade had 74% passing at a standard of 60% In 4th grade 33% of the students passed the SS/Sc integrated CDB with a passing standard of 60%. In 5th grade 80% of the students passed if passing standard is 60%. In 5th grade 70% of the students passed if the passing standard is 70%. 5th Science CDB: 75%</p> <p>5th grade STAAR: 59% in 2016-2017; 82% for 2017-2018</p> <p>Continue to have Science AST for 2018-2019</p>

Activity 1

Activity	Classroom teachers are to design and implement Unit Inventories into the classroom to use on a daily basis as part of the instruction to increase our Science Academic Vocabulary.
Person Responsible	Classroom Teachers and Science AST.
Monitoring Measures	Walk Throughs, Unit Inventories in classrooms, Common Assessments, and CDBs.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	

Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teachers will create, conduct and analyze data for each common assessment.
Person Responsible	Classroom teachers, Science AST, and Administration.
Monitoring Measures	Common Assessments and Data Reviews.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Science Journals (2H, 2M, and 2L) will be turned into administration every six weeks to monitor the use of Science Academic Vocabulary and activities.
Person Responsible	Classroom teachers, Science AST, and Administration
Monitoring Measures	Administration will check Science journals to monitor the use of Science Academic Vocabulary and activities.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9

Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Hiring of a Science AST to implement hands-on Labs and assisting in the implementation of Unit Inventories, Science Academic Vocabulary, and common assessments.
Person Responsible	Science AST, classroom teachers, and administration.
Monitoring Measures	Walk-throughs by administration, scheduling of labs, and common assessments.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 5, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Promote Science Nights: Science with a Twist and Science Night
Person Responsible	Counselor, Science AST, Classroom teachers, and Administration.
Monitoring Measures	Evaluations and Parent sign in sheets.
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 6, SWC 9
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : To use Running Records in conjunction with IRIs as scheduled to increase our students from 33% on reading level to 80% on reading grade level by the end Of the school year.

Goal : 51

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Data Review meetings to analyze common assessments and CDB data. Monthly meetings with the Reading Specialist to keep abreast on how running records and IRIs. Turning in of reading levels by teachers to administration. Monthly Collaboration with classroom teachers and Administration.

November Progress Check	<p>Running records have been scheduled through out the year for below and above reading level in conjunction with IRI's.</p> <p>A reading continuum wall has been added to the data room for 17-18. Every Collaboration meeting, teachers are to move their students names along the continuum to keep up with reading data.</p> <p>51 students below level in Kinder at this time. (only children who were considered readers were tested for an IRI)</p> <p>16 students below level in 1st grade</p> <p>26 students below level in 2nd grade</p> <p>15 students below level in 3rd grade</p> <p>15 students below level in 4th grade</p> <p>20 students below level in 5th grade</p> <p>Levels are due periodically to keep admin up to date.</p> <p>Reading Specialists meet weekly with grade levels for Collaboration meetings to discuss TEKS, common assessments, and working with Everyday Editing for writing.</p> <p>11/3/17 Reading with a Twist was presented and had 17 in attendance. This presentation was to talk with parents about reading, writing, and homework strategies.</p> <p>Reading Specialists meet with groups daily. These groups are decided by STAAR scores and Collaboration meetings.</p> <p>U.F.O. Night was held in October with each grade level presenting strategies to families to utilize at home.</p>
March Progress Check	<p>Running records have been scheduled through out the year for below and above reading level in conjunction with IRI's.</p> <p>A reading continuum wall has been added to the data room for 17-18. Every Collaboration meeting, teachers are to move their students names along the continuum to keep up with reading data.</p> <p>51 students below level in Kinder at this time. (only children who were considered readers were tested for an IRI)</p> <p>With our goal of 80% for students to be on grade level in reading, here is the current data as of February 16, 2018</p> <p>Kinder: 63% on level</p> <p>1st:70% on level</p> <p>2nd%: 65% on level</p> <p>3rd: 83% on level</p> <p>4th: 65% on level</p> <p>5th: 61% on level</p> <p>Reading Specialists meet weekly with grade levels for Collaboration meetings to discuss TEKS, common assessments, and working with Everyday Editing for writing.</p> <p>CDBs</p> <p>3rd: 56%</p> <p>4th: 58.2%</p> <p>5th: 59%</p> <p>Mock:</p> <p>4th:</p> <p>5th Mock Reading 71%</p>

June Progress Check	<p>Our goal was 80% of our students to be on or above grade level. Our % was 75%. We came in close and will continue to work on this goal. This year's SIP 2018-2019, we will implement a % by grade levels depending on our growth from 2017-2018.</p> <p>2017-2018 On Level: Kinder 39% 1st 55% 2nd 65% 3rd 71% 4th 50% 5th 61%</p> <p>STAAR: 3rd:62% (increase from 2016-2017) 4th 56% (decrease from 2016-2017) 5th 80% (same as 2016-2017)</p> <p>We did accomplish many students in 4th and 5th grade with 1 or 2 years of growth.</p> <p>Definitely continued work for 2018-2019 with IRIs and Running Records.</p>
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Activity 1

Activity	<p>Provide, implement, and monitor professional development around running record and IRIs.</p> <p>Reading Specialist to assist with professional development periodically during the school year for classroom teachers.</p>
Person Responsible	Reading Specialists, classroom teachers, and administration.
Monitoring Measures	<p>Teacher attendance</p> <p>Professional development given by reading specialists</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Collaboration Tuesdays and Wednesdays every six weeks with grade level teams and reading specialists.
Person Responsible	Reading Specialists and Administration
Monitoring Measures	Teacher attendance Agenda
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Design and implement reading common assessments to collect and analyze data.
Person Responsible	Reading Specialists, classroom teacher, and administration.
Monitoring Measures	Common assessments Data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Title 1 Campuses	SWC 2, SWC 6, SWC 9
Activity	Promote Reading Activity Nights: Reading with a Twist and U.F.O. Night
Person Responsible	Counselor, Classroom teachers, Reading Specialists, and Administration.
Monitoring Measures	Evaluations and parent sign in sheet.
Title 1 Fund	Yes
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Implement school wide reading strategies in each classroom. Reading Specialists will provide a review of our reading strategies that were decided on as a campus to be utilized 100% of the time by teachers.
Person Responsible	Reading Specialists, classroom teachers, and administration.
Monitoring Measures	Walk-throughs Reading strategies on wall in the classroom Common assessments CDBs STAAR Running records IRI levels
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : All Prek-5 teachers and students are to implement Math Structures 100% of the time when working a word problem.

Goal : All K-5 teachers are to implement Math Structures 100% of the time when given an appropriate word problem.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Data Review meetings for common assessments and CDBs. Monthly meetings with the Math Specialist to keep abreast on Math Structures. Monthly Collaboration with classroom teachers, math specialists, and Administration.
November Progress Check	Math Specialists meet with students daily for intervention. These groups are decided by STAAR scores and teacher input during Collaboration meetings. Math Specialists push in and pull out groups depending on their needs. In addition, they coach other teachers in the classroom when needed. Math Specialists meet weekly with grade levels for collaboration for common assessments, structure strategies, and data. Walk-throughs are implemented to observe word problems be conducted in class. U.F.O. Night was held in October with each grade level presenting strategies to families to utilize at home.

March Progress Check	<p>Math Specialists meet with students daily for intervention. These groups are decided by STAAR scores and teacher input during Collaboration meetings.</p> <p>Math Specialists push in and pull out groups depending on their needs. In addition, they coach other teachers in the classroom when needed.</p> <p>Math Specialists meet weekly with grade levels for collaboration for common assessments, structure strategies, and data</p> <p>CDB: 3rd-60% 4th- Math: Screener - 49.4% CDB #2 - 60.2% 5th: CDB 62% Math Mock: 63%</p>
June Progress Check	<p>STAAR: 3rd 60% (decrease from 65%) 4th 74% (increase from 70%) 5th 92% (decrease from 95%)</p> <p>We will only have one math specialist for 18-19 due to budget.</p> <p>Continue with Day Tutors for K-2nd</p> <p>Math Specialist will push in for the 18-19 school year in the upper grades. Working closely with all those that need coaching.</p> <p>We will move onto the components of math with some guided math PD.</p> <p>Overall, I think we did well as a campus. We saw lots of progress measure growth.</p>

Activity 1

Activity	All guidelines for Math structures will be developed and implemented in the classroom.
Person Responsible	Math Specialists, classroom teachers, and administration.
Monitoring Measures	Walk-throughs, Common assessments, CDBs, STAAR, and Unit tests.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	

Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Collaboration Tuesdays and Wednesdays every six weeks with grade level teams.
Person Responsible	Math Specialists and Administration
Monitoring Measures	Teacher attendance Agenda
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Design and implement math common assessments to collect and analyze data.
Person Responsible	Math Specialist, classroom teachers, and administration.
Monitoring Measures	Common assessments Data review meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9

Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Promote math: Math with a Twist and N.F.L. Night
Person Responsible	Math Specialists, classroom teachers, counselors, and administration.
Monitoring Measures	Evaluations and parent sign in sheets.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 8, SWC 9
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 4

Need : To increase our writing rubric scores to 3's and 4's for 70% of our 2nd-5th students and a score of 2's for K-1 students by the end of the year.

Goal : To increase our writing rubric scores to 3 and 4 for 70% of our 2nd-5th students and a score of a 2 for K-1 by the end of the year.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Turning in of writing samples with rubric scores every six weeks for grades Prek-5. Data Review meetings to analyze data for common assessments and CDB's. Monthly meetings with the Reading Specialist in regards to the implementation of Everyday Editing in K-5 classes.
November Progress Check	One of our System Safeguards not met: Meet with Sonia Sanchez in September to discuss our activities to meet our System Safeguard. Reading Specialists meet with grade levels every week to work through common assessments, strategies with Writer's Workshop and Everyday Editing. Writing Samples turned in every 6 weeks. (H, M, and L). These writing samples are used every 6 weeks during Writing Collaboration with the teachers. During these meetings, the teachers exchange samples and utilize the rubric to score them. As we are done, we discuss patterns, trends, and next steps. We discuss the four PLC critical questions and how are we going to improve our scores. Writing samples are collected by the Literacy Leaders to turn into the district as well. (H, M, L for the grade level) Teachers continue to use Writer's Workshop. Everyday Editing has been implemented K-3 and 5 this school year.

March Progress Check	<p>Writing Samples turned in every 6 weeks. (H, M, and L). These writing samples are used every 6 weeks during Writing Collaboration with the teachers. During these meetings, the teachers exchange samples and utilize the rubric to score them. As we are done, we discuss patterns, trends, and next steps. We discuss the four PLC critical questions and how are we going to improve our scores.</p> <p>Writing samples are collected by the Literacy Leaders to turn into the district as well. (H, M, L for the grade level)</p> <p>Reading specialists attend the Jeff Anderson PD in February.</p> <p>Teachers continue to use Writer's Workshop. Everyday Editing has been implemented K-3 and 5 this school year.</p> <p>3rd CDB:47%</p> <p>4th CDB/Mock: Writing: Revise/Edit portion - 45.7% Essay portion - 42.5%</p> <p>5th CDB: 36%</p> <p>To meet with Sonia Sanchez in May to discuss continued improvement in our System Safeguard.</p>
June Progress Check	<p>Unfortunately, this area has decreased from last year.</p> <p>4th Writing: 48% (decrease from 51)</p> <p>We will continue to make this a top priority with PD, book study, campus visits, etc.</p> <p>Teachers will continue to turn in writing samples with attached rubrics.</p> <p>Tuesday Collaborations will continue with an emphasis of writing.</p>

Activity 1

Activity	Classroom teachers are to turn in writing samples with scored rubric every six weeks to administration.
Person Responsible	Classroom teachers and Administration
Monitoring Measures	Writing samples with rubrics
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Data Meeting with teachers after receiving writing samples to analyze data from rubrics and plan our next steps.
Person Responsible	Classroom teachers and administration.
Monitoring Measures	Writing samples and rubrics. Common assessments CDBs STAAR
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Implement Everyday Editing into classrooms K-3 and 5. Reading Specialists will provide PD during Collaboration Tuesdays/Wednesdays. Each teacher will receive a copy of the Everyday Editing book.
Person Responsible	Reading Specialists, classroom teachers, and administration.
Monitoring Measures	Writing samples Walk-throughs Collaboration Tuesday/Wednesday meetings with Reading Specialists. Agenda Teacher attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9

Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Continued implementation of Writer's Workshop in K-5 classrooms.
Person Responsible	Classroom Specialists, Reading Specialists, and Administration.
Monitoring Measures	Writing samples Walk-throughs Collaboration Tuesday/Wednesday meetings Agenda items
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal : Implementing coordinated school health activities to ensure that students participate in the required physical activity.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Throughout the school year.
November Progress Check	Through observation and academic assessment, students were chosen for Motor Lab. This was implemented in late October with our Kinder students. Students have participated in Jump Rope for Heart, Bike Rodeo, and Go Noodle to help raise awareness on healthy ways. Students attend PE for 135 minutes in a six day rotation. Students receive recess daily for unstructured play.
March Progress Check	Through observation and academic assessment, students were chosen for Motor Lab. This was implemented in late October with our Kinder students. Students have participated in Jump Rope for Heart, Bike Rodeo, and Go Noodle to help raise awareness on healthy ways. Students attend PE for 135 minutes in a six day rotation. Students receive recess daily for unstructured play.
June Progress Check	Through observation and academic assessment, students were chosen for Motor Lab. This was implemented in late October with our Kinder students. Students have participated in Jump Rope for Heart, Bike Rodeo, and Go Noodle to help raise awareness on healthy ways. Students attend PE for 135 minutes in a six day rotation. Students receive recess daily for unstructured play.

Activity 1

Activity	Implementing of the Motor Lab for Kinder students.
Person Responsible	Kinder classroom teachers and PE coaches.
Monitoring Measures	Motor lab assessments IRI levels Kinder assessments
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Promote city-wide fitness and community health opportunities-Go Kids Challenge, Jump Rope for Heart.
Person Responsible	PE coach and classroom teachers.
Monitoring Measures	Attendance at the various events, documentation of completing the fitness/health opportunities.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 3

Activity	Develop goals and objectives for physical activity of students based on the campus fitness assessment data of students in grades three through eight
Person Responsible	PE coach and classroom teachers
Monitoring Measures	Campus Fitness Assessment and lesson plans
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Provide school-wide learning opportunities for all students to be healthy and active for a lifetime.-such providing moderate to vigorous physical activity to physical education and provide classroom curricula that blends health topics with core academics.
Person Responsible	PE coach
Monitoring Measures	Activities provided during PE and Lesson Plans
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Physical activities to promote healthy lifestyles, such as Field day, Patriot Palooza, Rock Wall, Bike Rodeo, etc.
Person Responsible	PE coach
Monitoring Measures	Activities such as Field Day, Rock Wall, Patriot Palooza, Bike Rodeo, etc..
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.